

Decision of the FIBAA Accreditation and Certification Committee



21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	23/124
Higher Education Institution:	Ho Chi Minh City University of Technology (HUTECH)
Location:	Ho Chi Minh City, Vietnam
Study programme:	1 Bachelor of Restaurant and Catering Management 2 Bachelor of International Business 3 Bachelor of Business Administration 4 Bachelor of Accounting
Type of accreditation:	initial accreditation

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

Accreditation

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 with one condition.

Condition

Condition 1: The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Proof of meeting this condition is to be supplied by December 26, 2026.

Period of Accreditation: March 27, 2026 - March 26, 2031

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Ho Chi Minh City University of Technology (HUTECH)

Bachelor programmes:

- 1 Bachelor of Restaurant and Catering Management
- 2 Bachelor of International Business
- 3 Bachelor of Business Administration
- 4 Bachelor of Accounting

Qualification awarded on completion:

- 1 Bachelor of Arts
- 2 Bachelor of Arts
- 3 Bachelor of Arts
- 4 Bachelor of Arts

General information on the study programme

Brief description of the study programmes:

Bachelor of Restaurant and Catering Management (RCM)

This programme is designed to produce professionals for the global hospitality industry. It balances a solid foundation in economics and culture with specialised expertise in culinary management, banquet operations, and restaurant system design. Students benefit from a strong emphasis on practical experience and English proficiency, ensuring they are industry-ready for international environments. Graduates typically progress into leadership roles such as restaurant managers, supervisors, or entrepreneurs within the global service sector.

Bachelor of International Business (IB)

Fostering an entrepreneurial spirit, this programme equips students with the technical and ethical competencies required to navigate global trade and investment. The curriculum focuses on international logistics, strategic decision-making, and intercultural communication, supported by a modern, globally integrated teaching approach. Students are encouraged to develop creative business solutions through faculty mentorship and direct industry engagement. This prepares them for diverse careers as import-export specialists, market analysts, or founders of their own international ventures.

Bachelor of Business Administration (BA)

As HUTECH's largest and most established faculty, this programme offers a comprehensive education in management, production, and strategic planning. A standout feature is the "Enterprise Semester," where students gain vital real-world experience by working within companies while completing their academic dissertations. The curriculum nurtures critical thinking and adaptability, ensuring graduates can direct resources efficiently in a digitalised business landscape. It is an ideal pathway for those aiming for roles in human resources, logistics, or corporate consultancy.

Bachelor of Accounting (Acc)

This programme provides a rigorous grounding in financial, managerial, and tax accounting, alongside auditing and banking practices. It is specifically designed to meet the professional standards of the ASEAN Economic Community, blending academic theory with a "maximum practice" philosophy. Students develop the analytical skills necessary for complex financial operations while maintaining a strict commitment to legal and ethical compliance. Graduates are highly sought after as chief financial officers, internal controllers, and auditors in both the public and private sectors.

Type of all study programmes:

For all programmes: Bachelor programme

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

For all programmes: 3,5 years - 137 accumulative credits¹ + Physical education (non-accumulative 5 credits) + National defence Education (non-accumulative)

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all programmes: No

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

RCM: Scope: 4, enrolment capacity: 200 students

IB: Scope: 6, enrolment capacity: 300 students

BA: Scope: 20, enrolment capacity: 1000 students

Acc: Scope: 6, enrolment capacity: 300 students

Programme cycle starts in:

For all programmes: Fall semester

Initial start of the programme:

RCM: 2014

IB: 2021

BA: 1996

Acc: 2009

Type of accreditation:

For all programmes: Initial accreditation

¹ See chapter 3.2

Procedure

A contract for the initial accreditation of the Bachelor of Restaurant and Catering Management, Bachelor of International Business, Bachelor of Business Administration, and Bachelor of Accounting made between FIBAA and Ho Chi Minh City University of Technology on December 20, 2023. On May 7, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Ing. Ronald Glasberg

SRH University Berlin, Germany

Professor of International Strategic Management

Prof. Dr. Ali Ozturen

Eastern Mediterranean University, Faculty of Tourism, North Cyprus

Vice Rector, Faculty Member, Faculty of Tourism

Dr. Donjeta Zejnullahu Pllana

Agna Group Corporation

Brand Manager at Agna Group/Former Head of Quality Assurance at Universum International College

Dr. Hung Van Nguyen

Phenikaa University

Deputy Head of Quality Assurance, Lecturer in Computer Science, Management, and Industrial Engineering

Amadeus Werner

Triagon Academy Ltd.

Doctor of Business Administration

Bsc. International and Intercultural Management

Prof. Dr. Jochen Zimmermann

University of Bremen

Professor of Management Accounting (Accounting, Management Accounting, Controlling, Business Administration)

FIBAA project manager:

Dr. Marco Haid

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 September 10-12, 2026, via the video conferencing tool *MS-Teams*.

² The panel is presented in alphabetical order.,

The assessment report based on this was delivered to the HEI for comment on March 5, 2026. The statement on the report was given up on March 8, 2026. It has been taken into account in the report at hand.

Summary

The Bachelor of Restaurant and Catering Management, Bachelor of International Business, Bachelor of Business Administration, and Bachelor of Accounting offered by Ho Chi Minh City University of Technology fulfils the FIBAA quality requirements with one exception for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026, and finishing on March 26, 2031, 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.

The panel members identified need for improvement regarding the following aspect. They recommend the accreditation on condition of meeting the following requirement:

- **Condition 1** (see chapter 5.1): The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

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

- The HEI enters into formal contracts with reputable publishing houses to secure state-of-the-art textbooks. (see chapter 3.3.2)
- The HEI integrates more comprehensive training in intercultural communication to better prepare students for diverse professional environments. (see chapter 3.4.1)
- The HEI significantly increases its efforts to enhance the international composition of its staff. (see chapter 3.4.3)
- The HEI secures sufficient funding and develops alternative financial sources or strategies to ensure the programmes remain viable. (see chapter 4.6)

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 is one criterion in which the programme exceeds the quality requirements:

- Alumni Activities (see chapter 4.5.2)

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

Ho Chi Minh City University of Technology (HUTECH) was established on April 26, 1995, and officially began operations on June 24, 1995. Since its founding, HUTECH has grown into one of Vietnam's leading private universities, widely recognised for its academic excellence and regional influence. The university operates across four campuses - Saigon, Thu Duc, Ung Van Khiem, and Hitech Park - and comprises nine institutes, eighteen faculties, twelve functional departments, and fifteen centres, supported by a team of over 1,300 full-time academic staff and 300 support staff.

As a multidisciplinary institution, HUTECH offers a broad spectrum of programmes at undergraduate and postgraduate levels, including three PhD programmes, sixteen Master's programmes, and sixty-three Bachelor's programmes. The University also collaborates internationally, delivering ten joint programmes in partnership with Lincoln University (USA), the University of Cergy-Pontoise (France), and Open University Malaysia, alongside various articulation programmes that enable students to study at HUTECH and its partner institutions (see self-evaluation report, p. 2).

Its academic team includes 16 Professors, 47 Associate Professors, 350 Doctorate holders, and 915 Master's graduates, with two scientists recognised globally among the world's most influential researchers in Mechanical Engineering and Aerospace. HUTECH provides a dynamic, well-equipped learning environment with over 104,000 square meters of construction floor area, 83 laboratories, 19 computer practice centres, and more than 400 classrooms, all equipped with modern facilities. The campus also offers ample spaces for student collaboration and self-study.

Over nearly three decades, HUTECH has achieved numerous distinctions, including the First-, Second-, and Third-Class Labour Medals from the President of Vietnam, and Certificates of Merit from the Ministry of Education and Training and the Ho Chi Minh City People's Committee. Internationally, HUTECH earned a QS four-star overall rating in 2022 and maintained this recognition in 2024 under an updated methodology that emphasises sustainability. In the latest assessment, the university achieved five Stars in Teaching, Facilities, Employability, Good Governance, and Equity–Diversity–Inclusion (see self-evaluation report, p. 2 and 3).

Through its continuous innovation in governance, education, research, and community engagement, HUTECH has firmly established itself as a prestigious institution in Vietnam's higher education landscape and an emerging player in regional and global academic integration.

Statistical data and evaluation results

Bachelor of Restaurant and Catering Management programme

The Bachelor of Restaurant and Catering Management programme at Ho Chi Minh City University of Technology (HUTECH), developed by the Faculty of Tourism and Hospitality Management (FTHM), has been a vital part of the University’s educational offerings since its launch in August 2014. Building on over two decades of experience in Service Management training, the programme continues to grow in alignment with HUTECH’s strategic vision, providing the hospitality industry—often called the “smokeless industry”—with highly qualified professionals.

The curriculum combines a solid foundation in economics, culture, and society with specialised knowledge in tourism, hospitality, and restaurant management. Students gain expertise in areas such as hotel and culinary management, conference and banquet operations, food service development, and restaurant system management. This multidisciplinary approach equips graduates with the ability to design strategies, develop business plans, and manage operations in both domestic and international hospitality and restaurant sectors.

The programmes emphasises practical experience and English proficiency, preparing students for employment in global environments. Alongside classroom learning, students engage in hands-on modules, internships, and real-world projects that develop their professional competence and industry readiness. The curriculum also includes essential subjects such as Microeconomics, Principles of Economics, Vietnamese Culture, Applied Psychology, Kitchen Management, Human Resource Management, and Event Design and Management, ensuring a comprehensive education.

The programme aims to train graduates with strong ethical standards, professional knowledge, and practical experience, enabling them to work independently and collaboratively in international contexts. Its objectives focus on developing professionals who possess deep expertise in restaurant and catering management, essential managerial and communication skills, and technological and critical thinking abilities, along with a strong sense of responsibility, ethics, and social awareness.

Graduates of the programme have diverse career opportunities. They can work as managers, supervisors, or specialists in restaurants, bars, kitchens, and departments such as marketing, sales, human resources, and event organisation within hotels, resorts, cruise ships, and airlines. They may also serve as researchers, consultants, educators, or entrepreneurs in the restaurant, hospitality, and tourism sectors, contributing to both Vietnam’s service industry and the global hospitality landscape.

Table 1: Statistical data of Bachelor of Restaurant and Catering Management programme

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
# Study Places offered by HEI		200	200	200	200	200
# Applicants	Σ	1,994	1,902	568	935	557
	f	1,053	816	294	484	309
	m	941	1,086	274	451	248

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
Application rate		9.97	9.51	2.84	4.68	2.79
# First-Year Students (accepted applicants)	Σ	209	137	169	110	41
	f	115	49	125	63	23
	m	94	88	44	47	18
Rate of female students		55.02%	35.77%	73.96%	57.27%	56.10%
# Foreign Students	Σ	0	0	0	0	0
	f	N/A	N/A	N/A	N/A	N/A
	m	N/A	N/A	N/A	N/A	N/A
Rate of foreign students		N/A	N/A	N/A	N/A	N/A
Percentage of occupied study places		104.50%	68.50%	84.50%	55.00%	20.50%
# Graduates	Σ	93	N/A	N/A	N/A	N/A
	f	60	N/A	N/A	N/A	N/A
	m	33	N/A	N/A	N/A	N/A
Success rate (students who finished their studies)		44.50%	N/A	N/A	N/A	N/A
Dropout rate (students who dropped their studies)		10.53%	17.52%	27.81%	23.64%	0.00%
Average duration of study		4 years	N/A	N/A	N/A	N/A
Average grade of final degree		2.83	N/A	N/A	N/A	N/A

Bachelor of International Business programme

The Bachelor of International Business programme at Ho Chi Minh City University of Technology (HUTECH) is offered by the Faculty of Marketing and International Business (FMIB), which also provides degree programmes in Marketing, Digital Marketing, and International Economics. Designed with a modern, globally integrated approach, the programme equips students with comprehensive knowledge, professional skills, and ethical values necessary to thrive in both domestic and international business environments.

Established in 2021, FMIB is a dynamic and forward-thinking faculty that brings together experienced lecturers, professors, and industry experts from universities, research institutes, and enterprises. This collaboration ensures that students receive a well-rounded education that combines academic theory with real-world practice through lectures, practical training, company visits, and research projects. The curriculum also emphasises essential soft skills

such as creativity, time management, teamwork, communication, and problem-solving—key competencies for future business professionals.

The Bachelor of International Business programme focuses on developing students' understanding of international trade, global investment, logistics, and payment systems, while also nurturing entrepreneurial qualities, strategic thinking, and research capacity. Students are trained to plan and manage international business activities, make strategic decisions, and adapt effectively to global business challenges. Strong emphasis is placed on English proficiency and intercultural communication, preparing graduates to work confidently in multinational corporations and international organisations.

The programme's objectives aim to cultivate well-rounded professionals with strong health, political and moral qualities, comprehensive social and legal knowledge, and an advanced understanding of international business practices. Graduates are expected to demonstrate management and strategic planning skills, foreign language fluency, research capabilities, creativity, and an entrepreneurial mindset—enabling them to work independently or lead teams in global business environments.

Studying International Business at FMIB offers a vibrant and collaborative learning environment that encourages innovation, critical thinking, and practical engagement. Students are invited to contribute business ideas inspired by real-world challenges, supported by faculty mentorship, clubs, associations, and business partnerships. Upon graduation, students can pursue diverse career paths, including import-export specialists, market research analysts, international business strategists, consultants, trade promotion experts, or lecturers.

They are also well-equipped to start and manage their own businesses, contributing to Vietnam's growing presence in the global economy.

Table 2: Statistical data of Bachelor of International Business programme

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
# Study Places offered by HEI		300	300	300	300	300
# Applicants	Σ	1,345	1,534	1,240	1,268	573
	f	805	1,040	919	860	371
	m	540	494	321	408	202
Application rate		4.48	5.11	4.13	4.23	1.91
# First-Year Students (<i>accepted applicants</i>)	Σ	187	135	150	123	54
	f	111	87	112	86	36
	m	76	48	38	37	18
Rate of female students		59.36%	64.44%	74.67%	69.92%	66.67%
# Foreign Students	Σ	0	0	0	0	0

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
	f	N/A	N/A	N/A	N/A	N/A
	m	N/A	N/A	N/A	N/A	N/A
Rate of foreign students		N/A	N/A	N/A	N/A	N/A
Percentage of occupied study places		62.33%	45.00%	50.00%	41.00%	18.00%
# Graduates	Σ	147	N/A	N/A	N/A	N/A
	f	48	N/A	N/A	N/A	N/A
	m	99	N/A	N/A	N/A	N/A
Success rate (<i>students who finished their studies</i>)		78.61%	N/A	N/A	N/A	N/A
Dropout rate (<i>students who dropped their studies</i>)		11.76%	14.81%	10.00%	0.81%	0.00 %
Average duration of study		4 years	N/A	N/A	N/A	N/A
Average grade of final degree		3.13	N/A	N/A	N/A	N/A

Bachelor of Business Administration programme

The Bachelor of Business Administration programme at Ho Chi Minh City University of Technology (HUTECH) is offered by the Faculty of Business Administration (FBA), one of the university's oldest and most prominent faculties, established in 1996. Over the years, the FBA has grown steadily to become the largest faculty at HUTECH, training high-quality human resources at the doctoral, master's, and bachelor's levels. Guided by a practical, student-centred educational approach, the faculty provides learners with a strong foundation in economics, social sciences, and management, equipping them to thrive in the modern global business environment.

A distinctive feature of the programme is the "Enterprise Semester," which enables students to gain real-world experience by working at companies while continuing their studies remotely. During this period, students apply theoretical knowledge to practical business contexts and complete their dissertations with faculty supervision outside working hours. This hands-on model shortens study time while ensuring graduates are career-ready upon completion.

The Bachelor of Business Administration curriculum focuses on core areas such as economics, business administration, and specialised management fields. It develops students' ability to formulate policies and strategies, plan and manage enterprises, and oversee business operations efficiently. Graduates are trained to apply modern management theories across production, technology, office management, and information systems, enabling them to effectively organise, direct, and control resources to achieve organisational goals.

The programme's overarching goal is to produce graduates with strong ethical standards, political integrity, and professional competence. Students are expected to demonstrate critical thinking, problem-solving, teamwork, and lifelong learning abilities, as well as creativity, independence, and adaptability to global business environments. The curriculum also integrates training in information technology, foreign languages, health, and personal development to foster well-rounded individuals.

Beyond academics, students can join various clubs such as the FBA Club, HRM Club, and Model Club, as well as participate in cultural, sports, and professional competitions. These activities promote holistic growth, encourage innovation, and provide a foundation for entrepreneurship. Upon graduation, students are well-prepared for diverse careers in both domestic and international settings. They can work as business planners, sales and logistics specialists,

HR or administrative officers, quality assurance experts, import-export and customs professionals, aviation specialists, researchers and educators in business administration. The programme thus provides a comprehensive pathway for students to become capable, ethical, and globally competitive business leaders.

Table 3: Statistical data of Bachelor of Business Administration programme

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
# Study Places offered by HEI		500	700	1000	1000	1000
# Applicants	∑	6,586	8,379	4,287	4,200	2,228
	f	3,438	4,131	2,272	2,012	1,089
	m	3,148	4,248	2,015	2,188	1,139
Application rate		13.17	11.97	4.29	4.20	2.23
# First-Year Students (<i>accepted applicants</i>)	∑	550	760	1045	828	444
	f	292	389	554	356	209
	m	258	371	491	472	235
Rate of female students		53.09%	51.18%	53.01%	43.00%	47.07%
# Foreign Students	∑	0	0	0	0	0
	f	N/A	N/A	N/A	N/A	N/A
	m	N/A	N/A	N/A	N/A	N/A
Rate of foreign students		N/A	N/A	N/A	N/A	N/A
Percentage of occupied study places		110.00%	108.57%	104.50%	82.80%	44.40%
# Graduates	∑	137	N/A	N/A	N/A	N/A

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
	f	93	N/A	N/A	N/A	N/A
	m	44	N/A	N/A	N/A	N/A
Success rate (<i>students who finished their studies</i>)		24.90%	N/A	N/A	N/A	N/A
Dropout rate (<i>students who dropped their studies</i>)		21,45%	18,68%	11,29%	9,30%	0.00%
Average duration of study		3.57 year	N/A	N/A	N/A	N/A
Average grade of final degree		2.94	N/A	N/A	N/A	N/A

Bachelor of Accounting programme

The Bachelor of Accounting programme at Ho Chi Minh City University of Technology (HUTECH) is offered by the Faculty of Finance and Commerce (FFC), which is responsible for undergraduate and postgraduate training in Accounting, Finance-Banking, Commerce, E-commerce, and International Finance. Established in 1995 and officially renamed in 2019, the faculty has built a strong reputation for combining academic rigour with practical training, ensuring its graduates are well-prepared for both domestic and international labour markets, including the ASEAN Economic Community (AEC).

