

# Decision of the FIBAA Accreditation and Certification Committee



14<sup>th</sup> Meeting on June 14, 2024

## PROGRAMME ACCREDITATION

|                                      |   |
|--------------------------------------|---|
| <b>Project Number:</b>               | 23/025  |
| <b>Higher Education Institution:</b> | Ton Duc Thang University  |
| <b>Location:</b>                     | Ho Chi Minh City, Vietnam   |
| <b>Study programme:</b>              | <ol style="list-style-type: none"><li>1. Master of Business Administration</li><li>2. Master of Accounting</li><li>3. Bachelor of Science in Sport Management<br/>Specialization: Sport Business and Event Management</li><li>4. Bachelor of Science in Sport Management<br/>Specialization: Golf</li></ol> |
| <b>Type of accreditation:</b>        | initial accreditation   |

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

### For the Master of Business Administration

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) if a provisional accreditation is included 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 programme is accredited with one condition.

- **Condition 1** (see chapter 2): The University requires two years of professional experience for admission to the study programme (in line with the EQUAL MBA Guidelines) and documents this requirement in its official admission regulations and on the admission website.

### For the Master of Accounting

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) if a provisional accreditation is included 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 programme is accredited with one condition.

- **Condition 1** (see chapter 3.4): The University changes the course “International Accounting Standards” to “International Financial Reporting Standards” (IFRS) and comprehensively covers their specific rules and their applications.

**For the Bachelor of Sport Management – Major in Sport Business and Event Management and the Bachelor of Sport Management –Major in Golf**

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 10 (2) if a provisional accreditation is included 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 two conditions.

- **Condition 1** (see chapter 1.2): The University strengthens the international orientation of the study programme.
- **Condition 2** (see chapter 3.4): The University integrates content on the introduction to International Sport Management into the curriculum.

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

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

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

Ton Duc Thang University, Vietnam

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**Bachelor/Master programme:**

1. Business Administration
2. Accounting
3. Sport Management – Major in Sport Business and Event Management
4. Sport Management – Major in Golf

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**Qualification awarded on completion:**

1. Master of Business Administration
2. Master of Accounting
3. Bachelor of Science in Sport Management  
Specialization: Sport Business and Event Management
4. Bachelor of Science in Sport Management  
Specialization: Golf

# General information on the study programmes

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## **Brief description of the study programmes:**

### Master of Business Administration (MBA)

The MBA programme provides students with an understanding of the nature of business in today's dynamic environment. It aims at linking theory, skills, and tools, and integrating them into practice to develop student's ability of governance and leadership. Graduated students are competent in identifying and responding effectively to changes to uphold and improve the competitive advantage of the organization. The programme has two orientations: research and application. The research-oriented MBA programme helps students learn basic skills for researchers, demonstrate their ability to develop problem-solving abilities, be proactive in collaborative research, and apply foundational theories related to business administration to synthesize, analyse, and deduce to solve problems related to management in enterprises. The application-oriented MBA programme helps students systematize their knowledge and skills in planning, organizing, leading, and monitoring the effectiveness of business administration in enterprises, and new management trends which are consistent with the practice of organizations operating in a global environment.

### Master of Accounting (MAc)

The MAc instructs individuals equipped with a solid foundation and scientific knowledge in the field of accounting, who are capable of independent creative problem-solving. Graduates will develop practical accounting skills, proficiency in research methods enabling professional growth and publications in both domestic and international journals. The programme offers two orientations: research and application. The research-oriented Master of Accounting programme focuses on forming and developing professional knowledge, skills, and research methods so that students become adept researchers. The application orientation of the programme focuses on forming and developing professional knowledge, skills, and practical applied research methods at enterprises to help students address application-based research questions. This enables them to provide possible solutions and ideas for businesses.

### Bachelor in Sport Management – Specialization: Sport Business and Event Management (SBEM)

The SBEM programme aims to provide learners with interdisciplinary knowledge of various areas related to sport and event management. The programme focusses on providing basic knowledge of the sports business and event management industry, while combining it with practical knowledge and skills related to the professional field of sports and events to develop specific professional skills. Through four internships at businesses in the programme, students are exposed to and acquire practical knowledge and skills that businesses need. This helps graduates integrate better into the labour market and meet the needs of employers in this field.

## Bachelor of in Sport Management – Specialization: Golf (Golf)

The Golf programme provides students with knowledge and skills commensurate with international standards. The programme focusses on providing learners with solid background knowledge in the field of golf management and business. Additionally, students develop soft skills like management, promoting a spirit of honesty, and professional responsibility. The programme not only emphasizes the importance of providing theoretical knowledge and critical thinking, but also encourages students to develop self-study ability to improve their knowledge and professional expertise for the future.

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### **Type of study programme:**

SBEM, Golf: Bachelor programmes

Mac, MBA: Master programmes

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

MBA: 2 years/ 60 credit points/ 91 ECTS credits  
MAc: 2 years/ 60 credit points/ 91 ECTS credits  
SBEM: 4 years/ 124 credit points/ 189 ECTS credits  
Golf: 4 years/ 125 credit points/ 196 ECTS credits

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### **Mode of study:**

full-time

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### **Didactic approach:**

study programme with obligatory class attendance

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### **Double/Joint Degree programme:**

no

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

MBA: 70 students  
MAc: 20 students  
SBEM: 140 students  
Golf: 40 students

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### **Programme cycle starts in:**

MBA: June and December  
MAc: June and December  
SBEM: August  
Golf: August

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**Initial start of the programme:**

MBA: 2006

MAc: 2011

SBEM: 2012

Golf: 2023

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**Type of accreditation:**

initial accreditation

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# Procedure

A contract for the initial accreditation of the Master of Business Administration, Master of Accounting, Bachelor of Sport Management – Major in Sport Business and Event Management, and Bachelor of Sport Management – Major in Golf was made between FIBAA and Ton Duc Thang University on September 15, 2023. On November 8, 2023, 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 panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Thomas Bezold**

Reinhold-Würth University of Applied Sciences at Heilbronn University  
Professor of General Business Administration, Sports Management

**Lena-Maria Härtl**

University Bayreuth  
Business Administration Student (B.Sc.)  
(student representative)

**Prof. Dr. Marcus Oehlich**

accadis University of Applied Sciences Bad Homburg  
Professor of Finance, Accounting and Taxation, head of the department

**Prof. Dr. Frank Schultmann**

Karlsruhe Institute of Technology  
Chair of Business Administration

**Dr. phil. Michael Spaeth**

RB-Investor GmbH  
CEO, Executive Director  
(Professional expert)

**Dr. Ha Dinh Thi Thu**

Thai Binh Duong University  
Head of Finance – Banking Division  
(Country expert)

FIBAA project manager:  
Lisa Lubomierski

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 April 3–5,

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<sup>1</sup> The panel is presented in alphabetical order.