The FFC prides itself on a team of highly qualified and experienced lecturers, supported by collaborations with professors, researchers, and industry experts from various institutions. This partnership enriches students' academic experience through practical exercises, research projects, and real-world case studies. The faculty's teaching philosophy emphasises minimising theory and maximising practice, equipping students with the skills to adapt quickly to professional environments and meet the evolving demands of the global economy.

The Bachelor of Accounting programme provides students with comprehensive knowledge in financial, management, and tax accounting, as well as auditing and banking accounting. Alongside technical expertise, students develop critical thinking, problem-solving, communication, and teamwork skills. The programme also emphasises professional ethics, responsibility, and English proficiency to enable smooth integration into multinational workplaces.

Its primary goals are to ensure that graduates possess a balanced combination of foundational knowledge in politics, law, the social sciences, and the humanities, alongside in-depth accounting expertise. Students are trained to perform complex financial operations, make informed decisions, and maintain compliance with legal and ethical standards. The programme's objectives focus on fostering independent and collaborative working abilities, proficiency in foreign languages and information technology, and a commitment to lifelong learning and continuous professional development.

The learning environment at FFC is dynamic and interactive, encouraging students to apply their knowledge to real-world business contexts. Through workshops, clubs, associations, and partnerships with enterprises, students cultivate creativity, innovation, and global awareness. These are considered to enhance their professional readiness and confidence. Upon graduation, students have a wide range of career opportunities, including roles as accountants, accounting managers, chief financial officers, auditors, internal controllers, and information system analysts in both public and private sectors.

They may also pursue academic careers as lecturers or researchers in accounting and auditing. With its balance of theoretical grounding and practical experience, the Bachelor of Accounting programme at HUTECH prepares students to become competent, ethical, and adaptable professionals in an increasingly globalised financial landscape.

Table 4: Statistical data of Bachelor of Accounting

		1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
# Study Places offered by HEI		200	300	300	300	300
# Applicants	∑	1,512	1,771	1,767	1,645	876
	f	1,283	1,451	1,446	1,342	670
	m	229	320	321	303	206
Application rate		7.56	5.90	5.89	5.48	2.92
# First-Year Students (<i>accepted applicants</i>)	∑	223	328	325	251	101
	f	176	257	275	215	78
	m	47	71	50	36	23
Rate of female students		80%	78.40%	84.60%	85.70%	77.20%
# Foreign Students	∑	0	0	0	0	0
	f	N/A	N/A	N/A	N/A	N/A
	m	N/A	N/A	N/A	N/A	N/A
Rate of foreign students		N/A	N/A	N/A	N/A	N/A
Percentage of occupied study places		111.50%	109.33%	108.33%	83.67%	33,67%
# Graduates	∑	106	N/A	N/A	N/A	N/A
	f	93	N/A	N/A	N/A	N/A
	m	13	N/A	N/A	N/A	N/A
Success rate (<i>students who finished their studies</i>)		47.53%	N/A	N/A	N/A	N/A

	1. Cohort 2020	2. Cohort 2021	3. Cohort 2022	4. Cohort 2023	5. Cohort 2024
Dropout rate (<i>students who dropped their studies</i>)	22.29%	18.38%	18.54%	8.95%	1.92%
Average duration of study	4.75 years	N/A	N/A	N/A	N/A
Average grade of final degree	2.92	N/A	N/A	N/A	N/A

Appraisal

The reviewers express high satisfaction with the statistical development across all programmes, noting that the data reflects a robust demand for HUTECH's vocationally oriented curricula. Across the board, solid application rates demonstrate market reputation and regional appeal of the faculties. The programmes consistently achieve high occupancy rates, often exceeding 100% of available places. Furthermore, a significant trend towards gender diversity is evident, particularly in the Accounting and International Business programmes, where female participation is consistently strong. Finally, the reviewers commend the downward trend in dropout rates for the 2023 and 2024 cohorts, suggesting that enhanced student support and the "Enterprise Semester" model are successfully fostering academic persistence.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

For all programmes

The objectives and programme learning outcomes (PLOs) of HUTECH's four undergraduate programmes - Bachelor of Restaurant and Catering Management, Bachelor of International Business, Bachelor of Business Administration, and Bachelor of Accounting - have been designed in full compliance with Vietnamese higher education regulations, including the Law on Higher Education, its Amendments, the Circular on Training Programme Standards, and the Vietnamese Qualifications Framework.

These frameworks ensure that each programme meets national standards for academic rigour, quality assurance, and graduate competencies. The objectives of the four programmes clearly define expectations regarding students' professional capabilities, academic competence in their respective disciplines, employability skills (both technical and soft), research capacity, and personal and professional development. In addition, they emphasise ethical conduct, civic and community responsibility, and global readiness, reflecting the university's commitment to producing graduates who contribute positively to society and are competitive in both local and international labour markets.

Aligned with HUTECH's mission, vision, and development strategy, the programme's objectives are informed by ongoing stakeholder feedback, including employers, alumni, faculty, and students. This collaborative approach ensures that each curriculum remains relevant to industry needs and is responsive to social, economic, and technological changes, as analysed through the PESTEL framework and global trends in higher education. To maintain academic excellence and relevance, all study programmes undergo a comprehensive review every three to four years.

These reviews assess and update the programme objectives, PLOs, course structures, teaching methods, and assessment approaches, benchmarking them against similar programmes both domestically and internationally. The most recent revisions took place in 2018 and 2022, with the next update scheduled for 2025. The 2025 revision will further modernise the curriculum by introducing two new interdisciplinary courses, Sustainability and Applied Artificial Intelligence, across all undergraduate programmes.

It will also include restructuring course content, integrating related subjects, and refining programme objectives and learning outcomes to ensure continued alignment with emerging global trends and the evolving demands of Vietnam's higher education and labour market landscape.

Bachelor of Restaurant and Catering Management

The Bachelor of Restaurant and Catering Management programme aims to train graduates with strong ethical values, professional competence, and specialised knowledge in the field of

restaurant and catering management. The programme is designed to equip students with both theoretical understanding and practical experience, enabling them to work effectively and responsibly in diverse and international environments.

Graduates are expected to possess solid scientific and professional knowledge that prepares them for leadership and management roles such as team leaders, supervisors, restaurant managers, or culinary department managers. They will also develop essential management skills, including proficiency in foreign languages, effective communication, critical thinking, and the ability to apply information technology in restaurant and catering operations—key competencies for supervisory, managerial, or entrepreneurial positions in the hospitality industry.

Furthermore, the programme emphasises professional ethics, a strong sense of responsibility, political and moral awareness, and a commitment to health and sustainability, fostering well-rounded individuals ready to contribute to both the industry and society in an increasingly globalised world.

Bachelor of International Business

The Bachelor of International Business programme is designed to develop graduates with entrepreneurial spirit, strong business ethics, and the professional knowledge and skills needed to succeed in global business environments. The programme aims to equip students with expertise in international trade, economics, and management, as well as the ability to design strategies, make informed decisions, and solve complex business problems. It also emphasises personal development—fostering good health, effective communication, creativity, self-direction, and adaptability in both domestic and international enterprises.

Graduates are expected to demonstrate solid theoretical and practical knowledge in international business, along with political, moral, and legal awareness, and technological literacy. They will possess professional and managerial capabilities to plan and implement business strategies, conduct international marketing, and manage global operations effectively. The programme also ensures proficiency in foreign languages, enabling students to engage in professional communication and advanced-level academic research.

Furthermore, graduates are trained to think creatively, conduct research, and exhibit an entrepreneurial mindset - working independently or collaboratively in global organisations, or even establishing and managing their own businesses.

Bachelor of Business Administration

The Bachelor of Business Administration programme aims to train graduates with strong political and ethical qualities, solid professional competence, and the ability to adapt to the evolving socio-economic landscape. The programme focuses on developing students' capacity to conduct scientific research, build business strategies, make effective decisions, and solve managerial problems. It also fosters independence, creativity, responsibility, and good health—qualities essential for success in both domestic and global work environments.

Graduates are expected to apply foundational and specialised knowledge of business administration to address real-world management and operational challenges. They will

demonstrate critical thinking, problem-solving, teamwork, and specialised skills that contribute to the growth of organisations in Vietnam and abroad. The programme encourages lifelong learning and participation in research to support continuous professional development. Additionally, graduates are trained to uphold ethical and political integrity, work independently and creatively, maintain physical and mental readiness for professional demands, and act responsibly toward the community and global society.

Bachelor of Accounting

The Bachelor of Accounting programme aims to train graduates with strong intellect, integrity, and professionalism, equipped with comprehensive knowledge and practical skills in accounting. The programme focuses on developing students' abilities in financial and managerial accounting, effective communication in business contexts, teamwork and leadership, and a professional working style grounded in ethics and social responsibility to meet the demands of a dynamic economic environment.

Graduates are expected to possess a solid foundation in politics, law, social sciences, and humanities, enabling them to contribute to the sustainable development of society and their profession. They will acquire in-depth expertise in accounting to perform effectively across areas such as financial accounting, tax accounting, management accounting, public sector accounting, banking accounting, and auditing. The programme also emphasises professional competence, critical thinking, problem-solving, and communication, alongside proficiency in foreign languages and information technology - essential for working in interdisciplinary and multicultural settings.

Furthermore, graduates will be able to work independently or collaboratively, demonstrating leadership, negotiation, and cooperation skills while upholding professional ethics, legal compliance, and a lifelong learning mindset to adapt to changing work environments.

Appraisal:

The programmes' qualification objectives are explained and convincingly presented in relation to the target group, the targeted professional field, and the discipline's societal context. They embrace academic proficiency, comprehensive employability, and the development of each 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)			X		

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

For all programmes:

HUTECH fosters the international orientation of its curricula across all study programmes, ensuring that design, management, and implementation align with the needs of a global workforce. This international focus is central to the university's mission, vision, and educational philosophy, connecting students with domestic and global communities, organisations, and businesses. By fostering workplace adaptability, HUTECH aims to cultivate high-quality human resources capable of supporting societal development and global integration.

As a multidisciplinary institution offering programmes from undergraduate to doctoral levels, the university prioritises learner-centred education and advanced management systems, aiming to become one of Vietnam's leading universities with international recognition. Internationalisation is a top priority at HUTECH, encompassing education, research, and community engagement. The university's strategy enhances global exposure for students and staff, attracts a diverse academic community, fosters cultural exchange, and promotes collaborative research with institutions worldwide.

This approach not only strengthens HUTECH's reputation and access to funding but also equips students with the cultural competencies and skills needed to succeed in international work environments, preparing them to address global challenges as globally-minded citizens. HUTECH maintains a network of over 200 universities and institutes across 32 countries and regions.

To accommodate international students and participants in long-term and short-term exchange programmes, the university offers ten fully English-taught programmes, including Information Technology, Automotive Engineering Technology, Business Administration, International Business, Marketing, Digital Marketing, English Studies, Accounting, Logistics and Supply Chain Management, and Public Relations.

Although the four targeted programmes currently do not enrol international students, HUTECH has implemented measures to attract them, including providing English programme descriptions online, promoting programmes on the QS website, distributing brochures at international conferences, engaging global partners, and sending quarterly English newsletters to prospective students.

HUTECH's efforts in internationalisation have been recognised with a QS three Stars rating in Global Engagement, highlighting the university's commitment to global collaboration, outreach, and partnerships (see self-evaluation report, p. 29). This achievement underscores HUTECH's proactive role in fostering international connections, enriching the academic environment, and positioning itself as a key player in Vietnam's international higher education landscape.

Bachelor of Restaurant and Catering Management

The Faculty of Tourism and Hospitality Management at HUTECH strongly emphasises internationalisation across its Bachelor of Restaurant and Catering Management programme,

embedding a global perspective in its mission, curriculum, and student experiences. The programme is designed to equip students with comprehensive knowledge and practical skills in restaurant and catering management, including policy formulation, strategy development, and business operations, both domestically and internationally.

Graduates are expected to demonstrate political and ethical awareness, specialised expertise, professional competence, and proficiency in foreign languages and technology, enabling them to work independently or collaboratively in international environments. The programme's international orientation is reflected in its curriculum, which has been benchmarked against leading global institutions such as Glion University (Switzerland) and Saxion University of Applied Sciences (Netherlands), with selected courses referenced from universities including Peking University, California University, and Wisconsin Stout University.

The curriculum integrates globally relevant courses such as European Cooking Processing, Sustainable Tourism Development, Tourism and Hospitality Human Resource Management, Barista Art, Banquet and Event Operation, and ASEAN Culture, preparing students for a competitive global labour market. HUTECH's internationalisation strategy is further demonstrated through collaborations with foreign universities and businesses. Since 2016, the Faculty has partnered with CY Cergy Paris University (CYU), France, to offer a dual programme in which students study the first three years locally and the final year at CYU.

Students gain hands-on experience managing the Pixel Restaurant, organising menus, budgets, and operations, and subsequently secure internships and employment at international hotels and Michelin-starred restaurants abroad. Short-term exchange programmes with CYU and Bangkok University, as well as internships in Japan, provide additional global exposure. Collaborations with institutions such as the Kanazawa Institute of Technology and Macao University of Tourism integrate sustainable development practices, research opportunities, and project-based learning aligned with the UN's SDGs.

Internships are a compulsory part of the programme, offering students three months of practical experience at international hotels and restaurants in Vietnam, fostering professional networks and real-world skills essential for global careers. English-language instruction across courses, supported by a four-level English training system, prepares students for international professional settings.

Beyond formal education, HUTECH promotes international engagement through student activities, competitions, and workshops in partnership with global organisations and guest speakers, such as the HUTECH Young Chef Competition co-organised with the U.S. Potato Company, food festivals with the U.S. Soybean Export Council, and events with the Poultry and Egg Export Council. These initiatives enrich students' cultural understanding, industry knowledge, and practical experience, reinforcing the Faculty's commitment to cultivating globally competent hospitality professionals.

Bachelor of International Business

The Bachelor of International Business programme at HUTECH, offered by the Faculty of Marketing and International Business, emphasises a strong international orientation embedded in the faculty's mission, vision, and programme objectives. The curriculum is

designed to develop graduates with entrepreneurial qualities, business ethics, professional knowledge, practical skills, and research capabilities, enabling them to formulate strategies, make informed decisions, and solve problems in international business contexts.

The programme also promotes personal development, including physical health, effective communication, creativity, self-direction, professional responsibility, and adaptability to both domestic and international work environments. The programme has been benchmarked against leading international institutions such as Monash University and St. George's University, providing students with a global perspective on market forces, trade, and business operations.

It equips students with key economic, financial, political, legal, managerial, and strategic skills required for international business. The curriculum includes courses with a strong global focus, such as International Business Strategy, International Business Negotiation, International Economics, International Trade Practices, International Payment Methods, Trade Correspondence, English for International Trade, International Investment, International Marketing, and International Business Law, as well as Project Design Thinking, fostering creativity, innovation, analytical thinking, and critical thinking.

HUTECH's International Business programme has received recognition and articulation agreements with universities such as Nottingham Trent University (UK), Yeungnam University (Korea), and Lincoln University (USA), enabling students to pursue international pathways, including franchise programmes with courses taught by foreign lecturers. Additionally, student exchange opportunities with institutions such as Southern Leyte University, Universiti Sains Malaysia, and Thammasat University Business School provide immersion in diverse cultural and academic environments, enhancing global perspectives.

To prepare students for the international labour market, the programme incorporates an eight-week internship in countries such as Japan or France, or with international companies in Vietnam, offering hands-on experience and exposure to global work environments. English-language proficiency is emphasised through a structured four-level programme (English 1–4, plus English for International Trading) and English-medium instruction in selected courses.

Teaching methods are interactive and experiential, including project-based, community-based, and work-based learning, supplemented by extracurricular activities featuring international guest speakers. These approaches ensure that students gain practical skills, cultural competencies, and a global outlook, preparing them for careers in international business.

Bachelor of Business Administration

The Bachelor of Business Administration programme at HUTECH demonstrates a strong international orientation, clearly reflected in its goals, objectives, and curriculum design. Benchmarking against leading universities, such as the University of Liverpool and the University of San Diego, ensures alignment in learning outcomes, course structures, and programme objectives. A notable feature of the curriculum is Project Design Thinking, which equips students with creativity, innovation, analytical thinking, and critical problem-solving skills.

Courses with international focus, such as International Business Management, International Payment, Negotiation in International Business, International Investment, Foreign Trade, Freight Forwarding and Customs Clearance, and Foreign Trade Management Projects, prepare students to navigate the complexities of the global business environment. The programme has gained international recognition through partnerships with institutions such as Lincoln University (USA), where American lecturers teach the final year, and articulation agreements with Open University Malaysia and the University of North Alabama, enabling students to complete part of their studies abroad.

Student exchange programmes with Dania University (Denmark) and HAW Hamburg University (Germany) further broaden students' global perspectives by exposing them to different academic and cultural environments. To prepare students for the international labour market, the programme offers eight-week internships in countries such as Japan and France, as well as with international companies in Vietnam, providing hands-on experience and developing essential skills and cultural competencies.

English-language proficiency is emphasised through a structured four-level programme, complemented by English-medium courses and learning materials, ensuring students are prepared to thrive in global professional settings. The programme employs interactive, experiential teaching methods, including project-based, community-based, and work-based learning, fostering practical skills and real-world application. Extracurricular activities further enhance international exposure, inviting guest speakers from diverse global backgrounds to enrich students' understanding and readiness for careers in an interconnected world.

Overall, HUTECH's Bachelor of Business Administration programme equips graduates with the knowledge, skills, and global mindset necessary for success in today's competitive international business landscape.

Bachelor of Accounting

The Bachelor of Accounting programme at HUTECH, offered by the Faculty of Finance and Commerce, demonstrates a strong international orientation, reflected in the faculty's mission, vision, and core values. The programme is designed to equip students with the knowledge, skills, and global mindset necessary to excel in diverse cultural and regulatory accounting environments. By integrating international perspectives, students are prepared to navigate the complexities of accounting practices in an increasingly interconnected world.

The curriculum has been benchmarked against leading institutions such as the National University of Singapore and Western Sydney University, ensuring it provides both a strong analytical mindset and practical skills for global careers. Students gain in-depth knowledge in economics, finance, accounting, auditing, assurance, and taxation, learning how accounting operations influence the success of organisations worldwide. The programme also incorporates Project Design Thinking, fostering creativity, innovation, analytical thinking, and critical problem-solving skills.

Many courses emphasise international practices, including International Financial Accounting, International Tax, Accounting in Business, Application of Information in Accounting, Risk Management, International Payment in Banking, Public Sector Management Accounting, and Big Data Analysis in Finance and Accounting, ensuring graduates are prepared for global

challenges. The programme has been recognised and mapped by City University of Seattle, USA, enhancing its international credibility and preparing students for professional certification worldwide.