2024 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 13, 2024. The statement on the report was given up on May 20, 2024. It has been taken into account in the report at hand.



# Summary

## For Bachelor programmes

The the Bachelor of Sport Management – Major in Sport Business and Event Management and the Bachelor of Sport Management – Major in Golf offered by Ton Duc Thang University fulfil with some exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024, and finishing on June 13, 2029, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

## For Master programmes

The Master of Business Administration and the Master of Accounting, offered by Ton Duc Thang University fulfil with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 14, 2024, and finishing on June 13, 2029, under conditions. 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 with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: International orientation of the study programme design, admission requirements, selection procedure, professional experience, as well as international contents and intercultural aspects. They recommend the accreditation on condition of meeting the following requirements:

### For the Master of Business Administration

- **Condition 1** (see chapter 2): The University requires two years of professional experience for admission to the study programme (in line with the EQUAL MBA Guidelines) and documents this requirement in its official admission regulations and on the admission website.

### For the Master of Accounting

- **Condition 1** (see chapter 3.4): The University changes the course “International Accounting Standards” to “International Financial Reporting Standards” (IFRS) and comprehensively covers their specific rules and their applications.

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

**For the Bachelor of Sport Management – Major in Sport Business and Event Management and the Bachelor of Sport Management –Major in Golf**

- **Condition 1** (see chapter 1.2): The University strengthens the international orientation of the study programme.
- **Condition 2** (see chapter 3.4): The University integrates content on the introduction to International Sport Management into the curriculum.

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

The panel members also identified several areas where **all four study programmes** could be further developed:

The panel recommends

- sharpening the focus of the learning objectives and tailoring them more to the specific profile of the graduates with a focus on employability (see chapter 1.1),
- paying special attention to keeping the course material up to date (see chapter 3.3),
- prioritizing the enhancement of the internationality of faculty (see chapter 3.4),
- increasing the English proficiency of lecturers in the case that they are teaching English language contents (see chapter 3.4),
- enhancing the number of faculty with a high level of education (see chapter 4.1),
- improving the relevance of the literature available for students and researchers alike to enable access to state-of-the-art resources (see chapter 4.4),
- systematically share and discuss anonymous and statistical results with students (see chapter 5).

Additionally, the **Master of Accounting** could be further developed as follows:

The panel recommends

- implementing a clear distinction between the objectives of the research and the application orientation (see chapter 1.1).

Additionally, the **Bachelor of Sport Management – Major in Sport Business and Event Management** could be further developed as follows:

The panel recommends

- introducing courses on research methodology earlier in the curriculum (see chapter 3.1),
- including European literature and literature on the European sport system in courses (see chapter 3.4).

Additionally, the **Bachelor of Sport Management – Major in Golf** could be further developed as follows:

The panel recommends

- that the aptitude test should be more specifically geared towards golf (see chapter 2),
- implementing an entrance examination tailored specifically for golf (see chapter 2),

- introducing courses on research methodology earlier in the curriculum (see chapter 3.1),
- including European literature and literature on the European sport system in courses (see chapter 3.4).

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

There are criteria in which **all four study programmes** exceed the quality requirements:

- Student support by the faculty (see chapter 4.1),
- Alumni Activities (see chapter 4.5),
- Programme description (see chapter 5).

Additionally, the **two majors of the Bachelor of Sport Management** exceed in the quality requirement:

- Integration of theory and practice (chapter 3.1),
- Interdisciplinary thinking (chapter 3.1).

Further, the **Master of Business Administration** exceeds in the quality requirement:

- Interdisciplinary thinking (chapter 3.1),
- Ethical aspects (chapter 3.1).

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

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# Information

## Information on the Institution

Ton Duc Thang University (TDTU), established in 1997, is a public, comprehensive and autonomous University under the Vietnam General Confederation of Labour.<sup>3</sup> The University strives to be one of the leading research universities regionally and internationally, to become one of the TOP 60 universities in Asia by the year 2037. TDTU's teaching philosophy is "for the enlightenment for humanity" with the mission of "education, research, and creativity for sustainable development of humanity".<sup>4</sup>

To carry out the vision and mission, TDTU has developed, selected, and trained professional resources, invested in modern and long-term facilities, and expanded cooperation relationships with universities around the world contributing to creating opportunities for students to study, access advanced academics, research and innovations of the advanced education of countries around the world. Currently, TDTU is a multi-disciplinary and multi-field university with a training scale of over 26,000 students in the areas of economy, social sciences and humanities, law, fine arts, construction, architecture, health, sports, engineering technology, information technology, etc. The University has 58 units with more than 1,200 lecturers and staff. With the orientation to develop into a research university, up to now, TDTU has more than 11,400 publications listed in the Web of Science (WoS) database with more than 140,000 citations. In addition, in terms of applied research, the University has 15 USPTO<sup>5</sup> patents.<sup>6</sup>

The offer of diverse study programmes and types of training enables graduates to be highly appreciated by employers. Based on survey data spanning from 2018 to 2022, between 99% to 100% of students secured employment within twelve months following graduation. Furthermore, over 90% of these students obtained positions directly related to their major or relevant to their field of study.

Over the years, the University has made great progress, becoming a recognized University on national and international university rankings, specifically: ranked in TOP 800 by THE World University Rankings, ranked 138<sup>th</sup> by QS Asia University Rankings, ranked 122<sup>nd</sup> by UI Greenmetric, ranked TOP 100 by THE Young University Rankings, and many more.<sup>7</sup>

## Further development of the programme, statistical data and evaluation results

### Master of Business Administration (MBA)

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<sup>3</sup> <https://www.tdtu.edu.vn/en/about/establishment-history-and-goals>, last accessed April 16, 2024.

<sup>4</sup> <https://www.tdtu.edu.vn/en/about/mission-vision-quality-policy>, last accessed April 16, 2024.

<sup>5</sup> United States Patent and Trademark Office

<sup>6</sup> <https://www.tdtu.edu.vn/en/about/facts-figures>, last accessed April 16, 2024.

<sup>7</sup> <https://www.tdtu.edu.vn/en/about/rankings>, last accessed April 16, 2024.

The Faculty of Business Administration<sup>8</sup> (FBA) was separated from the Faculty of Economics in 2006. FBA is the largest faculty in all aspects and has been creating a number of programmes and activities regarding research, teaching, international cooperation. Graduates, whose knowledge and skills are qualified for most careers' requirements, are obtaining appreciation from the labour market. The faculty's activities are built on the basis of six core values: Professionalism, Leadership, Globalism, Creativity, Gratification and Benefit. The Master of Business Administration (MBA) was developed and initiated in 2006.

In 2022, the MBA programme is designed following international accreditation standards, referred to as the world's TOP 100 University programmes to meet the expected outcomes required by industries from the Vietnam local market, and worldwide. According to regulations on enrolment and training at the master's level,<sup>9</sup> the master programmes is must be revised with two research and application orientations (instead of the previous research orientation only).

The table below introduces data of admission, drop-out and graduation rates for this study programme. When comparing the data across different years, it becomes evident that the MBA programme has experienced varying degrees of growth and change. While the programme witnessed a relatively high application rate in the 2018-2019 cohort, where it reached 100 %, there was a sharp drop to just 10 % in the 2021-2022 cohort. The reason is that the economy focused on recovery after the COVID-19 epidemic so the demand for further education was sharply reduced. These fluctuations suggest a need for the programme to develop a more consistent and attractive admissions strategy. The rate of foreign students in the programme is notably low, and in some years, there are no foreign students at all. Developing strategies to increase international student recruitment and diversify the programme could be a potential avenue for growth. The programme's success rates and dropout rates have varied as well, with the highest success rate recorded in the 2019-2020 cohort (65.91 %) and the highest dropout rate in the 2018-2019 cohort (52.17 %). To promote programme growth, it is crucial to address factors contributing to student attrition and explore ways to improve success rates, such as academic support or curriculum adjustments. The average duration of study and the average grade of the final degree remains relatively stable across cohorts, indicating a consistent level of academic achievement within the programme.

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<sup>8</sup> <https://fba.tdtu.edu.vn/en>, last accessed April 16, 2024.

<sup>9</sup> As specified in Circular No. 23/2021/TT-BGDĐT of MOET.

**Table 1: Statistical data Master of Business Administration**

| Cohort  |          | 2017-2018  | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|---|----------|------------|-----------|-----------|-----------|-----------|-----------|-----------|
| # Study Places offered by HEI                               |          | [REDACTED] |           |           |           |           |           |           |
| # Applicants  | $\Sigma$ | [REDACTED] |           |           |           |           |           |           |
|   | f        | [REDACTED] |           |           |           |           |           |           |
|   | m        | [REDACTED] |           |           |           |           |           |           |
| Application rate  |          | 45,71%     | 100,00%   | 90,91%    | 108,57%   | 10,00%    | 36,67%    | 50,00%    |
| # First-Year Students ( <i>accepted applicants</i> )        | $\Sigma$ | 31         | 23        | 44        | 32        | 5         | 11        | 34        |
|   | f        | 16         | 14        | 30        | 16        | 3         | 6         | 20        |
|   | m        | 15         | 9         | 14        | 16        | 2         | 5         | 14        |
| Rate of female students                                     |          | 51,61%     | 60,87%    | 68,18%    | 50,00%    | 60,00%    | 54,55%    | 58,82%    |
| # Foreign Students  | $\Sigma$ | 7          | 3         | 0         | 2         | 0         | 0         | 0         |
|   | f        | 2          | 1         | 0         | 0         | 0         | 0         | 0         |
|   | m        | 5          | 2         | 0         | 2         | 0         | 0         | 0         |
| Rate of foreign students                                    |          | 22,58%     | 13,04%    | 0%        | 6,25%     | 0%        | 0%        | 0%        |
| Percentage of occupied study places                         |          | 44,29%     | 76,67%    | 80,00%    | 91,43%    | 10,00%    | 36,67%    | 48,57%    |
| # Graduates   | $\Sigma$ | 17         | 11        | 29        | 8         |           |           |           |
|   | f        | 12         | 8         | 19        | 4         |           |           |           |
|   | m        | 5          | 3         | 10        | 4         |           |           |           |
| Success rate ( <i>students who finished their studies</i> ) |          | 54,84%     | 47,83%    | 65,91%    | 25,00%    |           |           |           |
| Dropout rate ( <i>students who dropped their studies</i> )  |          | 45,16%     | 52,17%    | 34,09%    | 3,13%     |           |           |           |
| Average duration of study                                   |          | 3,28       | 3,23      | 3,02      | 2,63      |           |           |           |
| Average grade of final degree                               |          | 7,34       | 7,3       | 7,31      | 7,23      |           |           |           |

### Master of Accounting (MAc)

The Faculty of Accounting<sup>10</sup> (FAc) was established in 2009, separating from the Faculty of Accounting and Finance. After 14 years of establishment and development, the FAc has affirmed its training quality as well as reputation through the rate of graduates having jobs and the feedback from units which have students from the faculty are working. The FAc offers a full range of programmes from the undergraduate to postgraduate level. In order to meet the needs of society, the study programmes always focus on practical activities for students, while also emphasizing and scientific research. In postgraduate programmes, scientific research activities are especially strengthened and placed at the forefront. Accounting students and postgraduates are always highly regarded in terms of both their professional knowledge and scientific research skills.

The Master of Accounting (MAc) programme was developed and initiated in 2011. In 2022, similar to the MBA programme, the FAc has made a crucial adjustment in the MAc programme, in which the new application orientation programme, is developed to ensure the adoption of accounting profession evolution and stakeholders' expectations.

The table below presents data of admission, drop-out and graduation rates for this study programme. Due to the impact of the COVID-19 epidemic, in 2019-2021, Vietnam had to apply social distancing, thereby the entire society was seriously affected. The statistic provided by the university shows that application rates have not yet recovered and there have been no applicants in the last two academic years. In the future, the faculty plans to actively encourage TDTU graduates

<sup>10</sup> <https://aaf.tdtu.edu.vn/en>, last accessed April 16, 2024.

to pursue further studies to increase enrolment rates in the master's programme. This will include introducing a pre-master admission programme (4+1) and collaborating with business for enrolment outreach. Additionally, efforts will be made to admit more candidates interested in pursuing an application-oriented master's degree.

Despite the decrease in enrolment figures, the dropout rate decreased significantly to 0 % in the period between 2020 and 2022. Nearly all graduates have access to job opportunities, and obtaining a master's degree enhances students' prospects of securing higher-level positions.