Students benefit from international exchange opportunities, such as inbound programmes with UNIMAS (Malaysia) and Marquette University, as well as outbound visits to the Kanazawa Institute of Technology, which enrich their global perspective and cross-cultural experience. English proficiency is emphasised through a structured four-level programme (English 1–4) and English-medium instruction in key courses like Management Accounting, Financial Accounting, and Performance Management, ensuring students are fully prepared for international study and professional environments.

Appraisal:

The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability. According to the panel members, it is not an international programme per se, but it is sufficient and comparable with other programmes in other countries.

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

1.3 Positioning of the study programme

Positioning of the study programme on the educational market

For all programmes

HUTECH’s four study programmes are designed to stand out in Ho Chi Minh City’s competitive higher education landscape, where tuition fees and offerings vary across public and private institutions. By focusing on academic excellence, student services, and a wide range of extracurricular activities, these programmes aim to provide a comprehensive education that addresses both current and future student needs.

At the heart of HUTECH’s educational philosophy is a holistic approach encapsulated by the principle: “Learn to learn, learn to do, learn to create, learn to be independent, and learn to develop together.” “Learn to learn” fosters engagement and encourages students to explore diverse ideas. “Learn to do” equips students with practical knowledge, skills, and attitudes for professional success. “Learn to create” nurtures creativity as a core cognitive skill, enabling students to devise innovative solutions.

“Learn to be independent” emphasises decision-making, problem-solving, communication, and time management, cultivating self-reliance. Finally, “Learn to develop together” promotes ethical values, critical thinking, and cross-cultural collaboration, preparing students for globalised workplaces. Together, these principles ensure that HUTECH graduates are well-rounded, adaptable, and ready to meet the challenges of a complex, interconnected world.

The programmes maintain a strong international orientation, equipping students with skills for global employability and integrating contemporary issues such as sustainability through courses like Project Design Thinking, Innovation and Entrepreneurial Thinking, Entrepreneurship, Law, Critical Thinking and Time Management. This approach fosters awareness of the UN Sustainable Development Goals, cultivates entrepreneurial mindsets, and develops interdisciplinary competencies, including leadership, communication, and collaboration.

Teaching is delivered by highly qualified faculty with extensive experience in research and professional practice, ensuring that students not only understand complex concepts but can apply them effectively in real-world contexts. Student engagement is further enhanced through practical activities, industry talk shows, and interactive learning opportunities, helping students develop confidence and workplace readiness.

To remain competitive and responsive to industry demands, HUTECH regularly reviews its programmes, introducing new courses such as Sustainable Development and Applied Artificial Intelligence across all undergraduate degrees. The curricula also include research components, life-long learning competencies, and skills development in areas such as cultural awareness, communication, foreign language proficiency, digital literacy, and entrepreneurial thinking.

By integrating advanced teaching methods and diverse learning environments, the programmes cultivate self-directed, lifelong learners who are prepared for both professional success and continuous personal development. Overall, HUTECH’s four study programmes combine academic rigour, practical training, international perspectives, and a commitment to ethical and sustainable development, preparing graduates to thrive in a dynamic, globalised workforce.

Positioning of the study programme on the job market for graduates (“Employability”)

For all programmes

HUTECH’s strong industry connections form a cornerstone of its four study programmes, providing students with extensive opportunities to engage with leading professionals, gain practical insights, and stay updated on market trends. The Centre for Enterprise Relations supports students by arranging internships, career counselling, CV and cover letter training, and facilitating connections with companies. Internship programmes are compulsory across the four degrees, with Bachelor of International Business, Bachelor of Business Administration, and Bachelor of Accounting requiring eight weeks, while Bachelor of Restaurant and Catering Management requires twelve weeks.

These experiences ensure students balance theoretical knowledge with practical application, enhancing their cognitive skills and workplace readiness. The programmes emphasise

experiential learning through hands-on teaching methods such as Problem-Based Learning, Project-Based Learning, Team-Based Learning, and Work-Based Learning, which foster creativity, innovation, critical thinking, problem-solving, cognitive flexibility, and emotional intelligence. Courses such as Project Design Thinking, Innovation and Entrepreneurship, Business Projects, International Trade Projects, and Financial Accounting Projects allow students to develop entrepreneurial mindsets, leadership, negotiation skills, and a service orientation.

Digital competencies are integrated throughout the curricula to address Industry 4.0 demands, with new courses such as Applied Artificial Intelligence being introduced across all programmes in 2025. HUTECH's focus extends beyond discipline-specific knowledge to encompass essential professional skills, including teamwork, communication, analytical thinking, and design thinking. Programmes undergo comprehensive reviews every four years, incorporating feedback from alumni, employers, and industry partners to ensure curricula remain aligned with market needs.

Job fairs, held five to seven times annually, connect students with 70–80 companies per event, offering over 5,000 internship and employment opportunities, career guidance, workshops, and direct networking with potential employers. The programmes also include internationalised courses such as ASEAN and European Cooking for Restaurant and Catering Management, International Business, Foreign Trade, and International Economics for International Business, International Business Management and Payment for Business Administration, and International Financial and Bank Accounting for Accounting.

Experienced industry professionals are invited as guest lecturers to provide practical insights, bridging the gap between academic learning and real-world application. Reflecting its strong commitment to employability, HUTECH has received a 5-Star rating in the employability category, demonstrating the effectiveness of its industry partnerships, career services, and practical learning initiatives in preparing students for both local and global job markets (see self-evaluation report, p. 38).

Positioning of the study programme within the HEI's overall strategic concept

For all programmes

Internationalisation is a top strategic priority for HUTECH, and the four study programmes are fully aligned with this orientation. From 2025, the University will implement a formal Internationalisation Strategic Plan, reflected in curriculum design, adherence to international education standards through accreditation such as FIBAA and AUN-QA, and the provision of global learning opportunities via student exchanges, study tours, and internationalised activities.

The programmes are integral to HUTECH's broader strategy of ensuring quality across multiple dimensions. This includes aligning programme learning outcomes with teaching methods and assessments, as well as the quality of academic and non-academic support services, faculty, administrative staff, and facilities. Continuous improvement is emphasised, with feedback from students, alumni, staff, and employers used to refine curricula, teaching practices, and overall learning experiences.

Employability is a core focus, with the four study programmes offering practical engagement through field trips, internships, and guest lectures by industry professionals, providing students with real-world insights and hands-on experience. Faculty members, many of whom hold international degrees, contribute global perspectives and experiences. At the same time, professional development initiatives ensure teaching staff remain proficient in modern pedagogical approaches, including Outcome-Based Education, Learning Management Systems, hands-on teaching methods, and quality assurance.

HUTECH has achieved QS Stars 4 overall, with four categories rated 5 Stars—Teaching, Employability, Facilities, Good Governance, and Diversity, Equity & Inclusion—requiring study programmes to align with these high standards (see self-evaluation report, p. 39). The university also emphasises the United Nations Sustainable Development Goals (SDGs) in operations, education, and research, integrating sustainability and climate change considerations into curricula and encouraging related research.

Scholarships and bursaries further promote diversity, inclusion, and global engagement, ensuring that students are well-prepared for both domestic and international professional environments.

Appraisal:

The reasons given for this study programme's positioning in the educational market are plausible.

The arguments in support of graduate employability, based on the stated qualification objectives, are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals align with the HEI's mission and strategic planning.

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

2. Admission

Admission requirements (Asterisk Criterion)

For all programmes

At HUTECH, admission assessment for the four study programmes is based on multiple methods: results from the National High School Graduation Examination, High School Assessment (HAS) by Vietnam National University, high school GPA (two semesters of grade 11 and the first semester of grade 12), and the average scores of three subjects in grade 12. Prospective students are informed annually about admission schemes, procedures, assessment criteria, enrolment quotas, quality assurance, and appeal processes, with information approved by MOET and publicly communicated to high schools and online.

Admission requirements for international students are designed in accordance with MOET requirements. They are also introduced on HUTECH's website. To gain admission, international applicants must hold a recognised high school diploma or a relevant university degree, with all foreign qualifications verified for equivalence against national Ministry of Education and Training standards. Prospective students must also demonstrate sufficient language proficiency, typically requiring an IELTS score between 5.0 and 6.0 for English-medium courses. Alternatively, those enrolling in Vietnamese-taught programmes must comply with specific national frameworks, generally necessitating a Vietnamese language certificate at Level B2 or higher.

Admission processes for international students are coordinated by the Department of Admission, the Department of Academic Services, and the HUTECH Institute of International Education and the Department of International Relations and Project Management.

Counselling for prospective students

For all programmes

HUTECH places strong emphasis on admissions consulting and career guidance, employing both in-person and online approaches to reach prospective students. For direct consulting, dedicated staff and faculty members visit high schools nationwide—approximately 2,000 visits annually—to introduce the university's programmes, admission procedures, subject groups, and potential career paths.

The University also participates in counselling events organised by external agencies, engages with media outlets, and takes part in Admissions Consulting Fairs at institutions such as Ho Chi Minh City University of Technology (Bach Khoa) and Can Tho University, attracting large numbers of parents and students. HUTECH is recognised for its active presence in both physical and virtual counselling activities.

For online consulting, the university leverages social media and digital platforms, including Facebook, Instagram, TikTok, Zalo, Subiz, Inbox, YouTube, Email, and its CRM system, as well as hotlines. Enrollment information is widely available through the university's official websites and popular online news portals such as Tuoi Tre Online.

HUTECH also provides a variety of informative publications—Admissions Handbooks, Career Guides, brochures, posters, and banners—to ensure prospective students have access to comprehensive information. For international students, counselling and admission details are available on the university website, including programme offerings, admission requirements, tuition fees, living costs, and cultural activities, ensuring accessibility and clarity for a global audience.

Selection procedure

For all programmes

HUTECH follows a structured admission procedure tailored to each admission method, as outlined in its regulations. The university has formal admission policies, processes, and procedures, all of which are documented and communicated to stakeholders via printed materials and online channels. These regulations are reviewed and updated annually to align with the Ministry of Education and Training (MOET) framework and the evolving national and international educational landscape.

Admission is competitive, with the number of accepted students determined in accordance with MOET guidelines and quotas for each programme or group of programmes. HUTECH ensures that the total number of admitted candidates does not exceed the authorised quota, and selection is based on students' performance and other criteria relevant to the admission method. Once the HUTECH Admission Committee approves the selected candidates, the results are publicly announced on the university's official website and social media channels, ensuring transparency and accessibility.

Ensuring foreign language proficiency (Asterisk Criterion)

For all programmes

According to MOET regulations, high school graduates must pass the National Graduation Examination, which includes an English proficiency component, to enter a Bachelor programme. Alternatively, international standardised English tests, such as IELTS, are accepted. Enrolled students at HUTECH take four English courses during their first two years, each worth three credits, and may study at the HUTECH Centre for Informatics, Foreign Languages and Skills or other English centres in Ho Chi Minh City.

International students joining HUTECH's local undergraduate programmes must demonstrate proficiency in both English and Vietnamese, with literacy in Vietnamese required before registration. The University's Institute of International Education, along with the Departments of Academic Services, Student Services, and International Relations and Project Management, provides tailored support to meet individual language, academic, and non-academic needs, ensuring that international students can fully engage in their studies and daily life in Ho Chi Minh City.

Transparency and documentation of admission procedure and decision (Asterisk Criterion)

For all programmes

HUTECH ensures full transparency in its admission procedures and decisions by making all relevant information accessible to stakeholders via its website, social media channels, brochures, and the annual student guidebook. Each year, the University publishes an admission regulation and an enrolment guideline, detailing the legal foundations, general admission requirements, fairness principles, admission methods, subject groups, direct and priority admission, and processes for inspection, complaints, and appeals.

These documents outline the responsibilities of the university and other stakeholders, providing prospective and current students with comprehensive and reliable information.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service or to any other helpdesk at the HEI for clarification of specific questions, personal aptitude, career perspectives, etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail. The panel member highlighted the availability of a hotline.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). The panel members noticed that the students' English language proficiency is significantly low and, therefore, suggest that the HEI offers preparatory courses covering both language and academic content, while simultaneously updating the curricula to include more opportunities for students to speak and engage in active dialogue.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		
2.2 Counselling for prospective students			X		
2.3* Selection procedure (if relevant)			X		
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

Bachelor of Restaurant and Catering Management

Table 5: Curriculum structure of Bachelor of Restaurant and Catering Management

Bachelor of Restaurant and Catering Management, 11 Semesters									
No.	Unit Course	Unit Name	Credits	ECTS	Hours in Class	Hours in practice and Discussions	Hours for Self study	Form and Duration of Examinations	Weight of exam related to final grade
Semester 1			9	13,19	150		270		
M1	ENC101	English 1	3	4,26	45		90	MCQ (60 min)	50%
M2	CAP211	Introductory Information Technology	3	4,67	60		90	MCQ (60 min)	50%
M3	TOU107	Introduction to Tourism	3	4,26	45		90	MCQ (60 min)	50%
M4	NDF108	National Defense and security 1							
M5	NDF109	National Defense and security 2							
M6	NDF210	National Defense and security 3							
M7	NDF211	National Defense and security 4							
Semester 2			15	22,53	285		450		
M1	ENC102	English 2	3	4,26	45		90	MCQ (60 min)	50%
M2	FOT351	Art of Vegetable and Fruit Carving	1	1,83	30		30	Practical test	50%
M3	FOT356	Pastry	1	1,83	30		30	Practical test	50%
M4	HMM102	Table Service	3	4,26	45		90	MCQ (60 min)	50%
M5	HMM103	Bar Service	3	4,26	45		90	Written test (90 min)	50%
M6	HMM738	Field trip in Restaurant	1	1,83	45		30	Internship report	50%
M7	LAW106	Fundamental of Laws	3	4,26	45		90	Multiple choice exam (60 min)	
M8	PHT304	Volleyball 1	2					Practicing test	
	PHT307	Basketball 1	2						
	PHT310	Gym 1	2						
	PHT313	Vovinam 1	2						
	PHT316	Futsal 1	2						

Semester 3			6	8,52	90		180		
M1	ECO107	Microeconomics	3	4,26	45		90	Multiple choice questions (60 min)	50%
M2	SOS101	Vietnamese Culture	3	4,26	45		90	Exam paper (60 min)	50%
Semester 4			18	26,79	315		540		
M1	ENC103	English 3	3	4,26	45		90	MCQ (Multiple choice questions) (60 min)	50%
M2	PSY167	Applied Psychology	3	4,26	45		90	Exam paper (60 min)	50%
M3	MAN116	Fundamentals of Management	3	4,26	45		90	Multiple choice questions (60 min)	50%
M4	HMM332	Service Skills	1	1,83	30		30	Practical test	50%
M5	HMM333	Art of beverage Mixology	1	1,83	30		30	Practical test	50%
M6	MAR129	Tourism Marketing	3	4,26	45		90	MCQ (60 min)	50%
M7	HMM342	Showmanship Skills	1	1,83	30		30	Practical test	50%
M8	PSY138	Tourism Communication Skills and Psychology	3	4,26	45		90	MCQ (60 min)	50%
M9	PHT305	Volleyball 2	2						
	PHT308	Basketball 2	2						
	PHT311	Gym 2	2						
	PHT314	Vovinam 2	2						
	PHT317	Futsal 2	2						
Semester 5			19	27,8	315		570		
M1	ENC104	English 4	3	4,26	45		90	MCQ (Multiple choice questions) (60 min)	50%
M2	POS103	Ho Chi Minh's Thoughts	2	2,84	30		60	Exam paper (60 min)	50%
M3	ECO108	Macroeconomics	3	4,26	45		90	Multiple choice questions (60 min)	50%
M4	LAW171	Tourism Law	3	4,26	45		90	MCQ (60 min)	50%
M5	FOT361	Asian Cooking Processing	1	1,83	30		30	Performance - Based Task	50%
M6	SKL115	Project Design Thinking	3	4,26	45		90	(Middle Presentation + Final	(30+20%)=50%

								Presentation) + Final Report	
M7	BUS123	Tourism E-commerce	3	4,26	45		90	MCQ (60 min)	50%
M8	FOT362	European Cooking Processing	1	1,83	30		30	Performance - Based Task	50%
M9	PHT306	Volleyball 3	1						
	PHT309	Basketball 3	1						
	PHT312	Gym 3	1						
	PHT315	Vovinam 3	1						
	PHT318	Futsal 3	1						
	Semester 6		9	12,78	135		270		
M1	ECO110	Principles of Economic Statistics	3	4,26	45		90	MCQ (60 min)	50%
M2	TOU116	Sustainable Tourism Development	3	4,26	45		90	MCQ (60 min)	50%
M3	MAN159	Tourism and Hospitality Human Resource Management	3	4,26	45		90	MCQ (60 min)	50%
	Semester 7		19	27,39	300		570		
M1	HMM339	Barista Art	1	1,83	30		30	Practical test	50%
M2	POS104	Marxist-Leninist Philosophy	3	4,26	45		90	Exam paper (60 min)	50%
M3	MAT106	Linear Algebra and Calculus	3	4,26	45		90	Exam paper (60 min)	
M4	HMM141	Banquet and Event Operation	3	4,26	45		90	MCQ (60 min)	50%
M5	SKL116	Innovation and Entrepreneurial Thinking	3	4,26	45		90	Middle Presentation + Final Presentation +Poster Session	(30+20%)=50%
M6	TOU134	Research Methods in Tourism	3	4,26	45		90	Final Report	50%
M7	FOT138	Food Hygiene and Safety	3	4,26	45		90	MCQ (60 min)	50%
	Semester 8		16	22,72	240		480		
M1	MAN110	Food and Beverage Management	3	4,26	45		90	Project essay and presentation	50%
M2	POS107	History of the Communist Party of Vietnam	2	2,84	30		60	Exam paper (60 min)	50%
M3	MAN158	Tourism and Hospitality Strategic Management	3	4,26	45		90	MCQ (60 min)	50%
M4	MAN177	Tourism and Hospitality Financial Management	3	4,26	45		90	MCQ (60 min)	50%