**Table 2: Statistical data Master of Accounting**

| Cohort   |   | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # Study Places offered by HEI                      |   |           |           |           |           |           |           |           |
| # Applicants                                       | Σ |           |           |           |           |           |           |           |
|  | f |           |           |           |           |           |           |           |
|  | m |           |           |           |           |           |           |           |
| Application rate                                   |   | 103,33%   | 75,00%    | 123,33%   | 105,71%   | 15,00%    |           |           |
| # First-Year Students (accepted applicants)        | Σ | 25        | 10        | 24        | 27        | 2         |           |           |
|  | f | 23        | 5         | 14        | 22        | 1         |           |           |
|  | m | 2         | 5         | 10        | 5         | 1         |           |           |
| Rate of female students                            |   | 92,00%    | 50,00%    | 58,33%    | 81,48%    | 50,00%    |           |           |
| # Foreign Students                                 | Σ | -         | 1         | -         | -         | -         |           |           |
|  | f | -         | -         | -         | -         | -         |           |           |
|  | m | -         | -         | -         | -         | -         |           |           |
| Rate of foreign students                           |   | 0,0%      | 10,0%     | 0,0%      | 0,0%      | 0,0%      |           |           |
| Percentage of occupied study places                |   | 83,33%    | 50,00%    | 80,00%    | 77,14%    | 10,00%    |           |           |
| # Graduates  | Σ | 16        | 5         | 14        | 7         | -         |           |           |
|  | f | 15        | 3         | 13        | 6         | -         |           |           |
|  | m | 1         | 2         | 1         | 1         | -         |           |           |
| Success rate (students who finished their studies) |   | 64,00%    | 50,00%    | 58,33%    | 25,93%    | -         |           |           |
| Dropout rate (students who dropped their studies)  |   | 36,00%    | 50,00%    | 41,67%    | 0%        | 0%        |           |           |
| Average duration of study                          |   | 3,28      | 2,80      | 3,11      | 3,11      | -         |           |           |
| Average grade of final degree                      |   | 7,16      | 7,40      | 7,28      | 7,50      | -         |           |           |

### Bachelor of Sport Management

The Faculty of Sport Science<sup>11</sup> (FSS) was established in 2017 and was formerly known as the Centre for Physical Education and Defence. Since its establishment six years ago, the faculty has continuously expanded and achieved commendable results across its training programmes, scientific activities, teaching, and international collaboration. Graduates from the FSS possess knowledge and skills that align well with the demands of the labour market.

### Major in Sport Business and Event Management (SBEM)

The SBEM programme was developed in 2012. In 2019, the programme objective was also adjusted to the target groups of specialised knowledge and skills, soft skills and attitudes that match the requirements of stakeholders and the standards of accreditation organisations world. In 2022, the

<sup>11</sup> <https://fss.tdtu.edu.vn/en/news/2022-05/ton-duc-thang-university-was-cooperation-pls-vina-co-ltd-k-golf-town>, last accessed April 16, 2024.



programme was revised to meet the requirements of MOET<sup>12</sup> on formulating, evaluating, and promulgating training programmes at all levels of higher education.

In the table below, data of admission, drop-out and graduation rates for this study programme are shown. The number of enrolments has increased in recent years due to the increasing demand for studying sports and events. In addition, the faculty has built a reputation and ensured the quality of training for this specialization. The dropout rate has decreased over the years, which reflects the quality of the study programme and the increasingly attractive programmes and activities for students. To gradually reduce the dropout rate, the faculty requires each class's academic advisor to closely monitor students' academic performance, understand their difficulties better, and provide timely encouragement and support. In the coming years, the faculty will continue to improve the quality of training, promote admission activities to increase the number and quality of candidates for the cohorts. Additionally, to attract international students, the faculty continues to implement scholarship policies and collaborates with universities in the region for admission.

**Table 3: Statistical data Bachelor of Sport Management - Major in SBEM**

| Cohort   |   | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 |
|--|---|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| # Study Places offered by HEI                      |   |           |           |           |           |           |           |           |           |           |
| # Applicants                                       | Σ |           |           |           |           |           |           |           |           |           |
|  | f |           |           |           |           |           |           |           |           |           |
|  | m |           |           |           |           |           |           |           |           |           |
| Application rate                                   |   | 197,00%   | 267,00%   | 591,00%   | 1828,75%  | 498,89%   | 858,00%   | 774,29%   | 495,63%   | 1170,00%  |
| # First-Year Students (accepted applicants)        | Σ | 97        | 72        | 111       | 166       | 192       | 168       | 159       | 156       | 165       |
|  | f | 42        | 43        | 53        | 100       | 120       | 114       | 97        | 108       | 125       |
|  | m | 55        | 29        | 58        | 66        | 72        | 54        | 62        | 48        | 40        |
| Rate of female students                            |   | 43,30%    | 59,72%    | 47,75%    | 60,24%    | 62,50%    | 67,86%    | 61,01%    | 69,23%    | 75,76%    |
| # Foreign Students                                 | Σ | 0         | 0         | 1         | 0         | 0         | 1         | 0         | 0         | 0         |
|  | f | 0         | 0         | 0         | 0         | 0         | 1         | 0         | 0         | 0         |
|  | m | 0         | 0         | 1         | 0         | 0         | 0         | 0         | 0         | 0         |
| Rate of foreign students                           |   | 0%        | 0%        | 0,90%     | 0%        | 0%        | 0,60%     | 0%        | 0%        | 0%        |
| Percentage of occupied study places                |   | 97,00%    | 72,00%    | 111,00%   | 207,50%   | 106,67%   | 112,00%   | 113,57%   | 97,50%    | 117,86%   |
| # Graduates  | Σ | 51        | 43        | 46        | 64        | 15        |           |           |           |           |
|  | f | 24        | 33        | 36        | 42        | 11        |           |           |           |           |
|  | m | 27        | 10        | 10        | 22        | 4         |           |           |           |           |
| Success rate (students who finished their studies) |   | 52,58%    | 59,72%    | 41,44%    | 38,55%    | 7,81%     |           |           |           |           |
| Dropout rate (students who dropped their studies)  |   | 44,33%    | 25,00%    | 41,44%    | 27,71%    | 17,19%    | 10,12%    | 1,89%     | 0,64%     |           |
| Average duration of study                          |   | 5,41      | 4,9       | 5,04      | 4,62      | 4,00      |           |           |           |           |
| Average grade of final degree                      |   | 7,31      | 7,49      | 7,6       | 7,76      | 7,86      |           |           |           |           |

### Major in Golf

The Major Golf<sup>13</sup> was developed in 2023, laying a solid foundation by inheriting and adapting from golf-specialized study programmes at prestigious universities around the world. The programme provides students with knowledge and skills commensurate with international standards. The teaching staff are not only leading professors and experts in the field of golf, but also have close cooperation with leading businesses in the industry. This gives students access to the latest trends, technology, and practice opportunities in the golf industry.

<sup>12</sup> Circular No. 17/2021/TT-BGDĐT: Promulgating regulations on standards of training programmes.

<sup>13</sup> <https://fss.tdtu.edu.vn/en/academics/Bachelor-of-Golf>, last accessed April 16, 2024.

The table below show the data for the first year of enrolment in this major. Golf specialization is a rapidly growing field in developed countries, especially those with advanced economies and a thriving golf industry. In Vietnam, golf as a specialization is relatively new, and the number of people exploring and enrolling in this field is still quite low. To boost enrolment in the near future, the faculty will continue to intensify communication and recruitment efforts in high schools, particularly those with a focus on sports. The faculty will also utilize partnerships with enterprises in the golf industry to promote enrolment opportunities.

**Table 4: Statistical data Bachelor of Sport Management - Major in Golf**

| Cohort  |   | 2021-2022 | 2022-2023 | 2023-2024 |
|---|---|-----------|-----------|-----------|
| # Study Places offered by HEI                               |   |           |           | ■         |
| # Applicants  | ∑ |           |           | ■         |
|   | f |           |           | ■         |
|   | m |           |           | ■         |
| Application rate  |   |           |           | 302,50%   |
| # First-Year Students ( <i>accepted applicants</i> )        | ∑ |           |           | 19        |
|   | f |           |           | 10        |
|   | m |           |           | 9         |
| Rate of female students                                     |   |           |           | 52,63%    |
| # Foreign Students  | ∑ |           |           | 0         |
|   | f |           |           | 0         |
|   | m |           |           | 0         |
| Rate of foreign students                                    |   |           |           | 0%        |
| Percentage of occupied study places                         |   |           |           | 47,50%    |
| # Graduates   | ∑ |           |           |           |
|   | f |           |           |           |
|   | m |           |           |           |
| Success rate ( <i>students who finished their studies</i> ) |   |           |           |           |
| Dropout rate ( <i>students who dropped their studies</i> )  |   |           |           |           |
| Average duration of study                                   |   |           |           |           |
| Average grade of final degree                               |   |           |           |           |

## Appraisal:

There was a significant drop of application rates for the two master programmes in the academic year 2021/22 because of the pandemic as shown in the statistics for the 2021/22 cohorts. While the rate slowly increased in the following years for the MBA, the MAc did not have any applicants since 2022. The application rate of SBEM increased significantly since 2015 and stayed high throughout

the pandemic ranging from 496 % - 1170 % relative to the study places offered. In the first application period in 2023 of the newly developed Golf major, the application rate reached 303 %.

During the conference, students, and graduates<sup>14</sup> of **the four programmes** reported a high satisfaction with their studies.

Efforts need to be made with regards to the foreign student population in **all four study programmes**.

Female students are well represented. The University's explanation that students mainly struggle to reach the required level of English proficiency and thus need to extend their study times seems reasonable to the panel.

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<sup>14</sup> With the exception of the Golf major, as there are no graduates yet.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programme (Asterisk Criterion)

#### All study programmes

The study programmes at TDTU are oriented to students with solid political ideology, wholeheartedly serving the cause of socio-economic development of the country. After graduating, learners can understand and apply basic and in-depth knowledge of the industry at a mature level to jobs in their trained professions. Learners have the ability to apply theoretical knowledge to practical activities in the country and international integration. In addition, learners master scientific research methods, have critical thinking, are independent, creative, capable of self-study and higher learning and future career development.

The study programmes at TDTU are designed, built, and developed according to the Outcomes-based Education (OBE) model, consistent with the University's mission, vision, strategies and educational goals. Further, they are compatible with the Vietnamese Qualifications Framework (VQF) prescribed for each training level. The programmes are also designed to be highly compatible with other domestic and international programmes so that students can be ready to study and research in an international environment, enhancing students to work independently, think creatively and master professional behaviors. The programmes are also designed based on the needs of stakeholders, including lecturers, managers, scientists, and experts, especially in surveying and identifying human resource needs of the profession and labor demand. Hence, TDTU develops the programme objectives and expect learning outcomes and determines the necessary structure and volume of knowledge of the programmes to ensure the achievement of the programme objectives and expected learning outcomes.

The procedure of formulating Programme Objectives (PO), Programme Learning Outcomes (PLO) and designing the curriculum can be explained as follows:

- Establish a scientific and education committee of each faculty. The committee includes the Faculty Dean and Vice Dean, the heads of the departments in the faculties, some experts and scholars from other universities, and industrial companies.
- Implement the tracer study of stakeholders of the considered programme including students, lecturers, students' parents, alumni, and enterprises.
- Construct the competence profile from the result of tracer study.
- Formulate the programme objectives to reflect the TDTU mission and vision, as well as the common attributes and competence profile of the graduate.
- Formulate the PLOs that satisfy some basic criteria: (1) align with the university mission and vision as well as the POs; (2) should cover various categories of knowledge and skills, including general knowledges, specialized knowledge, practical skills and soft skills, attitude and awareness; (3) should satisfy the demand of the stakeholders; (4) are measurable and achievable; (5) should be compatible with some international criteria on that specific programme.

To ensure completeness and updating of objectives of the study programmes in accordance with the labour market and the needs of stakeholders, the programme objectives are updated and regularly reviewed according to the overall university plan. These processes are subject to annual monitoring, evaluation, and improvement according to ISO quality management standards. Any adjustments in the curriculum must follow the process from collecting feedback, consultation of the curriculum development team, suggestions from the Head of department and Dean of faculty, with the consent of members of the Faculty and Faculty Scientific Council. The proposal will then be consulted by the Department of Testing and Quality Assessment (DTQA), Department of Graduate Studies (DEGRAD), Department of Undergraduate Studies (DUS), Department for Management of Science & Technology Development (DEMASTED) and will then be submitted to the President for final approval.

To keep relevant stakeholders updated, the programme objectives are documented in detail. They have been published on the websites of the faculties<sup>15</sup> as well as TDTU's website<sup>16</sup>.

### **Master of Business Administration**

The MBA programme provides students with an understanding of the nature of business in today's dynamic environment. By linking theory, skills, and tools, integrated into practices to develop the ability of governance and leadership, graduated students become competent in identifying and responding effectively to changes to uphold and improve the competitive advantage of the organization.

The research-oriented MBA programme equips students with foundational skills for research, including the ability to identify issues, actively engage in research collaborations, and apply core theories to synthesize, analyse, and draw conclusions to address management-related challenges in enterprises. This programme is designed with 60 credits including in-depth research subjects in the fields of Management, Marketing, International Management, and Human Resource Management. The research-oriented MBA programme has three learning objectives:

- **PO1:** Have deep, broad, advanced practical, and theoretical knowledge, master basic theories in the field of research in the field of business administration.
- **PO2:** Demonstrate the ability to develop the ability to detect problems, be proactive in collaborative research and apply fundamental theories related to business administration to synthesize, analyse, reason, and create new knowledge, to be applied to solve problems related to management in enterprises.
- **PO3:** Have the ability to self-direct, pursue independent research in the field of business administration or continue studying for higher education, lifelong learning.

The application-oriented MBA programme promotes teaching combined with businesses with flexible teaching methods, which will help students systematize knowledge and skills in planning, organising, and monitoring the effectiveness of corporate governance. In addition, the programme

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<sup>15</sup> FBA: <https://fba.tdtu.edu.vn/en/master-of-business-administration-mba>.