M5	POS105	Marxist-Leninist Political Economy	2	2,84	30		60	Exam paper (60 min)	50%
M6	SOS115	ASEAN Culture	3	4,26	45		90	MCQ (60 min)	50%
Semester 9			5	7,1	75		150		
M1	POS106	Scientific Socialism	2	2,84	30		60	Individual & group presentation & report (30 min)	50%
M2	MAN124	Restaurant Management	3	4,26	45		90	MCQ (60 min)	50%
Semester 10			18	25,56	255		510		
M1	HMM435	Business project of restaurants and food services	3	4,26	30		60	Project essay and presentation	50%
M2	MAN1068	Kitchen management	3	4,26	45		90	Written test (90)	50%
Group 2: Tourism and Travel management									
M3	TOU103	Professional Tourist Guiding	3	4,26	45		90	Oral test	50%
M4	TOU105	Tour Design and Management	3	4,26	45		90	Written test (90)	50%
M5	TOU135	Customs and Immigration procedure	3	4,26	45		90	MCQ (60 min)	50%
M6	MAN120	Travel Management	3	4,26	45		90	MCQ (60 min)	50%
Group 1: Hotel Management									
M3	MAN117	Housekeeping management	3	4,26	45		90	MCQ (60 min)	50%
M4	HMM104	Reception Operations	3	4,26	45		90	MCQ (60 min)	50%
M4	MAN1065	Resort management	3	4,26	45		90	MCQ (60 min)	50%
M6	MAN1067	Hotel business management	3	4,26	45		90	MCQ (60 min)	50%
Group 3:									
M3	HMM426	Graduation thesis in Restaurant and Catering Management	12	21,96			360	Final report	
Semester 11			3	5,49	0		300		
M1	HMM524	Internship	3	5,49			300	Internship report and interview	100%
Total			137	199,87	2160		4290		

CL: Community-based learning
CS: Case study
D: Debate
DE Demonstration
G Gamification
GL Guest lecture
L: Lecture
P: Project-based learning
PL: Problem-based learning

R: Reflection
RP: Role play
S: Simulation
T: Team-based learning
MCQ Exam with multiple choice
exam: questions

Bachelor of International Business

Table 6: Curriculum structure of Bachelor of International Business

Bachelor of International Business, 10 Semesters									
No.	Unit Course	Unit Name	Credits	ECTS	Hours in Class	Hours in practice and Discussions	Hours Self-Study	Form and Duration of Examinations	Weight of exam related to final grade
Semester 1									
M1	MAR104	Fundamentals of Marketing	3	4,26	45		90	MCQ (60 min)	50%
M2	ENC101	English 1	3	4,26	45		90	MCQ (60 min)	50%
M3	CAP211	Introductory Information Technology	3	4,26	45		90	MCQ (60 min)	50%
M4	NDF108	National defense 1							
M5	NDF109	National defense 2							
M6	NDF210	National defense 3							
M7	NDF211	National defense 4							
Semester 2									
M1	MAN116	Principles of Management	3	4,26	45		90	MCQ (60 min)	50%
M2	ECO107	Microeconomics	3	4,26	45		90	MCQ (60 min)	50%
M3	LAW106	Fundamental of Law	3	4,26	45		90	MCQ (60 min)	50%
M4	ENC102	English 2	3	4,26	45		90	MCQ (60 min)	50%
M5	BUS154	International Business	3	4,26	45		90	MCQ (60 min)	50%
Elective Module									
M6	PHT304	Volleyball 1							
	PHT307	Basketball 1							
	PHT310	Physical Education 1							
	PHT313	Vovinam 1							
	PHT316	Football 1							
Semester 3									

M1	ECO105	International Economics	3	4,26	45		90	MCQ (60 min)	50%
M2	ECO108	Macroeconomics	3	4,26	45		90	MCQ (60 min)	50%
Semester 4									
M1	MAN114	Strategic management	3	4,26	45		90	MCQ (60 min)	50%
M2	MAT106	Linear Algebra and Calculus	3	4,26	45		90	Exam paper (60 min)	50%
M3	SKL115	Project Design Thinking	3	4,26	45		90	(Middle Presentation + Final Presentation)+ Final Report	(30%+20%)=50%
M4	ENC103	English 3	3	4,26	45		90	Exam paper (60 min)	50%
M5	POS103	Ho Chi Minh's Thoughts	2	2,84	30		60	Exam paper (60 min)	50%
M6	BUS170	Statistics In Economic And Business	3	4,26	45		90	MCQ (60 min)	50%
Elective Module									
M7	PHT305	Volleyball 2							
M7	PHT308	Basketball 2							
M7	PHT311	Physical Education 2 (Gym 2)							
M7	PHT314	Vovinam 2							
M7	PHT317	Football 2 (Futsal 2)							
Semester 5									
M1	BUS104	Business Correspondence	3	4,26	45		90	Writing Exam (90 min)	50%
M2	MAN129	Financial Management	3	4,26	45		90	MCQ (60 min)	50%
M3	POS104	Marxist-Leninist Philosophy	3	4,26	45		90	Exam paper (60 min)	50%
M4	ENC104	English 4	3	4,26	45		90	Exam paper (60 min)	50%
M5	MAN135	Human Resource Management	3	4,26	45		90	MCQ (60 min)	50%
M6	POS105	Marxist-Leninist Political Economy	2	2,84	30		60	Exam paper (60 min)	50%
M7	BUS102	Foreign Trade	3	4,26	45		90	MCQ (60 min)	50%
Elective Module									
M8	PHT306	Volleyball 3							
M8	PHT309	Basketball 3							
M8	PHT312	Physical Education 3 (Gym 3)							
M8	PHT315	Vovinam 3							
M8	PHT318	Football 3 (Futsal 3)							
Semester 6									
M1	PSY167	Applied Psychology	3	4,26	45		90	Exam paper (60 min)	50%
M2	MAR148	Sales and Customer Care	3	4,26	45		90	Essay	50%
M3	BUS168	Business Research Methods	3	4,26	45		90	Group Essay	50%

Semester 7									
M1	BUS169	Financial Performance Analysis In Business	3	4,26	45		90	MCQ (60 min)	50%
M2	BUS114	Negotiation In International Business	3	4,26	45		90	MCQ (60 min)	50%
M3	POS107	History of the Communist Party of Vietnam	2	2,84	30		60	Exam paper (60 min)	50%
M4	ENG100	English for International Trade	3	4,26	45		90	Writing Exam (90 min)	50%
M5	POS106	Scientific Socialism	2	2,84	30		60	Individual & group presentation & report (30 min)	50%
M6	BUS222	Simulation of Commercial Documents	3	4,26	15	30	150	Computer-based exam (90 min)	50%
M7	BUS208	E-Commerce	3	4,26	45		90	Pratice - Exam (45 min)	
Semester 8									
M1	BUS172	Corporate Social Responsibility (CSR)	3	4,26	45		90	Writing Exam (90 min)	50%
M2	CAP202	Data Analysis	3	4,26	45		90	Pratice - Exam (45 min)	50%
M3	BUS105	Corporate Culture	3	4,26	45		90	Exam paper (90 min)	50%
M4	BUS171	International Business Strategy	3	4,26	45		90	MCQ (60 min)	50%
M5	ENS109	Environment	3	4,26	45		90	Oral exam (5 min/student)	50%
M6	MAN1018	Logistics and Supply Chain Management	3	4,26	45		90	MCQ (60 min)	50%
Semester 9									
M1	BUS103	International Payment	3	4,26	45		90	MCQ (60 min)	50%
M2	SKL101	Entrepreneurship	3	4,26	45		90	Project essay and presentation	50%
M3	BUS106	Transportation and Cargo Insurance	3	4,26	45		90	Exam paper (90 min)	50%
Total credits			122	173,24					
Semester 10									
Elective Subjects		Elective Subjects							
Group 1: International Trade		Group 1: International Trade							
M1	FIN102	International Investment	3	4,26	45		90	Essay	
M2	LAW156	International Business Law	3	4,26	45		90	Exam paper (90 min)	50%
M3	BUS417	International Trade Project	3	4,26	45		90	Project essay and presentation	50%
M4	MAR120	International Marketing	3	4,26	45		90	MCQ (60 min)	50%
Group 2: E-business		Group 2: E-business							

M1	BUS118	E-Payment	3	4,26	45		90	MCQ (60 min)	50%
M2	LAW157	E-commerce Law	3	4,26	45		90	Exam paper (90 min)	50%
M3	MAR450	E-business Project	3	4,26	45		90	Project essay and presentation	50%
M4	MAR251	Digital Marketing	3	4,26	45		90	Pratice - Exam (45 min)	50%
	Group 3: Graduation Thesis	Group 3: Graduation Thesis							
M1	BUS421	Graduation Project/ Thesis	12	17,04		180	360	Essay and Defense	50%
	Compulsory	Compulsory							
M1	BUS520	Graduation Internship	3	4,26		135	270	Essay and Defense	
Total			137	194,54					

CL: Community-based learning Community-based learning
CS: Case study Case study
D: Debate Debate
DE: Demonstration Demonstration
G: Gamification Gamification
GL: Guest lecture Guest lecture
L: Lecture Lecture
P: Project-based learning Project-based learning
PL: Problem-based learning Problem-based learning
R: Reflection Reflection
RP: Role play Role play
S: Simulation Simulation
T: Team-based learning Team-based learning

Bachelor of Business Administration

Table 7: Curriculum structure of Bachelor of Business Administration

Bachelor of Business Administration, 11 Semesters									
No.	Unit Course	Unit Name	Credits	ECTS	Hours in Class	Hours in practice and Discussions	Hours Self-Study	Form and Duration of Examinations	Weight of exam related to final grade
Semester 1									
M1	ECO107	Microeconomics	3	4,26	45		90	MCQ (60 min)	50%
M2	ENC101	English 1	3	4,26	45		90	MCQ (60 min)	50%

M3	CAP211	Introduction to Information Technology	3	4,26	45		90	MCQ (60 min)	50%
M4	NDF108	National defense 1							
M5	NDF109	National defense 2							
M6	NDF210	National defense 3							
M7	NDF211	National defense 4							
Semester 2									
M1	ACC114	Principle of Accounting	3	4,26	45		90	Exam paper (60 min)	50%
M2	ENC102	English 2	3	4,26	45		90	MCQ (60 min)	50%
M3	MAN116	Fundamentals of Management	3	4,26	45		90	MCQ (60 min)	50%
M4	MAN1018	Logistics and Supply Chain Management	3	4,26	45		90	MCQ (60 min)	50%
M5	ECO108	Macroeconomics	3	4,26	45		90	MCQ (60 min)	50%
M6	PHT304	Volleyball 1							
	PHT307	Basketball 1							
	PHT310	Gymnastic 1							
	PHT313	Vovinam 1							
	PHT316	Football 1							
Semester 3									
M1	LAW106	Fundamental of Law	3	4,26	45		90	MCQ (60 min)	50%
M2	MAT106	Linear Algebra and Calculus	3	4,26	45		90	Exam paper (60 min)	50%
Semester 4									
M1	ENC103	English 3	3	4,26	45		90	Exam paper (60 min)	50%
M2	MAN135	Human Resource Management	3	4,26	45		90	MCQ (60 min)	50%
M3	ECO110	Principles of Economic Statistics	3	4,26	45		90	MCQ (60 min)	50%
M4	BUS102	Foreign Trade	3	4,26	45		90	MCQ (60 min)	50%
M5	ECO103	Econometrics	3	4,26	45		90	Exam paper (90 min)	50%
M6	PHT305	Volleyball 2							
M6	PHT308	Basketball 2							
M6	PHT311	Gymnastic 2							
M6	PHT314	Vovinam 2							

M6	PHT317	Football 2							
Semester 5									
M1	ENC104	English 4	3	4,26	45		90	Exam paper (60 min)	50%
M2	MAN114	Strategic Management	3	4,26	45		90	MCQ (60 min)	50%
M3	MAN119	International Business Management	3	4,26	45		90	MCQ (60 min)	50%
M4	BUS103	International Payment	3	4,26	45		90	MCQ (60 min)	50%
M5	MAN1053	Research methods and data analysis in business	3	4,26	45		90	MCQ (60 min)	50%
M6	PHT306	Volleyball 3							
	PHT309	Basketball 3							
	PHT312	Gymnastic 3							
	PHT315	Vovinam 3							
	PHT318	Football 3							
Semester 6									
M1	MAR104	Principals of Marketing	3	4,26	45		90	MCQ (60 min)	50%
M2	PSY167	Applied Psychology	3	4,26	45		90	Exam paper (60 min)	50%
Semester 7									
M1	MAN1037	The Art of Leadership	3	4,26	45		90	Exam paper (60 min)	50%
M2	MAN112	Quality Management	3	4,26	45		90	MCQ (60 min)	50%
M3	MAN129	Financial Management	3	4,26	45		90	MCQ (60 min)	50%
M4	POS107	History of the Communist Party of Vietnam	2	2,84	30		60	Exam paper (60 min)	50%
M5	MAN2053	Office Administration	3	4,26	30		60	Exam paper (60 min)	50%
M6	BUS105	Corporate Culture	3	4,26	45		90	Exam paper (60 min)	50%
Semester 8									
M1	BUS208	E-Commerce	3	4,26	45		90	Practice - Exam (45 min)	50%
M2	FOT160	Food Nutrition and Health	3	4,26	45		90	Oral exam (5 min/student)	50%
M3	MAN5054	Business Management and Operation System for Business Administration	3	4,26	45		90	Computer-based exam (90 min)	50%

M4	BUS222	Simulation of Commercial Documents	3	4,26	15	60	150	Computer-based exam (90 min)	50%
M5	MAN111	Sales Management	3	4,26	45		90	Exam paper (90 min)	50%
M6	POS105	Marxist-Leninist Political Economy	2	2,84	30		60	Exam paper (90 min)	50%
Semester 9									
M1	POS106	Scientific Socialism	2	2,84	30		60	Individual & group presentation & report (30 min)	50%
M2	BUS104	Business Correspondence	3	4,26	45		90	Writing - Exam (90 min)	50%
Semester 10									
M1	POS104	Marxist-Leninist Philosophy	3	4,26	45		90	Exam paper (60 min)	50%
M2	LAW102	Business Law	3	4,26	45		90	Exam paper (90 min)	50%
M3	MAN126	Risk Management	3	4,26	45		90	MCQ (60 min)	50%
M4	SKL115	Project Design Thinking	3	4,26	45		90	(Middle Presentation + Final Presentation)+ Final Report	(30 + 20) = 50%
M5	SKL101	Entrepreneurship	3	4,26	45		90	Project essay and presentation	50%
M6	POS103	Ho Chi Minh's Thoughts	2	2,84	30		60	Exam paper (60 min)	50%
Semester 11									
M1	BUS525	Business Administration Internship	3	4,26	45		90	Internship report and interview	30%
M2	BUS428	Graduation Project/ Thesis in Business Administration	12	17,04	540		480	Project report and presentation	75%
			137	194,54					
Choose Graduation Thesis or one of five alternative specialized groups									
Group 1: Foreign Trade Management									
M1	MAN464	Foreign Trade Management Project	3	4,26	45		90	Project report and presentation	30%

M2	BUS106	Transportation and Cargo Insurance	3	4,26	45		90	Exam paper (90 min)	50%
M3	BUS114	Negotiation in International Business	3	4,26	45		90	MCQ (60 min)	50%
M4	FIN102	International Investment	3	4,26	45		90	Exam (90 mins)	50%
Group 2: Corporate Governance									
M1	MAN476	Corporate Management Project	3	4,26	135		120	Project report and presentation	30%
M2	BUS101	Organizational Behavior	3	4,26	45		90	Multiple choice questions (60 min)	50%
M3	MAN128	Operation Management	3	4,26	45		90	Exam paper (90 min)	50%
M4	MAN115	Project Management	3	4,26	45		90		50%
Group 3: Logistics Management									
M1	MAN469	Logistics Management Project	3	4,26	135		120	Project report and presentation	30%
M2	BUS126	Freight Forwarding and Custom Clearance	3	4,26	45		90	Exam paper (90 min)	50%
M3	MAN170	Inventory and Warehouse Management	3	4,26	45		90	MCQ (60 min)	50%
M4	BUS106	Transportation and Cargo Insurance	3	4,26	45		90	Exam paper (90 min)	50%
Group 4: Office Administration									
M1	MAN4055	Office Management Project	3	4,26	135		120	Project report and presentation	30%
M2	MAN1056	Office Secretarial Professional Skills	3	4,26	45		90	Exam paper (90 min)	50%
M3	MAN1057	Archival Clerical Work	3	4,26	45		90	Exam paper (90 min)	50%
M4	MAN1063	Text Editing Techniques and Promulgate Document	3	4,26	45		90	Exam paper (90 min)	50%
Group 5: Marketing Management - Franchising									
M1	MAN4059	Marketing Management - Franchising Project	3	4,26	135		120	Project report and presentation	30%
M2	MAN1060	Franchising	3	4,26	45		90	MCQ (60 min)	50%
M3	MAN122	Marketing Management	3	4,26	45		90	Essay Exam (90 minutes)	50%

M4	MAR251	Digital Marketing	3	4,26	45		90	Practice - Exam (45 min)	50%
Total			137	194,54					

CS: Case study
D: Debate
E: Exercise
L: Lecture
PL: Project-based learning
S: Simulation
TL: Team-based learning

Bachelor of Accounting

Table 8: Curriculum structure of Bachelor of Accounting

Bachelor of Accounting, 11 Semesters									
No.	Unit Course	Unit Name	Credits	ECTS	Hours in Class	Hours in practice and Discussions	Hours for Self study	Form and Duration of Examinations	Weight of exam related to final grade
Semester 1									
M1	ENC101	English 1	3	4,26	45		90	MCQ (60 min)	50%
M2	ACC154	Accounting in Business	3	4,26	45		90	MCQ (60 min)	50%
M3	ECO117	Economics	3	4,26	45		90	MCQ (60 min)	50%
M4	NDF108	National Defense 1							
M5	NDF109	National Defense 2							
M6	NDF210	National Defense 3							
M7	NDF211	National Defense 4							
Semester 2									
M1	ACC114	Principle of Accounting	3	4,26	45		90	Exam paper (60 min)	50%
M2	ENC102	English 2	3	4,26	45		90	MCQ (60 min)	50%
M3	CAP211	Introductory Information Technology	3	4,26	45		90	MCQ (60 min)	50%

M4	ECO241	Research Method in Economics	3	4,26	45		90	Individual & group presentation & report (30 min)	50%		
M5	FIN169	Corporate Finance	3	4,26	45		90	Computer-based exam (60 Min)	50%		
M6	PHT304	Volleyball 1								Elective	Not Accumulation
	PHT307	Basketball 1								Elective	Not Accumulation
	PHT310	Gymnastic 1								Elective	Not Accumulation
	PHT313	Vovinam 1								Elective	Not Accumulation
	PHT316	Football 1								Elective	Not Accumulation
	Semester 3										
M1	MAT106	Linear Algebra and Calculus	3	4,26	45		90	Exam paper (60 min)	50%		
M2	ACC156	Corporate Financial Accounting 1	3	4,26	45		90	MCQ (60 min)	50%		
	Semester 4										
M1	ENC103	English 3	3	4,26	45		90	Exam paper (60 min)	50%		
M2	KT002	Application of Information Technology in Accounting	3	4,26	45		90	Exam paper (60 min)	50%		
M3	TMDT005	Auditing Theory	3	4,26	45		90	Individual & group presentation & report (30 min)	50%		
M4	MAN116	Research Method in Economics of Project	1	1,42	45		90	Individual & group presentation & report (30 min)	50%		
M5	ACC157	Corporate Financial Accounting 2	3	4,26	45		90	MCQ (60 min)	50%		
M6	POS104	Marxist-Leninist Philosophy	3	4,26	45		90	Exam paper (60 min)	50%		
M7	PHT305	Volleyball 2								Elective	Not Accumulation
	PHT308	Basketball 2								Elective	Not Accumulation
	PHT311	Gymnastic 2								Elective	Not Accumulation
	PHT314	Vovinam 2								Elective	Not Accumulation

	PHT317	Football 2								Elective	Not Accumulation
	Semester 5										
M1	ENC104	English 4	3	4,26	45		90	Exam paper (60 min)	50%		
M2	ACC158	Financial Reporting	3	4,26	45		90	Exam paper (60 min)	50%		
M3	ACC441	Financial Accounting Project	1	1,42	45		90	Exam paper (60 min)	50%		
M4	POS107	History of the Communist Party of Vietnam	2	2,84	30		60	Exam paper (60 min)	50%		
M5	MAN116	Fundamentals of Management	3	4,26	45		90	MCQ (60 min)	50%		
M6	ACC365	Corporate Accounting Software	1	1,42	30		60	Exam paper (60 min)	50%		
M7	FIN170	Viet Nam Tax	3	4,26	45		90	Exam paper (60 min)	50%		
M8	ACC127	Financial Statement Audit	3	4,26	45		90	Exam paper (60 min)	50%		
M9	PHT306	Volleyball 3								Elective	Not Accumulation
	PHT306	Basketball 3								Elective	Not Accumulation
	PHT312	Gymnastic 3								Elective	Not Accumulation
	PHT315	Vovinam 3								Elective	Not Accumulation
	PHT318	Football 3								Elective	Not Accumulation
	Semester 6										
M1	ACC104	Bank Accounting	3	4,26	45		90	Exam paper (60 min)	50%		
M2	LAW158	Laws and Entrepreneurship	3	4,26	45		90	Exam paper (60 min)	50%		
M3	SKL103	Creative Thinking and Time Management Skills	3	4,26	45		90	Exam paper (60 min)	50%		
	Semester 7										
M1	ACC170	Accounting Information Systems	3	4,26	45		90	Exam paper (60 min)	50%		
M2	ACC101	Cost Accounting	3	4,26	45		90	Individual & group presentation & report (30 min)	50%		
M3	ACC471	Corporate Audit Project	1	1,42	45		90	Exam paper (60 min)	50%		
M4	FIN371	Tax practice	1	1,42		30	60	Exam paper (60 min)	50%		
M5	PSY167	Applied Psychology	3	4,26	45		90	Exam paper (60 min)	50%		
M6	FIN168	Banking Operations	3	4,26	45		90	Exam paper (60 min)	50%		

M7	ACC362	Corporate Accounting Practice	1	1,42	30		60	Exam paper (60 min)	50%
M8	POS105	Marxist-Leninist Political Economy	2	2,84	30		60	Exam paper (60 min)	50%
Semester 8									
M1	FIN106	Financial Statement Analysis	3	4,26	45		90	Exam paper (60 min)	50%
M2	FIN372	Practice Personal Finance Management	1	1,42	30		60	Individual & group presentation & report (30 min)	50%
M3	ACC430	Professional Project	1	1,42	45		90	Exam paper (60 min)	50%
M4	POS103	Ho Chi Minh's Thoughts	2	2,84	30		60	Exam paper (60 min)	50%
M5	ACC159	Not-for-Profit Accounting	3	4,26	45		90	Exam paper (60 min)	50%
M6	ACC361	Auditing Practice	1	1,42	30		60	Exam paper (60 min)	50%
M7	SOS101	Vietnamese Culture	3	4,26	45		90	Exam paper (60 min)	50%
M8	ACC134	International Financial Accounting	3	4,26	45		90	Exam paper (60 min)	50%
Semester 9									
M1	MAN137	Accounting Policy	3	4,26	45		90	Exam paper (60 min)	50%
M2	ACC105	Management Accounting	3	4,26	45		90	Individual & group presentation & report (30 min)	50%
M3	SKL102	Presentation and Job Seeking skills	3	4,26	45		90	Exam paper (60 min)	50%
Semester 10									
M1	ACC566	Organisational Project - Accounting field	3	4,26	135		270	Exam paper (60 min)	50%
M2	POS106	Scientific Socialism	2	2,84	30		60	Individual & group presentation & report (30 min)	50%
			122	173,24	2085		2760		
Group 1: Accounting and Auditing (Choose Graduation Thesis or 4 alternative subjects)									
M3	ACC167	Corporate Financial Accounting 3	3	4,26	45		90	Exam paper (60 min)	50%
M4	ACC131	Internal Control	3	4,26	45		90	Course assignment	50%
M5	ACC132	Operational Audit	3	4,26	45		90	Course assignment	50%
M6	ACC142	Enterprise Internal Audit	3	4,26	45		90	Course assignment	50%
Group 2: Financial Accounting (Choose Graduation Thesis or 4 alternative subjects)				17,04					
M3	ACC167	Corporate Financial Accounting 3	3	4,26	45		90	Exam paper (60 min)	50%

M4	FIN118	International Tax	3	4,26	45		90	Exam paper (60 min)	50%
M5	ACC164	Risk Management and Basel	3	4,26	45		90	Exam paper (60 min)	50%
M6	ACC135	Tax Accounting	3	4,26	45		90	Exam paper (60 min)	50%
	Group 3: Bank Accounting (Choose Graduation Thesis or 4 alternative subjects)								
M3	ACC164	Risk Management and Basel	3	4,26	45		90	Exam paper (60 min)	50%
M4	FIN114	Credit Appraisal	3	4,26	45		90	Exam paper (60 min)	50%
M5	FIN140	International Payment in Banking	3	4,26	45		90	Exam paper (60 min)	50%
M6	FIN173	Information Technology in Banking Sector	3	4,26	45		90	Exam paper (60 min)	50%
	Group 4: Public Sector Accounting (Choose Graduation Thesis or 4 alternative subjects)								
M3	ACC163	Public Sector Management Accounting	3	4,26	45		90	Exam paper (60 min)	50%
M4	ACC138	International Public Accounting	3	4,26	45		90	Exam paper (60 min)	50%
M5	FIN136	Public Finance	3	4,26	45		90	Exam paper (60 min)	50%
M6	ACC131	Internal Control	3	4,26	45		90	Exam paper (60 min)	50%
	Group 5: International Accounting (Choose Graduation Thesis or 4 alternative subjects)								
M3	FIN118	International Tax	3	4,26	45		90	Exam paper (60 min)	50%
M4	ACC152	Management Accounting ACCA - F2	3	4,26	45		90	Exam paper (60 min)	50%
M5	FIN166	Financial Reporting ACCA - F7	3	4,26	45		90	Exam paper (60 min)	50%
M6	MAN1022	Performance Management ACCA - F5	3	4,26	45		90	Exam paper (60 min)	50%
	Group 6: Digital Accounting (Choose Graduation Thesis or 4 alternative subjects)								
M3	FIN118	International Tax	3	4,26	45		90	Exam paper (60 min)	50%
M4	FIN165	Blockchain Systems and Applications	3	4,26	45		90	Exam paper (60 min)	50%
M5	ACC168	Big data analysis in Finance and Accounting	3	4,26	45		90	Exam paper (60 min)	50%
M6	FIN164	Financial Data Management and Applications	3	4,26	45		90	Exam paper (60 min)	50%

	Graduation Thesis								
M3	ACC440	Graduation Thesis	12	17,04	540		1080	Exam paper (60 min)	50%
	Semester 11								
M1	ACC539	Graduation Internship for Accounting	3	4,26	135		270	Exam paper (60 min)	50%
Total			137	194,54					

- CL: Community-based learning
- CS: Case study
- D: Debate
- DE: Demonstration
- G: Gamification
- GL: Guest lecture
- L: Lecture
- P: Project-based learning
- PL: Problem-based learning
- R: Reflection
- RP: Role play
- S: Simulation
- T: Team-based learning

Logic and conceptual coherence (Asterisk Criterion)

For all programmes

The content of HUTECH's four study programmes is carefully designed to align with national strategic development, labour market needs both domestically and internationally, and the university's mission, vision, and educational philosophy. The curricula are structured to balance theory and practice, compulsory and elective courses, specialisations, course sequences, skills development, learning objectives, and outcomes at both the course and programme levels.

Feedback from internal and external stakeholders, including students, staff, alumni, and employers, is integrated, alongside considerations of PESTEL changes, future labour market requirements, and opportunities for further study. The programmes are logically structured across eight main semesters, each subdivided into two terms, with students registering approximately 34–35 credits per year. In the Vietnamese higher education system, one credit equates to 15 hours of classroom study, 30–45 hours of practical training, or 45–60 hours of research and thesis work.

A cycle of curriculum review and updates began in February 2025 and will apply to the 2025 cohort. Key updates include revisions to Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) based on stakeholder feedback, retention of the Project Design Thinking course, and the addition of Sustainable Development and Applied Artificial Intelligence courses. The programmes follow an Outcome-Based Education (OBE) approach, ensuring constructive alignment between CLOs, PLOs, teaching activities, and assessments.

Lecturers receive professional development in OBE, Project-Based Learning, Work-Based Learning, and innovative teaching methodologies, including Jigsaw, station learning, backward instructional design, and facilitation. Over 75% of faculty participate annually in professional development, including technology-enhanced teaching, blended and online learning, discipline-specific training, and quality assurance aligned with FIBAA standards. This contributes to HUTECH's maximum points in the QS Stars Rating System.

Teaching methods are selected to suit students' backgrounds, learning styles, and specific knowledge and skills, incorporating technology-based approaches adapted to post-COVID-19 learning behaviours. Assessment follows a clear set of regulations, combining formative (50%) and summative (50%) evaluations. Formative assessment includes attendance, assignments, oral presentations, and midterms, while summative assessment may involve exams, presentations, projects, reports, and practical work.

Finally, the content of all four programmes has been benchmarked against comparable national and international programmes to ensure competitiveness, relevance, and alignment with global educational standards.

Rational for Degree and Programme name (Asterisk Criterion)

For all programmes

The naming of HUTECH's four study programmes—Bachelor of Restaurant and Catering Management, Bachelor of International Business, Bachelor of Business Administration, and Bachelor of Accounting—complies with Circular No. 24/2017/TT-BGDĐT issued by the Vietnam Ministry of Education and Training and the Vietnam Education Law No. 43/2019/QH14, ensuring adherence to national standards. The programme titles were carefully selected based on job qualification requirements from both local and international businesses, as well as benchmarking against similar programmes domestically and abroad.

The Faculties recognised strong demand in the industry and education sectors, guided by market analyses and national and international programme comparisons. The level of these programmes aligns with the Vietnamese Qualifications Framework, and the awarded degrees support HUTECH's overall branding, mission, and strategic objectives.

Integration of theory and practice (Asterisk Criterion)

For all programmes

The four study programmes at HUTECH—Bachelor of Restaurant and Catering Management, Bachelor of International Business, Bachelor of Business Administration, and Bachelor of Accounting—are designed to achieve a balanced integration of theory and practice, reflected across both compulsory and elective courses. The Bachelor of Restaurant and Catering Management comprises 62.9% theoretical hours, 10.1% practical hours, 20.2% project and thesis hours, and 6.7% internship hours.

The Bachelor of International Business includes 67.1% theoretical, 6.9% practical, 20.8% project and thesis, and 5.2% internship hours. The Bachelor of Business Administration consists of 64.0% theoretical, 5.6% practical, 20.2% project and thesis, and 10.1% internship hours, while the Bachelor of Accounting features 56.6% theoretical, 8.5% practical, 25.4% project and thesis, and 9.5% internship hours.

This integration of theory and practice is reinforced through hands-on teaching methodologies, including Flipped Classroom, gamification, role plays, station learning, jigsaw, problem-based, project-based, work-based, and community-engaged learning. Courses such as Project Design Thinking and Entrepreneurship further develop students' design thinking, research, critical thinking, higher-order cognitive skills, and innovation. Case studies are widely used, and lecturers bring practical experience from industry and research projects, enhancing real-world relevance.

Work-based learning is a key component, including field trips, pre-internships, and compulsory internships— eight weeks for most programmes and twelve weeks for the Bachelor of Restaurant and Catering Management. The Office of Enterprise Relations assists students in securing placements, while talk shows featuring local and international industry experts provide additional exposure. Extracurricular activities, student clubs, and societies foster active learning and skill development, offering a vibrant environment for professional growth.

The curricula of all four programmes undergo continuous review and updating based on feedback from students, lecturers, alumni, and industry stakeholders, ensuring an effective balance of theory, practice, and employability skills. This structured and responsive approach

equips students with both foundational knowledge and practical competencies necessary for success in the modern workforce.

Interdisciplinary thinking

For all programmes

Interdisciplinary thinking is deeply embedded in the four study programmes through both compulsory and elective courses, reinforced by interactive and experiential teaching methodologies. Students gain not only discipline-specific knowledge but also interdisciplinary skills, enhanced through hands-on approaches such as Problem-Based Learning, Project-Based Learning, Community-Engaged Learning, and Work-Based Learning. These methods foster higher-order thinking—analysing, evaluating, and creating, while encouraging experimentation, innovation, and the development of an entrepreneurial mindset through both guided and independent learning.

Group projects, collaborative work, and extracurricular activities further strengthen interdisciplinary competencies, including communication, teamwork, critical thinking, adaptability, research, analytical skills, and leadership. By integrating these approaches across the curriculum, the programmes equip students with the versatile skills needed to navigate and succeed in the dynamic, interconnected global workforce.

Ethical aspects

For all programmes

HUTECH values ethics and academic integrity across its programmes. The University maintains an ethics committee that meets monthly to address ethical matters and produce timely reports. Students are educated on ethical principles through courses such as Research Method in Tourism (Bachelor of Restaurant and Catering Management), Business Research Methods (Bachelor of International Business), Research Methods and Data Analysis in Business (Bachelor of Business Administration), and Research Methods in Economics (Bachelor of Accounting), which involve small-scale research projects.

To uphold academic integrity, HUTECH enforces a clear plagiarism policy and utilises Turnitin to detect and prevent plagiarism. Ethical principles are further reinforced during orientation sessions and mentor meetings. The university also promotes research independence, academic freedom, and adherence to policies on Quality, Diversity and Inclusion, Anti-Bribery and Corruption, and Modern Slavery. These standards are embedded in the student guidebook and course syllabi, ensuring that students understand and practice ethical and responsible conduct in their academic and professional activities.

Methods and scientific practice (Asterisk Criterion)

For all programmes

Students at HUTECH actively engage in scientific research at the faculty, university, and national levels each year. The faculties encourage participation in research projects as an alternative to the graduation thesis or as part of elective modules. To support this, students receive training in general and discipline-specific research methods, including courses such

as Research Method in Tourism (Bachelor of Restaurant and Catering Management), Business Research Methods (Bachelor of International Business), Research Methods and Data Analysis in Business (Bachelor of Business Administration), and Research Methods in Economics (Bachelor of Accounting).

Students also take part in annual scientific research workshops and conferences at the faculty level and are encouraged to attend events organised by other universities. Feedback is collected to assess satisfaction with guidance on self-study and research. For all four study programmes, completing a graduation thesis is optional, allowing students to choose between pursuing a specialisation or conducting a thesis project.

Examination and final thesis (Asterisk Criterion)

For all programmes

For current students, course and thesis assessments combine diagnostic, formative, and summative evaluations. Formative assessments account for 50% of the final grade, including attendance (10%), assignments (20%), and mid-term tests (20%), while summative assessments make up the remaining 50%. Assessment methods include quizzes, games, projects, presentations, exams, portfolios, and work- or project-based assessments, promoting higher-level thinking skills such as application, analysis, evaluation, and creation.

Assessments are constructively aligned with Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs), following Bloom's taxonomy, and monitored through an Excel-based system to track attainment. HUTECH organises workshops on Outcome-Based Education (OBE), hands-on teaching, and assessment methodologies for academic staff to ensure proper alignment between CLOs/PLOs and teaching methods. A smart OBE system is being deployed via the HUTECH Learning Management System, under the leadership of the Vice President.

Standardised processes govern exam design, invigilation, marking, and grade collection across faculties, with departments such as Academic Affairs, Testing Services, and the Board of Inspection involved. Students can request a review of grades through a formal appeal process, with results for formative assessments communicated within three days and summative assessments within two weeks. Any grade changes follow strict approval channels involving faculties, Academic Affairs, Testing Services, and final approval by the Vice President in charge of academics.

Assessment regulations follow MOET guidelines and HUTECH's academic regulations, covering credit definitions, semester workloads, course types, registration, marking, invigilation, appeal procedures, internships, graduation projects, thesis requirements, deferment, and withdrawal. A 10-point grading scale is used, with results classified into GPA. These mechanisms ensure transparency, fairness, reliability, and validity, allowing students to monitor their performance, adjust learning strategies, and plan for timely graduation. The regulations are communicated during freshman orientation and are publicly available online, which contributes to high student satisfaction with assessment diversity, validity, and fairness.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Specialisation areas or optional electives enable students to acquire additional competences and skills.

The degrees and programme names correspond to the curriculum and programme objectives.

Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programmes qualify interdisciplinary thinking. The panel members highlight that the programmes include Marxist theory and sociology. According to the expert panel, the HEI should enhance its cooperation with other departments, such as the technical department.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work at the required level. The panel members noticed a lack of rigorous academic writing practice in the current curriculum and therefore suggest that the HEI places greater emphasis on this skill to better prepare students for the demands of ongoing Master's studies.

All exams, as defined for the courses, are suited in format and content to assess the intended learning outcomes. The requirements align with the desired qualification level. A variety of test formats characterises the exams.

The final theses are evaluated against previously published, coherently applied criteria, rules, and procedures.

The students demonstrate, especially in their thesis, their ability to conduct scientific work and achieve the study programme's qualification objectives.

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

3.2 Structure

Projected study time	For all programmes - 3,5 years
Number of credits (national credits and ECTS credits)	For all programmes - 137 accumulative credits + Physical education (non-accumulative 5 credits) + National defence Education (non-accumulative)
Workload per credit	For all programmes - One credit is equivalent to 15 hours of classroom studies, or 30-45 hours of practical training, or 45-60 hours of research and thesis writing 1 credit of study in class requires 30 hours of self-study (MOET regulations) 1 contact hour at HUTECH (period) = 50 minutes
Number of modules/courses	RCM - 53 (including 4 electives, excluding non-accumulative courses) IB - 47 (including 4 electives, excluding non-accumulative courses) BA - 47 (including 4 electives, excluding non-accumulative courses) Acc - 53 (including 4 electives, excluding non-accumulative courses)
Time required for processing the final thesis/project and awarded credits	For all programmes - 12 credits, 16 – 20 weeks
Number of contact hours	RCM - 2,670 IB - 2,595 BA – 2,670 Acc – 2,835

Study and exam regulations (Asterisk Criterion)

For all programmes

HUTECH has established comprehensive processes and policies governing student study, assessment, and examination in accordance with the Vietnamese Higher Education Law and MOET regulations. The University's study regulations apply to all undergraduate programmes and cover a wide range of academic and administrative aspects, including programme structure, credit definitions, types of courses (compulsory, elective, prerequisite, co-requisite, etc.), study duration, class organisation, graduation requirements, internship and thesis evaluation, GPA calculation, academic standing, credit transfer, academic warnings, withdrawal, and degree issuance.