FAC: <https://aaf.tdtu.edu.vn/en/education/Master-in-Accounting>.

FSS: <https://fss.tdtu.edu.vn/en/academics/Bachelor-of-Sport-Business-and-Event-Management>.

<sup>16</sup> TDTU: <https://cktt-cdr.tdtu.edu.vn/chuandaura>.

constantly updates new governance trends in line with the reality of organizations operating in a global environment. The application-oriented MBA programme has three learning objectives:

- **P01:** Have practical knowledge of basic theories in the field of research in the field of business administration and systematize modern business administration knowledge and new management trends suitable for organizations /enterprises operate in a globalized, practical environment.
- **P02:** Demonstrate the ability to detect problems, apply foundational theories related to business administration to synthesize, analyse, reason, and apply creativity to solve problems related to sustainable corporate governance.
- **P03:** Have the ability to self-orient and lead teams to carry out applied projects in the business field or continue studying at a higher level.

### **Master of Accounting**

The Master programme in Accounting trains individuals with good foundation and scientific knowledge, capable of independent creative thinking to solve scientific problems and apply technology in the field of Accounting. Students are developing skills to deal with practical accounting activities, mastering research methods for further professional development and publication on domestic as well as foreign journals. Lastly, the programme advances teamwork skills and other professional skills in accordance with international standards.

The Master of Accounting programme with research and application orientation has four learning objectives:

- **P01:** Become an expert in the field of corporate accounting, being able to advise and propose solutions to complex problems in the field of accounting and issues related to the profession.
- **P02:** Become a leader, manager, and coordinator of accounting work at domestic as well as international enterprises.
- **P03:** Capable of carrying out in-depth research in the field of accounting – economics; the scientific research works can be published in both domestic and foreign journals.
- **P04:** Develop a lifelong learning education, practice ethical profession, and advance social responsibility to contribute to the development of the country.

### **Bachelor of Sport Management – Major in SBEM**

The programme was built based on the programmes of the world-class universities, in combination with some key characteristics of Vietnamese education. It aims to provide learners with interdisciplinary knowledge of sport management, event, golf, skills, professional ethics, the spirit of discipline, and social devotion, in order to meet the requirements of the labour sport market and socio-economic development. The programme has three learning objectives:<sup>17</sup>

- **P01:** Become a manager in various types of domestic and international sports organizations and corporations, and be capable of planning, organizing, leading, implementing, and controlling professional sports teams, sports clubs, sport public sector organizations, sports associations, and sports enterprises.

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<sup>17</sup> <https://fss.tdtu.edu.vn/en/academics/Bachelor-of-Sport-Business-and-Event-Management>, last accessed April 16, 2024.

- **PO2:** Become an expert in the event industry, capable of planning, organizing, leading, implementing and controlling various types of domestic and international events with diverse sizes and forms.
- **PO3:** Demonstrating moral qualities, sense of law observance, spirit of service to the country. Developing critical thinking, scientific research capacity; self-improvement and self-improvement, thereby contributing to the sustainable development of Vietnam's sports and event industry.

### Bachelor of Sport Management – Major in Golf

The programme has four learning objectives:

- **PO1:** Having the ability to conduct scientific research; possessing critical thinking, independent creativity; having the capacity for self-learning and further education in advanced levels within the field of golf.
- **PO2:** Proficient in instructional organization, training; business and organization of golf-related events.
- **PO3:** Capable of working independently and collaboratively in a high-pressure environment; adaptable, integrative, and able to thrive in a high-level job market.
- **PO4:** Exhibiting professional ethics, discipline, political acumen, good health, and a dedicated spirit towards the development of individuals and the nation.

### All study programmes

To meet the programme objectives, the programmes set out the expected learning outcomes connected to the programme objectives and ensure compatibility with its five characteristics of a graduate student: discipline (GA1), politeness (GA2), professionalism (GA3), creativity (GA4), and devotion (GA5).

**Table 5: Programme Learning Outcomes, Programme Objectives and Graduate Attributes**

| Competency             | Programme Learning Outcomes (PLOs)  | Programme Objectives (POs) | Graduate Attributes (GAs) |
|------------------------|---|----------------------------|---------------------------|
|                        | <b>The MBA programme (research-oriented)</b>  |                            |                           |
| Knowledge              | <b>PL01:</b> Explain social issues based on diverse knowledge during the learning process.                      | PO 1,2                     | GA 1,2,3                  |
|                        | <b>PL02:</b> Determine in-depth management information and theories to illustrate research hypotheses.          | PO 1,2                     | GA 1,2,3                  |
| General skills         | <b>PL03:</b> Harmonize relationships in the organization and in life to improve work efficiency.                | PO 2,3                     | GA 3,4,5                  |
|                        | <b>PL04:</b> Able to write research reports in accordance with international and Vietnamese research standards. | PO 2,3                     | GA 3,4,5                  |
| Attitude and awareness | <b>PL05:</b> Demonstrate a positive attitude to life that includes a spirit of lifelong learning.               | PO 1,3                     | GA 1,2,3,4                |
|                        | <b>PL06:</b> Comply with ethical standards at work and in society.  | PO 1,3                     | GA 1,2,3,4                |
|                        | <b>The MBA programme (application-oriented)</b>   |                            |                           |