These regulations also outline procedures for temporary leave, programme or institution changes, articulation pathways, and regulatory amendments. To ensure consistency and transparency, HUTECH has detailed procedures for developing teaching plans and schedules, graduation evaluations, organising final exams, and exam scheduling. All relevant academic and student regulations are compiled in the Student Handbook, which is communicated to students through the university website, orientation sessions, and reminders from lecturers throughout their studies.

HUTECH also implements standardised rubrics and marking schemes for all undergraduate programmes, including the four study programmes. These include rubrics for attendance, group assignments, presentations, essays, practical work, projects, internships, and theses. The processes for exam design, invigilation, grading, and results collection are clearly defined, and all rubrics are attached to course syllabi.

Assessment types, methods, grading, and feedback systems are fully aligned with the expected learning outcomes (CLOs and PLOs), teaching strategies, and HUTECH's educational philosophy. Academic staff ensure that every assessment task supports learning outcomes, which are measured using an Excel-based system. A Smart OBE system is also being developed to automatically map CLOs and PLOs against Bloom's taxonomy levels. All processes are verified by the Department of Academic Affairs, reviewed by the Department of Testing Services, and discussed within faculties.

Timely feedback is emphasised as a key element of the assessment process. Grades for summative assessments must be announced within two weeks, and appeal results for formative and summative assessments are communicated within five days and two weeks, respectively. Students have reported high satisfaction with the timeliness of feedback in recent surveys. At the start of each academic year and semester, faculties provide detailed assessment regulations and schedules to academic staff via formal communications and meetings.

These policies are also announced publicly through multiple channels, including faculty websites, the Student Portal, e-HUTECH, EduSoft, and social media. All university assessment policies and processes are consolidated in the Student Handbook, which is reviewed and updated annually. To promote continuous improvement, faculties collaborate with the Centre for Accreditation and Quality Assurance to conduct regular surveys on assessment methods, processes, and feedback.

The results are analysed and discussed at both faculty and institutional levels to enhance transparency, fairness, and the overall quality of assessment practices.

Feasibility of study workload (Asterisk Criterion)

For all programmes

According to Circular No. 17/2021/TT-BGDĐT issued by the Ministry of Education and Training (MOET) on 22 June 2021, the study workload for higher education programmes must comply with the Vietnamese Qualifications Framework. For undergraduate programmes, a bachelor's degree requires a minimum of 120 credits, including physical education and national defence-security education, as stipulated by national regulations.

At HUTECH, the minimum study load that students must register for in each main semester—except the final one—is no less than two-thirds of the average semester load specified in the standard study plan. At the same time, the maximum cannot exceed one and a half times the average. On average, students are expected to complete between 36 and 40 credits per academic year (across two semesters), with the final year requiring 20 to 23 credits.

In line with MOET regulations, one credit at HUTECH equates to 15 classroom hours, 30–45 hours of practical training, or 45–60 hours of research and thesis work. Each credit also requires approximately 30 hours of self-study. One contact hour is equal to 50 minutes. The academic year is divided into two main semesters and one short summer semester. Each main semester is further divided into two sub-semesters, designated A and B (e.g., Semester 1A and 1B), often referred to as “terms” in English. This structure ensures that students maintain a balanced and manageable workload throughout their studies.

Equality of opportunity

For all programmes

HUTECH actively promotes a policy of equality, diversity, and inclusion. Equality ensures that all individuals have fair opportunities and are protected from discrimination, recognising that some groups may require flexible approaches to fully access services and opportunities. Diversity emphasises the recognition, respect, and appreciation of differences among people, including cultural, social, lifestyle, and intellectual distinctions, and seeks to harness these differences as strengths within the university community.

Inclusion focuses on individuals’ sense of belonging, value, and participation, requiring the University and staff to actively design and operate services, practices, and processes that meet the diverse needs of students, faculty, and other stakeholders. HUTECH also prioritises gender equality among both faculty members and students. HUTECH actively monitors and promotes gender equality and inclusion across its community. Each year, the university prepares a gender pay gap report that compares salaries and bonuses for female and male staff across management, academic, and support roles.

The University organises events celebrating women on National Women’s Day (October 20) and International Women’s Day (March 8), alongside other initiatives supporting women. HUTECH also prioritises equality for diverse groups, including religious communities and LGBTQ+ individuals, providing counselling services, dedicated social and academic support areas for disabled students, silent rooms, and seminars on gender equality and inclusion. The university hosts over 60 student-run clubs and societies that actively promote diversity and inclusion.

Internationally, HUTECH has partnered with the University of Hertfordshire in the UK, Dong A University, and Dong Thap Community College in Vietnam on a British Council-funded Gender Equality project.

Table 9: Gender Ratio in faculty members and students

Gender Ratio	Gender	Restaurant and Catering Management	International Business	Business Administration	Accounting
Faculty Member Gender Ratio	Female	44.8%	63.0%	48.7%	50.0%
	Male	55.2%	37.0%	51.3%	50.0%
Student Gender Ratio	Female	51.4%	67.2%	50.8%	80.9%
	Male	48.6%	32.8%	49.2%	19.1%

Appraisal:

The programmes' structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses, and each course is assigned credits based on the required student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations that contain all necessary rules and procedures and, where applicable, take into account national requirements. The study programmes are redesigned so that students can study for a certain period at other HEIs or undertake internships without any extension of their overall study time. The final grade is supplied with an ECTS grading table.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services, as well as academic and general student counselling.

When reviewing the workload, HUTECH also considers evaluation findings, including student feedback and the programme's success rate.

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

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

3.3 Didactical concept

Logic and plausibility of the didactical concept (Asterisk Criterion)

For all programmes

HUTECH's educational philosophy, "Learn to learn, learn to do, learn to create, learn to be independent, and learn to develop together," underpins the design and delivery of its study programmes. "Learn to learn" emphasises making the learning process explicit, helping students actively engage with their studies and apply diverse ideas. "Learn to do" prepares students for professional expectations, equipping them with the knowledge, skills, and attitudes required in real-world work environments.

"Learn to create" focuses on fostering creativity, a higher-level cognitive skill, enabling students to devise innovative solutions to problems. "Learn to be independent" develops essential skills such as decision-making, problem-solving, communication, and time management. In contrast "learn to develop together" promotes ethical values, critical thinking, cultural awareness, and responsibility in a globalised workplace.

This philosophy is integrated into programme objectives, programme learning outcomes (PLOs), teaching and learning activities, methodologies, and extracurricular initiatives. The study programmes adopt an Outcome-Based Education (OBE) approach, with lecturers trained in OBE and in hands-on methodologies such as Project-Based Learning, Jigsaw, station learning, instructional backward design, facilitation, and Work-Based Learning.

Students are encouraged to engage actively and responsibly in their learning through a wide range of strategies, including direct and indirect instruction, experiential learning, independent self-study, discussion, collaborative learning, flipped learning, reflection, blended learning, Problem-Based Learning, Team-Based Learning, and Community-Engaged Learning. Hands-on approaches, such as internships, field trips, and work exposure, help students develop higher-level thinking and essential work-readiness skills, including teamwork, communication, collaboration, problem-solving, creativity, time management, and lifelong learning.

Active learning is further reinforced through talk shows, workshops, seminars, and participation in over 60 student clubs and societies, where students gain inspiration from industry experts, peers, and practical experiences. Lecturers are guided by a matrix linking PLOs, courses, teaching and learning methods, and assessment methods, ensuring that students' learning is purposeful, engaging, and aligned with professional and personal development goals.

Course materials (Asterisk Criterion)

For all programmes

The course materials for HUTECH's four study programmes consist of , for example lecturer notes, slides, textbooks, references, websites, and papers and are selected by lecturers and approved by the Board of Directors and Board of Presidents to ensure relevance and alignment with course learning outcomes. Textbooks, references, and websites are listed in the course

syllabi, and lecture materials are uploaded on the Learning Management System (LMS) before classes begin, allowing students to communicate directly with faculty through the LMS.

HUTECH's libraries are located across two campuses—Saigon and Thu Duc—covering a total area of over 3,200 m² and featuring individual reading areas, group study spaces, conference rooms, and dedicated areas for students, researchers, and professors. The Central Library operates from 8:00 a.m. to 9:00 p.m. on weekdays and Saturday mornings, while the Hi-Tech Park Library is open from 8:00 a.m. to 4:15 p.m. on weekdays and Saturday mornings. Additionally, HUTECH provides a digital library with 193,951 eBooks, ensuring students have extensive access to learning resources.

Guest lecturers

For all programmes

Guest lecturers for the four study programmes are invited from other universities and from industry. HUTECH has a policy of inviting experienced industry guest speakers to teach some course sessions, for instance:

- "HUTECH young chef" co-organised by US potatoes company, in this completion student have been guided by international Chef.
- "Digitalisation in business - Potential career opportunities for Gen Z" Workshop. The content of the event: The importance of building digital foundations in business, understanding the potential of digitalisation in business and leveraging it for career development, learning more about digital tools, discovering career opportunities and trends in the digital business sector.

Through this arrangement, students have great opportunities to gain knowledge and practical experience from industry guest speakers. The guest lecturers bring case studies from their businesses to help students broaden their understanding and develop practical, industry-driven skills. Besides that, industry speakers' talk shows are regularly organised by the four Faculties for students of the four study programmes.

Lecturing tutors

For all programmes

HUTECH has established comprehensive policies for the development of lecturing tutors, recognising that faculty and tutor growth is crucial to enhancing the quality of training. The university provides tuition support of up to 50% for tutors pursuing further studies, ensuring they continue to receive full salary and benefits during training and flexible scheduling to focus on professional skill enhancement. Outstanding students are also encouraged to serve as academic aides in various departments, with eligibility based on strong academic performance (minimum GPA of 3.2/4.0 in relevant courses) and teaching skills.

These aides receive training, practical experience, compensation, and official recognition, preparing them to become future lecturing tutors. HUTECH also prioritises outstanding alumni

by offering suitable job placements, continued professional development, tuition support for master's programmes, and rewards for timely graduation. These initiatives collectively strengthen faculty quality, support the professional growth of teaching assistants and students, maintain long-term alumni relationships, and contribute to sustainable institutional development and future growth.

Appraisal:

The didactical concept of the study programmes is described, plausible, and oriented towards the programmes' objectives. The panel members noticed a predominantly teacher-led approach to instruction and therefore suggest that the HEI introduce more student-centred, constructivist content, such as student presentations and collaborative projects.

The accompanying course materials are aligned with the intended learning outcomes and meet the required qualification level. They are up to date and accessible digitally for students. They are user-friendly and encourage students to pursue further independent study. However, The panel members noticed a lack of access to contemporary learning materials and, therefore, **recommend** that the HEI enters into formal contracts with reputable publishing houses to secure state-of-the-art textbooks, potentially negotiating favourable deals or free-of-charge digital access for students.

Guest lecturers are invited to contribute to the students' qualification process with their specialised experience, whether from professional practice or scientific work, or, for example, from culture and politics.

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

3.4 International outlook

International contents and intercultural aspects (Asterisk Criterion)

For all programmes

HUTECH is committed to the internationalisation of its curricula, integrating global perspectives across all academic programmes, from design and management to operation and implementation. This focus prepares students for both current and future employment in a globalised workforce, aligning with HUTECH's mission, vision, and educational philosophy. By

connecting learners with local and international communities, organisations, and businesses, the university equips students with adaptability, cultural competence, and the skills needed to meet societal demands while facilitating global integration.

As a multidisciplinary institution offering programmes from undergraduate to doctoral levels, HUTECH strives to provide learner-centred, advanced study programmes and management systems, aiming to become a leading internationally recognised university in Vietnam. Internationalisation is a top priority at HUTECH, which actively promotes global engagement in education, research, and community outreach. The University's comprehensive internationalisation strategy enhances global competitiveness by attracting diverse students and faculty, fostering collaborative research, and developing curricula aligned with international standards.

This approach not only enriches the academic environment through cultural exchange but also cultivates globally-minded graduates capable of addressing complex global challenges. HUTECH maintains a network of over 200 universities and institutes across more than 32 countries and offers ten fully English-taught programmes, including Information Technology, Automotive Engineering Technology, Business Administration, International Business, Marketing, Digital Marketing, English Studies, Accounting, Logistics and Supply Chain Management, and Public Relations.

While the four highlighted programmes currently have no international students, the university actively implements measures to attract them, including detailed English-language programme information, promotion on international platforms, brochures and leaflets at global conferences, and quarterly newsletters in English. .

This milestone underscores the university's commitment to building a diverse, globally-oriented academic community.

Bachelor of Restaurant and Catering Management programme

The Bachelor of Restaurant and Catering Management programme at HUTECH intends equip students with comprehensive knowledge and professional skills to develop policies, strategies, and business plans, as well as to establish and manage enterprises in the tourism and hospitality sectors. The programme emphasises political and ethical awareness, specialised knowledge, proficiency in foreign languages, and computer skills, while integrating professional ethics and practical experience to prepare graduates for success in a global work environment.

The curriculum reinforces this international focus, with objectives and learning outcomes benchmarked against programmes at Glion University in Switzerland and Saxion University of Applied Sciences in the Netherlands. Courses such as European Cooking Processing, Sustainable Tourism Development, Tourism and Hospitality Human Resource Management, Barista Art, Banquet and Event Operation, and ASEAN Culture illustrate the programme's global perspective.

HUTECH's commitment to internationalisation is further exemplified through partnerships with institutions like CY Cergy Paris University (CYU) in France, where students complete three years at HUTECH and a final year co-taught by faculty from both universities, gaining practical

experience managing the Pixel restaurant and developing skills in menu planning, budgeting, and operations. Graduates have secured internships at prestigious international hotels, including Michelin-starred restaurants in New York, and scholarships in Switzerland.

Collaborations with Bangkok University, Japanese businesses, the Kanazawa Institute of Technology, and Macao University of Tourism provide additional international exposure, internships, sustainable development training, and research opportunities. Internships are a mandatory component of the programme, with a three-month placement allowing students to gain hands-on experience in international hotel settings. Overall, HUTECH's Bachelor of Restaurant and Catering Management integrates international benchmarks, partnerships, and practical experience to cultivate globally minded graduates and foster an inclusive, internationally oriented academic community.

Bachelor of International Business programme

The Bachelor of International Business programme at HUTECH is strongly internationally oriented, reflecting the Faculty of Marketing and International Business's mission to cultivate graduates with entrepreneurial qualities, strong business ethics, and the professional knowledge, practical skills, and research capabilities necessary for global business. The programme emphasises creativity, self-direction, adaptability, effective communication, and physical well-being, preparing students to thrive in both domestic and international work environments.

The curriculum is benchmarked against programmes at Monash University and St. George's University, equipping students with the skills to navigate global market forces, trade, strategy, policy, and operations. Core courses cover key areas such as business finance, trade law, cross-cultural marketing, international business strategy, negotiation, economics, trade practices, and marketing. Project Design Thinking is integrated into the curriculum to develop creativity, analytical thinking, critical thinking, and innovation.

HUTECH has established international partnerships to enhance global exposure and recognition. Students can benefit from articulation agreements with Nottingham Trent University and Yeungnam University, a franchise programme with Lincoln University, and exchange programmes with Southern Leyte University, Universiti Sains Malaysia, and Thammasat University Business School. These initiatives provide immersive cultural and academic experiences while broadening students' global perspectives.

To prepare students for the international labour market, the programme offers eight-week internships in countries such as Japan and France, as well as with multinational companies in Vietnam, providing hands-on experience and exposure to diverse work environments. Several courses and materials are taught in English, supported by a structured four-level English programme that ensures students achieve the proficiency required for global engagement.

Teaching and learning employ interactive, hands-on methodologies such as project-based and community-based learning. Extracurricular activities, including guest lectures by international experts, further reinforce the programme's international orientation.

Bachelor of Business Administration programme

The Bachelor of Business Administration programme at HUTECH aligned its goals and objectives with global standards. Benchmarking against programmes at the University of Liverpool and the University of San Diego ensures alignment in learning outcomes, course structure, and objectives. Project Design Thinking is integrated into the curriculum, developing students' creativity, innovation, analytical thinking, and critical thinking. At the same time, courses such as International Business Management, International Payment, Negotiation in International Business, International Investment, Foreign Trade, Freight Forwarding and Customs Clearance, and Foreign Trade Management Projects equip students to navigate the global business environment effectively.

The programme's international recognition is strengthened through partnerships with esteemed institutions, including a franchise programme with Lincoln University, where the final year is taught by American faculty, and articulation agreements with Open University Malaysia and the University of North Alabama, which allow students to complete their final year abroad. Student exchange programmes with Dania University in Denmark and HAW Hamburg University in Germany provide opportunities for cross-cultural learning and exposure to diverse educational environments, enhancing students' global perspectives.

To prepare students for the international labour market, the programme offers 8-week internships in countries such as Japan and France, as well as placements with multinational companies in Vietnam, enabling students to gain practical experience, develop essential skills, and strengthen cultural competencies. Certain courses and teaching materials are delivered in English, supported by a four-level English language programme, ensuring students achieve proficiency for global engagement.

Hands-on, interactive teaching methods, such as project-based, community-based, and work-based learning, are widely employed, fostering practical skills and the application of knowledge. Extracurricular activities further reinforce the programme's international orientation, featuring guest lectures from global professionals that enrich students' learning experience and prepare them for successful careers in an interconnected world.

Bachelor of Accounting programme

The Bachelor of Accounting programme at HUTECH is designed to equip students with the knowledge and skills needed to excel in a global financial environment, fostering a global mindset and preparing graduates to navigate accounting practices across diverse cultural and regulatory contexts.

Benchmarking against the National University of Singapore and Western Sydney University ensures the curriculum provides a solid foundation while preparing students to apply their insights in real-world international careers. The programme covers essential areas such as economics, finance, accounting, auditing, assurance, and taxation, while emphasising how accounting operations influence firm performance in the global business landscape.

Courses with a strong international focus include Accounting in Business, Application of Information in Accounting, Financial Reporting, International Financial Accounting, International Tax, Risk Management, International Payment in Banking, Public Sector Management Accounting, and Big Data Analysis in Finance and Accounting. The programme has been mapped and approved by City University of Seattle, USA, affirming its international

recognition, and aligns with the ACCA framework, enhancing students' readiness for professional certification and global career opportunities.

Students also benefit from exchange programmes, including inbound visits with UNIMAS (Malaysia) and Marquette University, as well as outbound study tours to the Kanazawa Institute of Technology, enriching their cross-cultural understanding. English is used as the medium of instruction for key courses, supported by a structured four-level English language programme (English 1–4) to ensure students are proficient academically and professionally.

Internationality of the student body

For all programmes

The four study programmes currently have no international students, but the Faculties of Finance and Accounting are actively seeking to attract them. To achieve this, HUTECH has implemented a range of measures, including a new comprehensive International Strategy to enhance global outreach and engagement, regular curriculum reviews benchmarked against leading international universities, and a revamped English-language website providing detailed programme information at both faculty and university levels.

Additional initiatives include improving HUTECH's international reputation, particularly in the QS Asia Rankings; ensuring programme information is accessible on the QS website; and promoting programmes at international conferences and workshops. Collectively, these strategies aim to increase HUTECH's visibility and appeal to prospective international students.

Internationality of faculty

For all programmes

HUTECH currently has no international faculty members for the four study programmes, but the University has implemented strategic measures to attract them. These include establishing a formal policy for international faculty, forming partnerships with renowned global universities and research institutions to enhance HUTECH's academic reputation, and creating exchange opportunities.

The University promotes research by providing incentives, resources, and facilities to support international faculty in their scholarly work. HUTECH also hosts global networking events, such as international conferences, workshops, and seminars, to engage potential faculty and showcase its academic environment. Notably, HUTECH co-organised the international conference on Green Solutions and Emerging Technologies for Sustainability in collaboration with the Vietnam Centre for the Fourth Industrial Revolution (C4IR), which supports research, policy recommendations, and technological innovation aligned with national priorities and international trends.

This initiative, part of the Ho Chi Minh City Economic Forum 2024, enhances HUTECH's international profile, contributes to the community, and attracts global talent. Additionally, some academic staff hold qualifications from overseas universities, and the university actively encourages the recruitment of more international lecturers to provide students with global

knowledge, skills, and perspectives. In the academic year 2024–2025, one faculty member from the Faculty of Finance and Commerce and two from the Faculty of Business Administration participated in faculty exchange programmes at Merito University in Gdansk, Poland.

Faculty members are also actively engaged in international research collaborations, further strengthening HUTECH’s global connections and academic reputation.

Foreign language contents

For all programmes

Successfully enrolled students in the four study programmes begin with four foundational English courses before progressing to professional courses. Several courses across all undergraduate programmes are delivered in English, and students are encouraged to use English in class, along with English-language materials and reference books. Extracurricular activities are designed with a strong international orientation, featuring international guest speakers to enrich learning experiences.

From the academic year 2025–2026, HUTECH plans to expand inbound and outbound student exchange programmes and study tours, further enhancing students’ international exposure, intercultural awareness, and global engagement.

Appraisal:

The panel members noticed a lack of a global perspective in the current curriculum and therefore recommend that the HEI integrate more comprehensive training in intercultural communication to better prepare students for diverse professional environments.

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

Regarding the international composition of the faculty (teachers from different countries, with international academic and professional experience), the panel members noted a lack of internationality within the academic environment and therefore **recommend** that the HEI significantly increases its efforts to enhance the international composition of its staff.

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

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

For all programmes

Multidisciplinary competencies and skills are demonstrated in curriculum design and development, teaching methodology, teaching and learning activities, assessment and extracurricular activities. Besides the interdisciplinary knowledge in the curriculum as discussed above, the four study programmes focus on developing multidisciplinary competencies and skills in students by applying teaching methodologies such as Problem-Based Learning, Project-Based Learning, Community-engaged Learning, Work-based learning, etc.

These teaching methodologies help students deepen their understanding and develop skills such as problem-solving, critical thinking, design thinking, analytical thinking, communication, teamwork, collaboration, leadership, and conflict resolution. Multidisciplinary competencies and skills are also demonstrated in many student activities. One of the competitive advantages of HUTECH is a diverse student clubs and societies with many student activities around the year to fully develop their qualities and competencies, maintain a spirit of community and social responsibility, engage in creative thinking and international integration, and be prepared to adapt to the changing world as being stated in the educational philosophy.

Formative and summative assessment of assignments, project work, internship projects, and graduation theses helps students improve their multidisciplinary competencies and skills.

Appraisal:

The students acquire communication, public-speaking, cooperation, and conflict-handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel members suggest that the HEI incorporate regular student-centred activities such as presentations, integrate critical thinking exercises, and introduce technology-driven digital courses, ensuring that all such elements are clearly defined in course descriptions.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

For all programmes

HUTECH is committed to equipping students with the skills necessary for employability and career readiness by integrating practical, hands-on teaching methodologies into the classroom. Approaches such as problem-based learning, project-based learning, community-engaged learning, and work-based learning are central to this effort. Students engage in group discussions, individual and group presentations, as well as assignments and projects that cultivate problem-solving, critical thinking, and creative thinking skills.

All undergraduate programmes incorporate Project Design Thinking, fostering analytical, innovative, and SDG-oriented competencies. Employment-focused learning is further supported through work-based activities, including field trips, mandatory eight-week internships for all students, a twelve-week internship for the Bachelor of Restaurant and Catering Management, and internship reports. Specific courses also enhance employability in international markets for various programmes, including Restaurant and Catering Management, International Business, Business Administration, and Accounting.

Beyond employability, HUTECH emphasises the development of lifelong learning skills. Modern teaching methods, advanced educational technologies, and a diverse learning and research environment are designed to foster self-directed learning and continuous personal growth. The teaching philosophy encourages students to “learn to learn, learn to do, learn to create, learn to be independent, and learn to develop together.”

Through this approach, students cultivate a broad range of competencies, including cultural awareness, communication, foreign language proficiency, digital literacy, scientific and technological skills, social and civic competences, and an entrepreneurial mindset. Detailed course lists for each of the four study programmes can be found in.

Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and the development of multidisciplinary competences and skills – runs as a common thread throughout the study programmes. However, the panel member suggest that the HEI offers more frequent site visits and field trips to better prepare students for the demands of the practical professional environment.

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

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

For all programmes

HUTECH ensures that academic staff are planned and recruited to meet the needs of teaching, research, and community service. The University's highly competent staff actively engage in these areas, contributing to both academic and societal development. Recruitment and promotion follow regulations under the Labour Code No. 45 and the MOET circular on lecturer work regimes, and are based on professional qualifications, teaching experience, instructional skills, and competencies in class management, student engagement, leadership, research, and administration.

Table 10: Bachelor of Restaurant and Catering Management

Criteria		2020		2021		2022		2023		2024	
		No.	%	No.	%	No.	%	No.	%	No.	%
Distribution of expertise/ qualification	Professors	0	0	0	0	0	0	0	0	0	0
	Associate Professors	2	6.1	2	6.7	1	3.3	1	3.3	1	3.5
	PhD	6	18.1	4	13.3	4	13.3	4	13.3	4	13.8
	Master's degree	25	75.8	24	80.0	25	83.3	25	83.3	24	82.8
	Total	33	100	30	100	30	100	30	100	29	100

Table 11: Bachelor of International Business

Category		2020		2021		2022		2023		2024	
		No.	%	No.	%	No.	%	No.	%	No.	%
Distribution of expertise/ qualification	Professors	0	0	0	0	0	0	0	0	0	0
	Associate Professors	01	6.25	02	10	02	8.7	02	8	02	7.4
	PhD	01	6.25	0	0	02	8.7	05	20	07	22.2
	Master's degree	14	87.5	18	90	19	82.6	18	72	22	70.4
	Total	16	100	20	100	23	100	25	100	31	100

Table 12: Bachelor of Business Management

Category		2020		2021		2022		2023		2024	
		No.	%	No.	%	No.	%	No.	%	No.	%
Distribution of expertise/ qualification	Professors	1	1.7	1	1.5	1	1.3	1	1.0	1	0.9
	Associate Professors	1	1.7	1	1.5	1	1.3	1	1.0	1	0.9

PhD	8	13.8	11	16.4	11	13.9	12	11.4	13	11.5
Master's degree	47	81.0	52	77.6	64	81.0	89	84.8	96	85.0
Bachelor's degree	1	1.7	2	3.0	2	2.5	2	1.9	2	1.8
Total	58	100	67	100	79	100	105	100	113	100

Table 13: Bachelor of Accounting

Category		2020		2021		2022		2023		2024	
		No.	%	No.	%	No.	%	No.	%	No.	%
Distribution of expertise/ qualification	Professors	0	0	0	0	0	0	0	0	0	0
	Associate Professors	2	7	2	7	2	6	2	6	2	6
	PhD	7	26	7	25	10	31	8	24	7	22
	Master's degree	16	60	18	64	18	57	23	67	22	69
	Bachelor's degree	2	7	1	4	2	6	1	3	1	3
	Total	27	100	28	100	32	100	34	100	32	100

Performance management considers workload, teaching quality, research, and community service contributions. Faculty identify staffing needs according to programme requirements, strategic development plans, and HUTECH's Human Resources Development Plan. These needs are communicated to the University Office's Personnel Section, which consolidates requirements across all faculties and institutes, develops an annual recruitment plan, and announces positions publicly.

Recruitment is carried out following a clearly defined process that specifies responsibilities for each unit. HUTECH also maintains structured policies for attracting talent, remuneration, professional development, succession, promotion, deployment, recognition, termination, and retirement, ensuring a comprehensive and transparent approach to human resource management.

Academic qualification of faculty (Asterisk Criterion)

For all programmes

At HUTECH, candidates for lecturer positions must meet specific regulatory requirements, which apply across all faculties. For a lecturer role, candidates are generally expected to hold a Master's degree, have at least three years of higher education teaching experience, possess a pedagogical certificate, demonstrate academic qualifications, and, preferably, have studied abroad and be capable of using English as a medium of instruction. Lecturers are required to fulfil annual teaching, research, and office-hour workloads in accordance with university policies.

The competencies of academic staff include subject-specific knowledge, pedagogical and didactic skills, research capabilities, leadership, and administrative skills. These competencies are determined, monitored, and evaluated during recruitment and through ongoing performance management, which considers workload, teaching quality, research output, and community service contributions. Recruitment and promotion follow established regulations under the Labour Code No. 45 and MOET's circular on lecturer work regimes, and are based on professional qualifications, teaching experience, instructional skills, class management, student engagement, and research ability.

Faculty assess staffing needs according to programme requirements, strategic development plans, and HUTECH's Human Resources Development Plan. These needs are communicated to the Personnel Department, which consolidates requests from all faculties, develops an annual recruitment plan, and announces openings publicly. The university's recruitment process, as well as policies on attraction, remuneration, professional development, succession, promotion, deployment, recognition, termination, and retirement, are clearly defined and systematically applied.

Academic staff performance is evaluated through semester-class observations and annual reviews conducted by the faculties and the Board of Directors. Lecturers are encouraged to engage in professional development programmes offered by HUTECH or external institutions, covering subject knowledge, teaching methods, assessment, and information technology. Competencies and development opportunities are communicated via the staff portal, email, and meetings.

HUTECH also supports further studies by offering tuition reductions for staff pursuing advanced degrees and provides financial incentives and recognition for doctoral graduates, fostering motivation and appreciation within the academic community.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

For all programmes

At HUTECH, pedagogical qualifications and practical teaching experience are key criteria for lecturer positions. Candidates undergo teaching demonstrations during the interview process and once selected, complete a probationary year. A panel then evaluates their performance before they are officially appointed as lecturers. This process applies to all teaching staff across the university.

HUTECH promotes a culture of continuous learning, encouraging lecturers to enhance and update their professional and pedagogical skills through a wide range of in-house and external professional development programmes. These include training in teaching methods, assessment, technology-enhanced learning, LMS usage, outcome-based education, professional workshops, seminars, and international conferences. More than 75% of lecturers and support staff participate in professional development programmes each year, enabling HUTECH to consistently meet the highest QS Stars standards in this area.

Practical business experience of faculty

For all programmes

In HUTECH's four study programmes, every faculty member holds at least a master's degree. Many full-time faculty have studied abroad, received extensive professional training, and gained practical industry experience. They actively guide students throughout their studies, scientific research, and exposure to real-world work environments. Beyond teaching, they conduct research and contribute to local authorities by sharing their knowledge and findings.

Part-time faculty come from higher education institutions, industries, financial institutions, and banks, and participate in various ways, such as leading core courses, delivering specialised lectures, co-teaching, or conducting extracurricular activities. Their industry experience allows them to provide students with current trends, case studies, and practical examples, effectively bridging theory and practice. By combining classroom instruction with real-world insights, HUTECH faculty create an engaging learning environment that enhances students' employability and equips them with the practical skills required by the professional world.

Internal cooperation (Asterisk Criterion)

For all programmes

At HUTECH, internal collaboration among faculty across the four study programmes is central to all academic activities. Lecturers participate in weekly, monthly, semester, and annual regular academic meetings focused on curriculum design, review, and updates. Attendance is mandatory to ensure alignment with the university's strategic plan and the faculties' annual objectives.

Faculty members actively share best practices through workshops, seminars, and training sessions, and engage in class observations for both evaluation and professional development. They collaborate closely in research, student support, and the overall development of students' knowledge, skills, and attitudes. Regular meetings also facilitate discussions on teaching methods, academic research, community service, and student activities.

HUTECH recognises that internal cooperation fosters a sense of belonging and engagement in both academic and non-academic endeavours. To support this collaborative culture, the university provides annual travel funding, underscoring its commitment to faculty members' professional growth and well-being.

Student support by the faculty (Asterisk Criterion)

For all programmes

HUTECH is a dynamic university with the mission of providing learners with a professional learning and research environment, helping to maximise their ability to acquire essential knowledge and skills to work effectively and creatively with the highest level of responsibility. HUTECH is a hub that connects learners with domestic and international communities, organisations, and businesses, and provides learners with the training needed for workplace adaptability. Student services are essential, with support from academic and non-academic staff and faculty.

The support includes content-specific support, skills, assignment guidance, academic support, and pastoral support. Lecturers are required to dedicate two sessions per week to office hours and additional support, as agreed with students. At HUTECH, students receive academic and non-academic support from faculties, too. Lecturers are close to students to provide solid learning experiences both in and out of the classroom.

They offer a caring learning environment, so support outside the classroom is helpful to students. They used social media, emails, and phones to connect with their lecturers. HUTECH is a private university, so the student-centred approach is reflected in teaching and learning activities and student services.

Appraisal:

The structure and number of faculty align with the programmes' requirements and ensure that students achieve the intended qualification objectives. The faculty's composition guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The faculty's academic qualifications meet the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies faculty members' qualifications through an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. To ensure sufficiency in the future as well, the panel members suggest that the HEI implement a formal procedure to ensure that all faculty members have gained and maintain relevant practical experience within their respective fields.

Faculty members collaborate to align courses with the overall qualification objectives. Regular meetings of all those teaching on the programme take place.

Student support is an integral part of the faculty's services. It is offered regularly and helps students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		

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

4.2 Programme management

Programme Director (Asterisk Criterion)

For all programmes

The four study programmes at HUTECH are managed by an academic team comprising Deans, Vice Deans, and Programme Directors/Leaders, each with clearly defined roles and responsibilities outlined in their job descriptions. These roles include overseeing all programme activities such as curriculum review and updates, syllabus development, operational planning, coordination of academic and non-academic activities, organisation of academic and research meetings, and participation in the recruitment of Vietnamese and international lecturers.

Each programme has a designated leader responsible for specific management and academic tasks. In the Restaurant and Catering Management programme, the programme leader oversees subject assignments, faculty coordination, and academic advising. For the International Business programme, the Programme Leader is responsible for developing course outlines, exam questions, learning materials, and LMS content, and for regularly updating course content.

In the Business Administration programme, the Programme Leader manages curriculum development, detailed course outlines, and academic coordination within the faculty. Meanwhile, for the Accounting programme, the Programme Leader, oversees syllabus review, teaching and learning activities, instructional methods, and peer observation. Together, these leaders ensure that each study programme operates efficiently, maintains academic quality, and aligns with the university's educational objectives.

Process organisation and administrative support for students and faculty

For all programmes

HUTECH provides a comprehensive system of academic and non-academic support to ensure students' overall well-being and success. The University has established clear policies and processes that cover a wide range of services, including academic advising, IT and library support, career guidance, mental health and medical services, financial aid, and social engagement opportunities.

Academic support is available from lecturers during and beyond office hours, as well as through the Academic Support Centre and the Learning Development Centre, both under the Department of Academic Services. Dedicated staff assist students with learning strategies, attendance monitoring, academic performance tracking, and problem-solving. They also provide counselling on study skills, time management, teamwork, communication, and innovation.

Additional tutoring sessions and academic clubs are organised for students who need extra help, with regular contact maintained among the university, students, and their families to ensure timely academic intervention. Non-academic support at HUTECH is equally robust. The university offers a vibrant campus life with numerous student clubs, societies, and community events, exceeding international standards, including those set by QS. Co-curricular activities are prioritised across faculties to enrich students' learning experiences.

HUTECH's commitment to diversity and inclusion has earned it a 5-Star QS rating for Diversity, Equity, and Inclusion, reflecting its dynamic student engagement and supportive campus culture. The university also provides comfortable accommodation options through collaborations with the National Universities' dormitory and several guest houses. Accessibility and inclusion are central priorities, with facilities designed to support students with disabilities, including wheelchair ramps, accessible parking, and computer systems for the visually impaired.

Additional services include financial assistance through scholarships and bursaries, health clinics, psychological counselling, and IT support. HUTECH's holistic support framework ensures that every student—regardless of background or ability—can thrive academically, socially, and personally within a safe and inclusive learning environment.

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 decision-making processes in which their areas of work are involved.

Electronic service support is used and supplements personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

For all programmes

At the national level, HUTECH maintains an extensive network of collaborations with universities across Vietnam through joint research projects, workshops, seminars, conferences, admission events, and career counselling activities, fostering mutual understanding and academic growth. The University is an active member of the Association of Vietnam Universities and Colleges (AVU&C), which includes 325 institutions nationwide.

Through this membership, HUTECH contributes to national educational development by sharing best practices, participating in strategic planning, and promoting initiatives that enhance the quality and accessibility of higher education. HUTECH also collaborates closely with a consortium of eight universities offering similar programmes, regularly exchanging experiences in governance, academic management, industry engagement, and student development.

Internationally, HUTECH is an associate member of the ASEAN University Network–Quality Assurance (AUN-QA), which includes 30 core and 147 associate members. This membership allows HUTECH to engage in AUN-QA programmes, quality assurance assessments, and collaborative projects while sharing best practices in higher education quality management. The University is also a member of the Accreditation Council for Business Schools and Programmes (ACBSP), a global body with over 1,260 member campuses worldwide.