| Competency                       | Programme Learning Outcomes (PLOs)  | Programme Objectives (POs) | Graduate Attributes (GAs) |
|----------------------------------|---|----------------------------|---------------------------|
| Knowledge                        | <b>PL01:</b> Explain social issues based on diverse knowledge during the learning process.  | PO 1,2                     | GA 1,2,3                  |
|                                  | <b>PL02:</b> Determine effective solutions based on organizational information.   | PO 1,2                     | GA 1,2,3                  |
| General skills                   | <b>PL03:</b> Harmonize relationships in the organization and in life to improve work efficiency.  | PO 1,3                     | GA 3,4,5                  |
|                                  | <b>PL04:</b> Analyze complex organizational issues comprehensively.   | PO 1,3                     | GA 3,4,5                  |
| Attitude and awareness           | <b>PL05:</b> Demonstrate a positive attitude to life including the spirit of lifelong learning.   | PO 1,2                     | GA 1,2,3,4                |
|                                  | <b>PL06:</b> Comply ethical standards at work and in society.   | PO 1,2                     | GA 1,2,3,4                |
|                                  | <b>The MAc programme (research-oriented)</b>  |                            |                           |
| General knowledge                | <b>PL01:</b> Integrate foundation knowledge and advanced technical in the business context, serving for learning, research and operation in the field of accounting.  | PO 1                       | GA 1,2,3                  |
| Specialized knowledge            | <b>PL02:</b> Synthesize accounting problems through the lens of research and application in the field of accounting.  | PO 1,3                     | GA 3,4,5                  |
| Specialized knowledge            | <b>PL03:</b> Apply relevant knowledge, quantitative analysis techniques, and research methodology in economics to conduct research projects in the field of financial accounting.   | PO 1,3                     | GA 3,4,5                  |
| Professional skill               | <b>PL04:</b> Analyze financial situation of the enterprise for management judgements, assessments and decision making.  | PO 1,3                     | GA 3,4,5                  |
| Professional skill               | <b>PL05:</b> Develop the ability of data collection and successfully apply research methodology to complete scientific studies published in domestic and foreign journals.  | PO 1,3                     | GA 3,4,5                  |
| General skill                    | <b>PL06:</b> Have the ability to communicate, negotiate, write reports, present and defend research findings; Develop teamwork skills and relevant skills in organizing, managing and administrating of accounting and related activities at the workplace. | PO 2,4                     | GA 1,2,3,4                |
| Attitude & Social Responsibility | <b>PL07:</b> Demonstrate responsibility for individual as well as organization works; be responsible for family, community and society; have professional ethics, dedication spirit; lifelong learning consciousness.                                       | PO 2,4                     | GA 1,2,3,4                |
|                                  | <b>The MAc programme (application-oriented)</b>   |                            |                           |



| Competency  | Programme Learning Outcomes (PLOs)   | Programme Objectives (POs) | Graduate Attributes (GAs) |
|---|--|----------------------------|---------------------------|
| General knowledge   | <b>PL01:</b> Integrate foundation knowledge and advanced technical in the business context, serving for learning, research and operation in the field of accounting.   | PO 1                       | GA 1,2,3                  |
| Specialized knowledge   | <b>PL02:</b> Synthesize accounting problems through the lens of research and application in the field of accounting.   | PO 1,3                     | GA 3,4,5                  |
| Specialized knowledge   | <b>PL03:</b> Apply advanced theoretical and technical accounting knowledge and skills to evaluate accounting problems, provide possible solutions and ideas to businesses through the use of social, ethical, economic, regulatory, sustainability, and appropriate governance perspectives. | PO 1,3                     | GA 3,4,5                  |
| Professional skill  | <b>PL04:</b> Analyze financial situation of the enterprise for management judgements, assessments and decision making.   | PO 1,3                     | GA 3,4,5                  |
| Professional skill  | <b>PL05:</b> Develop the ability of data collection and successfully apply research methodology to complete scientific studies published in domestic and foreign journals.   | PO 1,3                     | GA 3,4,5                  |
| General skill   | <b>PL06:</b> Have the ability to communicate, negotiate, write reports, present and defend research findings; Develop teamwork skills and relevant skills in organizing, managing and administrating of accounting and related activities at the workplace.                                  | PO 2,4                     | GA 1,2,3,4                |
| Attitude & Social Responsibility                                  | <b>PL07:</b> Demonstrate responsibility for individual as well as organization works; be responsible for family, community and society; have professional ethics, dedication spirit; lifelong learning consciousness.  | PO 2,4                     | GA 1,2,3,4                |
| <b>The Bachelor of Sport Management programme - major in SBEM</b> |  |                            |                           |
| General Knowledge   | <b>PL01:</b> Apply the worldview and outlook on life, the policy of the government, and the basic knowledge of Vietnamese law to activities in the field of sports business and event organization.  | PO 3                       | GA 1,2,5                  |
| Problem-analysis skill  | <b>PL02:</b> Apply knowledge of scientific research to analyze and evaluate issues in the field of sports and events.  | PO 1,2                     | GA 3,4                    |
| Individually work and communication skill                         | <b>PL03:</b> Using proficiency in English (IELTS 5.0 or equivalent) and informatic skills (MOS 750) to work effectively in an international environment.   | PO 1,2                     | GA 3,4                    |
| Ethical ability   | <b>PL04:</b> Displaying professional ethics, social responsibility, the spirit of serving the country,   | PO3                        | GA 1,2,5                  |

| Competency  | Programme Learning Outcomes (PLOs)   | Programme Objectives (POs) | Graduate Attributes (GAs) |
|---|--|----------------------------|---------------------------|
|   | creative critical thinking, and the ability to self-train for sustainable success in the future.   |                            |                           |
| Developing and improving skill                            | <b>PL05:</b> Creating a recruitment process plan, training orientation, and human resource development for the sports industry.  | PO 1,2                     | GA 3,4                    |
| Finance and project management skill                      | <b>PL06:</b> Demonstrate the ability to predict and analyze the finances of a sports organization, or enterprise through the characteristics of sports economics and the principles of financial management.                           | PO 1,2                     | GA 3,4                    |
| Executive management skill                                | <b>PL07:</b> Operating the facilities, equipment, ... of a sports facility to get the highest efficiency.  | PO 1,2                     | GA 3,4                    |
| Organization of specialized activities skill              | <b>PL08:</b> Organizing marketing activities for sports organizations and businesses through the application of marketing principles and tools.  | PO 1,2                     | GA 3,4                    |
| Ability to practice individually and organize tournaments | <b>PL09:</b> Demonstrating the ability to practice (at least 5 sports) and organize sports tournaments according to the standards of Federations and Sports Associations by knowledge of the characteristics and rules of competition. | PO 1,2                     | GA 3,4                    |
| Specialized organization and management skill             | <b>PL010:</b> Applying management knowledge and specialized skills to organize all types of events: sports, culture, society, entertainment, etc...  | PO 1,2                     | GA 3,4                    |
|   | <b>The Bachelor of Sport Management programme - major in Golf</b>  |                            |                           |
| General Knowledge   | <b>PL01:</b> Applying knowledge of worldview, philosophy of life, state policies, and basic knowledge of Vietnamese laws to the management and business of golf.   | PO 4                       | GA 1,2,5                  |
|   | <b>PL02:</b> Applying the knowledge of scientific research to further explore issues in golf training and business.  | PO 1                       | GA 3,4                    |
| General skills and knowledge                              | <b>PL03:</b> Proficiently use foreign languages and have the ability to apply professional computer skills.  | PO 1,2                     | GA 3,4                    |
| Skills  | <b>PL04:</b> Applying soft skills effectively in golf management, teaching, and business operations.   | PO 2,3                     | GA 3,4                    |
| Ethical ability   | <b>PL05:</b> Displaying honesty and responsibility, adhering to professional ethical principles.   | PO 4                       | GA 1,2,5                  |
| Specialized knowledge                                     | <b>PL06:</b> Applying knowledge of golf training and business to golf management.  | PO 2,3                     | GA 3,4                    |

| Competency                       | Programme Learning Outcomes (PLOs)   | Programme Objectives (POs) | Graduate Attributes (GAs) |
|----------------------------------|--|----------------------------|---------------------------|
|                                  | <b>PL07:</b> Evaluating important factors in teaching and coaching golf to achieve optimal effectiveness.  | PO 1,2                     | GA 3,4,5                  |
| Specialized knowledge and skills | <b>PL08:</b> Applying knowledge and skills in construction management, administration, and business to operate golf organizations and enterprises. | PO 2,3                     | GA 3,4                    |
|                                  | <b>PL09:</b> Designing, organizing, and managing events, teaching programs, and golf training plans.   | PO 2,3                     | GA 3,4                    |
| Skills and attitudes             | <b>PL010:</b> Having proactive learning consciousness, self-research, and professional development to be able to address pressing social issues.   | PO 1,3                     | GA 1,3,4,5                |