Through ACBSP, HUTECH participates in workshops and seminars that focus on innovation and quality improvement in business education. In line with its commitment to sustainability and the UN Sustainable Development Goals (SDGs), HUTECH is a member of the Alliance for Sustainability Leadership in Education and the Sustainable Development Solutions Network. Additionally, HUTECH is one of the founding members of the Ho Chi Minh City Centre for the Fourth Industrial Revolution (C4IR)—the second of its kind in Southeast Asia, established in partnership with the Vietnam Government and the World Economic Forum.

Located in Saigon Hi-Tech Park near HUTECH’s Thu Duc Campus, C4IR serves as a hub for policy research, technology transfer, and innovation in areas such as green growth, smart cities, and artificial intelligence. It plays a key role in driving Vietnam’s economic and technological advancement while fostering collaboration between the public and private sectors to harness the potential of emerging technologies. Through these strategic

partnerships, HUTECH integrates the latest global technological trends, such as AI and Blockchain, directly into its curriculum to ensure academic programmes meet international standards. By participating in national-level policy dialogues via the C4IR and World Economic Forum networks, the university gains early insights into development trends, allowing it to proactively align its training strategies with emerging science and technology policies. Furthermore, strong engagement with founding industry partners, including Viettel Group and Techcombank, provides students with enhanced research collaborations and expanded internship and employment opportunities.

Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

For all programmes

HUTECH pays close attention to work-based learning (pre-internship, internship, job opportunities, career counselling and development, etc.), so it highly values and appreciates its industry partnerships to create more opportunities for its students. Besides, the University benefits from curriculum updates and feedback from employers and alumni. HUTECH establishes and nurtures a network of approximately 1,500 companies, both nationally and internationally. For example, the strategic partnership with the Association of Chartered Certified Accountants (ACCA) enables HUTECH to provide students with direct access to the globally recognised Certificate in International Financial Reporting (CertIFR), bridging the gap between academic theory and international accounting standards. Additionally, the university's collaboration with the KAR Group strengthens industry engagement through initiatives such as digital business workshops, ensuring students remain at the forefront of modern market trends.

Every year, around 300 companies attend HUTECH; refer to the list of companies visiting HUTECH for an example. HUTECH expands the employment market for students by partnering with international companies and corporations in the country and beyond. Around the year, HUTECH organise 6-7 Job Fairs.

Appraisal:

The scope and nature of cooperation with HEIs, other academic institutions, and networks relevant to the programme are clearly 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.

In case that other academic institutions or organisations conduct parts of the study programme, the HEI ensures that the quality standards are met.

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

In case that other organisations conduct parts of the study programmes, the HEI ensures that the quality standards are met.

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

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

For all programmes

HUTECH's campuses are equipped with modern classrooms, laboratories, and state-of-the-art infrastructure, complemented by a wide range of supporting facilities, including libraries, self-study areas, cafeterias, bookstores, gyms, and indoor and outdoor sports spaces. These facilities operate across five daily shifts, including weekends, to accommodate teaching, self-study, and extracurricular activities. Lecture halls and meeting rooms are fully equipped with projectors, sound and lighting systems, air conditioning, and cameras to support diverse academic functions.

The Facilities Management Office (FMO) oversees annual investment, maintenance, and repair plans. Each academic year, all units submit facility reports detailing equipment status, maintenance needs, and requests for new acquisitions, ensuring continuous infrastructure upgrades. HUTECH also applies the Internet of Things (IoT) across its operations, providing campus-wide Wi-Fi and digital platforms for managing academic and administrative activities.

The University has developed over 50 in-house software systems, including Edusoft, student assessment and survey software, library and HR management systems, and quality accreditation tools. Administrative operations are further supported by the internal portal (portal.hutech.edu.vn), the e-HUTECH mobile app, and Google Workspace email accounts, while data security is maintained through centralised backup systems managed by the IT Centre.

During the COVID-19 pandemic, HUTECH effectively transitioned to online learning via its E-learning system, Google Meet, and Google Classroom. Clear regulations were issued to ensure fairness and quality in online assessment. The university continues to maintain and

upgrade its IT infrastructure annually, following ISO procedures for equipment acquisition, maintenance, and disposal. Surveys indicate that over 90% of stakeholders are satisfied with the IT systems, including hardware, networks, and data security.

Currently, HUTECH operates 2,608 computers—2,183 for students and 425 for staff—supported by multiple high-speed internet connections. HUTECH places great emphasis on maintaining a clean, green, and safe campus environment. The university has upheld a smoke-free policy since 2010 and was awarded for its commitment to public health. Facilities are designed for inclusivity, featuring elevators, wheelchair ramps, accessible restrooms, and computer systems for the visually impaired.

Health clinics on each campus provide medical care, mental health support, and first aid, with all students covered under the National Health Insurance. Annual surveys identify and address the needs of students with disabilities or special requirements. Sports and wellness facilities include swimming pools, fitness centres, and multi-purpose courts for basketball, volleyball, and other activities. Safety is ensured through comprehensive fire prevention systems, clearly displayed safety regulations, and trained emergency response teams in collaboration with the Thu Duc City Fire Prevention Police Department.

Table 14: HUTECH Campuses and Facilities

Name of HUTECH Campus	Address	Total square meters	Number of classrooms	Number of labs	Number of Hall/ Seminar Rooms
Main Campus	475A Dien Bien Phu, Ward 25, Binh Thanh District, Ho Chi Minh City	25,714.94	156	29	1
Ung Van Khiem Campus	31/36 Ung Van Khiem, Ward 25, Binh Thanh District, Ho Chi Minh City	5,407.61	62	2	0
HUTECH Manpower Training Centre	Saigon Hi-tech Park (SHTP), Hanoi Highway, Hiep Phu Ward, Thu Duc City, Ho Chi Minh City	40,097	170	17	2
HUTECH Hi-tech Institute	Saigon Hi-tech Park (SHTP), Long Thanh My Ward, Thu Duc City, Ho Chi Minh City	39,557.28	19	36	0
TOTAL		110,776.83	407	84	3

Access to literature (Asterisk Criterion)

For all programmes

Students have access to literature via the HUTECH library. The library contains most of the teaching material requested by lecturers. The books are updated and renewed every year in response to faculty and programme requests. In addition, students can access eBooks. The library is situated across two campuses—Saigon Campus and Thu Duc Campus—covering a total area of over 3,200 square meters. It features designated spaces, including individual reading areas, study and group discussion zones, conference rooms equipped with modern technology, and dedicated rooms for university students, researchers, and faculty members.

The Central Library operates from 8:00 AM to 9:00 PM on weekdays and on Saturday mornings, while the Hi-Tech Park Library is open from 8:00 AM to 4:15 PM on weekdays and Saturday mornings. Additionally, HUTECH boasts a digital library containing 242,397 eBooks, providing extensive resources for its community.

Appraisal:

Since the online conference was held, the panel was unable to visit the University in person. Therefore, the panel was provided with descriptions of the University's premises and facilities and based their assessment on this evidence. Based on that information, the provided teaching rooms and learning facilities equipment appear to be aligned with the needs of the study programmes.

The quantity, quality, media, and IT facilities of the teaching rooms meet the programme's standards, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is free. A sufficient number of group rooms is available. The panel members suggest that the HEI should implement a robust maintenance plan to ensure that all computer systems and internet infrastructure are up to date and fully functional to support the digital needs of the programmes, also in the future.

The library's opening hours take students' needs sufficiently into account. 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 is also kept up to date.

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

4.5 Additional services

Career counselling and placement service

For all programmes

At HUTECH, career guidance is an integral part of student development from pre-admission through graduation. For prospective students, the university provides both online and face-to-face career counselling. For current students, HUTECH's Centre for Corporate Relations, supported by six dedicated staff, plays a central role in connecting education with industry.

The centre offers career counselling, guidance on career planning and job opportunities, and coordinates all Work-Based Learning activities. It organises industry-focused workshops, internships, field trips, and job fairs, and assists students with CV and cover letter preparation. Additionally, each faculty has a designated staff member responsible for work-based learning, supported by the dean and vice dean.

HUTECH maintains a strong partnership network with about 1,500 companies, with over 400 corporate partners participating annually in MOUs, job fairs, interviews, talk shows, and internship collaborations. The University also provides an online career portal and a career-advisor appointment system to facilitate students' access to employment opportunities. Guest speakers and industry experts are regularly invited to share real-world insights and serve as role models, ensuring students are well-prepared for their professional careers.

Alumni Activities

For all programmes

The HUTECH Alumni Association, established in 2017, serves as a vital bridge between the university and its graduates, fostering long-term relationships and professional networks. Managed by the Department of Student Affairs and the Centre for Corporate Relations, the association organises various activities that strengthen alumni connections and engagement. Regular meetings, workshops, seminars, and sharing sessions provide alumni with opportunities to reconnect, exchange experiences, and inspire current students by sharing their career journeys and insights.

Alumni feedback plays a crucial role in enhancing academic quality, as their evaluations of curricula, teaching methods, and learning experiences help improve study programmes. Memorable reunions, such as those held during HUTECH's 30th anniversary, bring together graduates from faculties like Tourism and Hospitality Management, Marketing and International Business, Business Administration, and Finance and Commerce, creating occasions for professional exchange and mentorship.

Beyond professional development, HUTECH alumni actively participate in social and community initiatives, including programmes such as Green Summer, thereby fostering a strong culture of service and collaboration. Their involvement helps expand opportunities for cooperation, investment, and career advancement within the HUTECH network. Additionally, alumni demonstrate their commitment to student success by sponsoring scholarships, such as

those from the Faculty of English alumni supporting English studies at Easy Education, providing both financial assistance and motivation for current students to excel.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network. Alumni activities are planned on a long-term basis, carried out regularly, and actively used to assess and evolve the programme. Sufficient (staff) resources are available for this purpose. The panel members noticed that the HEI maintains an exceptionally vibrant academic community by regularly bringing back alumni for active collaboration and, therefore, consider this a particular strength that enhances the continuous development and networking opportunities of the study programmes.

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

4.6 Financing of the study programme (Asterisk Criterion)

Financing of the study programme (Asterisk Criterion)

For all programmes

HUTECH operates under a centralised budget system, ensuring that all study programme activities are adequately funded. As a private university, its primary financial resources come from student tuition fees, managed in accordance with both national financial policies and the university's internal financial regulations. The Board of Directors annually reviews and updates financial strategies to maintain effective and transparent allocation of funds. All aspects of university operations, including governance, management, infrastructure, teaching, research, and community engagement, are financially supported to ensure smooth and sustainable functioning.

Transparency and accountability are maintained in all financial matters, particularly regarding admissions, quality assurance, and resource allocation. To promote equitable access to higher education, HUTECH also provides a variety of scholarships and bursaries to assist students with financial difficulties and support their continued studies.

Appraisal:

The programme's income ensures that each cohort of students starting during the accreditation period can complete the study programme.

The panel members note that low student uptake numbers could potentially jeopardise long-term financial stability and, therefore, **recommend** that the HEI secures sufficient funding and develops alternative financial sources or strategies to ensure the programmes remain viable for the following years.

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

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk-Criterion)

For all programmes

HUTECH considers its quality assurance (QA) system a vital component of sustaining and enhancing educational quality, viewing it as a cornerstone of the university's long-term development. To institutionalise this commitment, HUTECH established the Centre for Testing and Quality Assurance in 2006, which later evolved into the Centre of Accreditation and Quality Assurance in 2022. This centre operates directly under the Board of President and is responsible for coordinating, monitoring, and promoting QA activities across all university units.

A university-wide QA network ensures alignment from the institutional to the departmental level, with designated staff in each unit supporting implementation and continuous improvement. Since 2007, HUTECH has applied international quality management systems, progressing through ISO 9001:2000, 9001:2008, 9001:2015, and now ISO 21001:2018 for educational organisations. A comprehensive set of regulations, processes, and implementation guidelines supports QA operations, while information is transparently disseminated through internal portals, mobile applications, and official communications.

The University's quality policy emphasises accountability, learner-centeredness, and stakeholder satisfaction. Annual reviews by the Board of Directors ensure that QA priorities align with institutional goals, supported by dedicated funding for both internal and external assessments, including evaluations under MOET, AUN-QA, and FIBAA standards. To strengthen QA capacity and foster a culture of continuous improvement, HUTECH provides regular training, seminars, and professional development opportunities for QA staff, both domestically and internationally.

The University has achieved significant recognition for its commitment to quality, becoming the first higher education institution in Vietnam to be accredited at the institutional level under MOET's standards, derived from AUN-QA criteria. By 2023, HUTECH had completed its second institutional accreditation cycle and received programme-level accreditation for 30 programmes.

5.2 Instruments of quality assurance

Evaluation by students

For all programmes

To evaluate the achievement of its quality objectives and the effectiveness of its quality assurance initiatives, HUTECH conducts regular stakeholder surveys led by the Center of Accreditation and Quality Assurance. Each year, eight surveys are administered, three of which target students. These include end-of-semester teaching evaluations, conducted one

week before final exams, as well as annual surveys on study programmes and student support services.

The feedback gathered serves as a vital input for enhancing teaching quality, improving curricula, and refining academic and support services. Survey instruments are periodically reviewed and updated to reflect current educational standards and institutional developments. The Centre of Accreditation and Quality Assurance is responsible for compiling and analysing the data, producing detailed reports, and submitting them to the Board of President and relevant departments to guide coordinated improvement actions.

In addition to structured surveys, students can share feedback through multiple channels, such as faculties, centres, email, phone, Zalo, or official university social media pages, ensuring open communication and timely responses to academic, examination, and service-related issues.

Table 15: HUTECH's survey form

Students	Staff	Graduates	Alumni	Employer
1. Student survey on teaching activities	4. Management staff, academic staff, and scientist survey on the learning outcomes, study programme and the university activities	6. Graduate survey on employment	7. Alumni survey on the learning outcomes and study programme	8. Employer survey on the learning outcomes and study programme
2. Student survey on study programme				
3. Student survey on support services	5. Staff survey on the university's organisation and management activities			

Evaluation by faculty

For all programmes

Beyond their roles in teaching, research, and community service, HUTECH's academic staff actively contribute to the University's quality assurance processes through various surveys focused on research activities, working conditions, and the overall workplace environment. Each academic year, the Centre of Accreditation and Quality Assurance, in collaboration with the Centre for Information Technology Management and relevant faculties, administers an annual staff survey on organisational and management activities, as well as a faculty and researcher survey on learning outcomes, study programmes, and university operations.

The results of these surveys are analysed and reported to the Board of President to support timely improvements in curricula, teaching methods, and the overall teaching, learning, and working environment. In addition to formal surveys, faculty members are encouraged to share

direct feedback during faculty meetings, fostering continuous dialogue and collaboration for institutional improvement.

External evaluation by alumni, employers, and third parties

For all programmes

HUTECH actively engages external stakeholders in its quality assurance processes through regular surveys of alumni and employers. Alumni surveys on learning outcomes and study programmes provide insights into the strengths and weaknesses of academic offerings, guiding improvements in training quality. Employer surveys, conducted annually during alumni days and career fairs, gather feedback on the skills and knowledge required in the labour market, enabling the university to update curricula to better prepare graduates for professional success.

Additionally, graduate employment surveys provide important data for institutional reporting and the continuous improvement of programmes. The feedback from alumni and employers serves as a critical resource for faculty leadership and the Academic and Training Council in reviewing and refining learning outcomes and curricula, ensuring alignment between educational programmes and workforce needs.

5.3 Programme documentation

Programme description (Asterisk Criterion)

For all programmes

HUTECH ensures that study programme information is clearly documented, regularly updated, and widely accessible to all stakeholders. Programme descriptions, developed and revised by faculty leadership through meetings of the Academic and Training Council, are officially archived at the Faculty Office, Office of Administration, Department of Academic Affairs, and other relevant units. Each description provides comprehensive details required by the Ministry of Education and Training, including programme objectives, learning outcomes, curriculum structure, total credits, admission requirements, graduation criteria, career opportunities, and pathways for further study.

These descriptions are publicly available on faculty websites, allowing prospective students, parents, and employers to review and understand programme offerings. Detailed course syllabi complement the programme descriptions, specifying course codes, objectives, requirements, teaching and assessment methods, reference materials, and teaching plans, along with the date of compilation or update. Students access these syllabi through the LMS, email, or faculty introductions at the start of each semester, while printed textbooks and e-library accounts provide additional learning resources.

Lecture slides are also uploaded to the LMS to support continuous learning. Stakeholders, including students, lecturers, parents, and employers, benefit from transparent access to this information. Students can prepare proactively and optimise their academic performance. At

the same time, new teaching staff can understand course objectives, learning outcomes, assessment methods, and teaching requirements, enabling them to design effective teaching plans and enhance the overall quality of instruction.

Information on activities during the academic year

At HUTECH, the Department of Academic Affairs oversees teaching and learning activities by developing annual academic plans, scheduling timetables, and organising instructional programmes. Students are kept fully informed of course offerings and their academic roadmap each semester through the student portal, enabling them to track and monitor their academic progress. Personalised guidance is also provided by academic advisors or faculty secretaries, helping students select a suitable course load tailored to their individual capabilities and stage of study.

In addition to academic guidance, students receive regular updates on conduct evaluations, participation in student unions, clubs, community service, sports, and other extracurricular activities. Achievements in scientific research, scholarships, competitions, and other accomplishments are formally recognised through faculty websites, bulletin boards, email systems, fan pages, student club groups, and commendation ceremonies each semester or academic year.

Throughout their university journey, HUTECH ensures that students are continuously informed about both academic and extracurricular opportunities. A dedicated support team from various functional departments provides accurate, comprehensive, and timely information, equipping students with the resources and guidance needed to maximise their learning and personal development.

Appraisal:

A quality assurance and development procedure has been established to systematically and continuously monitor and improve the programme's quality with respect to its contents, processes, and outcomes. It takes into account evaluation results, success rates, and graduate employment, as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. However, the panel indicated that the assessment of students' actual workload is not systematically analysed and evaluated. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course.

The panel issues the following **condition**:

The University implements a student workload evaluation system for each course, which includes a systematic control loop from the survey to the analysis of the results and the taking of appropriate measures.

Evaluation by students is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated to students and provide input for the quality development process.

Quality control by the faculty is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated and provide input to the quality development process.

An external evaluation is carried out regularly and in accordance with a prescribed procedure; the outcomes are communicated and provide input to 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).

The HEI 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)				X	
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		

Quality profile

HEI: Ho Chi Minh City University of Technology (HUTECH)

Bachelor / Master programme:

- 1 Bachelor of Restaurant and Catering Management
- 2 Bachelor of International Business
- 3 Bachelor of Business Administration
- 4 Bachelor of Accounting

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

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

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