## Appraisal:

The different objectives of the study programmes are clearly explained and transparently documented. The study programmes target different graduate profiles that are linked to specific professional fields. They embrace academic proficiency as well as the development of the individual student's personality. However, the defined learning outcomes for the programmes are too generic in order to fulfil their function as a link between the programme objectives and the course design. Especially, the defined knowledge and skills are rather interchangeable. For example, for the **MAc** very generic items are supplemented with "in the field of accounting". The panel **recommends for all study programmes** to sharpen the focus of the learning objectives and to tailor them more to the specific profile of the graduates with a focus on employability. Additionally, as both orientations of the **MAc** share the same learning outcomes, the panel **strongly recommends** implementing a clear distinction between the objectives of the research-oriented and the application-oriented Master of Accounting.

The subject-specific qualification objectives and social skills to be acquired correspond with the level of education in the respective bachelor's and master's programmes. 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)<sup>18</sup>

With the vision "For development of humanity in a world of peace and happiness" and the goal for the University to become one of the TOP 60 universities in Asia by the year 2037, TDTU always considers international perspective as the core value in its development. Hence, TDTU develops study programmes according to international standards and orientations to open up opportunities for students gaining further international perspectives. The international orientation of the programmes is reflected in the following points:

- (1) The programmes are designed and based on the reference of varied well-known education institutions which belong to the TOP 100 universities in the world.
- (2) The programmes at TDTU have provided students with the opportunity to experience cultural diversity and teaching methods through a team of lecturers who are both Vietnamese and foreigners. Some lecturers have access to research programmes of foreign universities and have participated in teaching in countries around the world. The professional qualifications of the teaching staff participating in the programmes are professors, associate professors, and doctorates graduated from high-ranked international education institutions, with many articles published in specialized journals ISI, Scopus, etc., thus allowing students to access multi-dimensional and multicultural knowledge. Throughout the learning period, students are advised and guided by their supervisors not only in completing the courses and thesis, but also encouraged to participate in writing and presenting current topics at international seminars and journals.
- (3) The library is up to international standards and provides textbooks and reference materials for all subjects.<sup>19</sup> The procedures of choosing textbooks and relevant learning materials have been conducted carefully by the academic board of the faculty. The teaching materials are carefully chosen, ranging from globally recognized textbooks to complementary readings which offer strong insight of Vietnamese and ASEAN markets.
- (4) The faculties signed exchange programmes for students and lecturers with international universities. TDTU and its partner universities organise annual events designed to facilitate meetings and the exchange of learning and cultural experiences between TDTU students and foreign students. Furthermore, with its focus on becoming a research university, the faculty is committed to nurturing research capabilities among its students. This is achieved through exchanges, collaborations, and participation in research-related activities. Notably, faculty members and students actively engage and demonstrate their research competency by participating in international conferences, research seminars, and workshops with the involvement of university partners and professional networks.<sup>20</sup>

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<sup>18</sup> For concrete information on international content and internationality of student body and faculty see chapter 3.4

<sup>19</sup> Library: <https://lib.tdtu.edu.vn/>.

<sup>20</sup> List of conferences and seminars organised by TDTU: <https://science.tdtu.edu.vn/en/research/Conferences-Seminars>, last accessed March 18, 2024.

Whenever possible, faculties invite professionals from both academia and industry to participate in talk shows for students.<sup>21</sup> This opportunity is available to all student cohorts.

**Table 6: International conferences**

| Programme                   | Date           | Conferences Details  |
|-----------------------------|----------------|--|
| The MBA programme           | September 2022 | The 7 <sup>th</sup> International Conference on Finance and Economics ( <u>ICFE 2022</u> ) |
|                             | June 2020      | The 6 <sup>th</sup> International Conference on Finance and Economics ( <u>ICFE 2020</u> ) |
|                             | September 2017 | The 4 <sup>th</sup> International Conference on Finance and Economics ( <u>ICFE 2017</u> ) |
|                             | June 2015      | The 2 <sup>nd</sup> International Conference on Finance and Economics ( <u>ICFE 2015</u> ) |
| The MAc programme           | September 2018 | The 5 <sup>th</sup> International Conference on Finance and Economics ( <u>ICFE 2018</u> ) |
|                             | June 2016      | The 3 <sup>rd</sup> International Conference on Finance and Economics ( <u>ICFE 2016</u> ) |
| The SBEM and Golf programme | July 2023      | The 2 <sup>nd</sup> International Conference on Sport Science ( <u>ICSS 2023</u> )         |
|                             | December 2019  | The 1 <sup>st</sup> International Conference on Sport Science ( <u>ICSS 2019</u> )         |

## Appraisal:

The panel highlights the ambitious goal of the University “to become one of the TOP 60 universities in Asia by the year 2037”<sup>22</sup>, which places a strong emphasis on internationalisation, particularly within the Asian region. The University aims to adopt international standards in its study programmes, aligning with the structures of leading universities worldwide. The panel notes that the design of the **Master of Business Administration** and **Master of Accounting** facilitates internationalisation while also considering the employability of its graduates.

However, the panel identifies a need for improvement in the international orientation of **both majors of the Bachelor in Sport Management (SBEM and Golf)**. Sport and especially golf events rapidly reach an international context if a certain competitive level of players and tournaments is accomplished. Professional sport is based on an international collaboration with international sport federations, professional bodies like the IOC or PGA including the corresponding international sporting goods industry. **The panel recommends the following condition:**

**The University strengthens the international orientation of the study programmes.**

<sup>21</sup> A comprehensive list of conferences and seminars can be found here: <https://science.tdtu.edu.vn/en/research/Conferences-Seminars>, last accessed April 16, 2024.

<sup>22</sup> See self-evaluation report, p. 18.

This enhancement could be achieved by establishing agreements with international sports federations and fostering closer contact with international universities. This condition is supplemented by the condition placed in chapter 3.4 regarding international contents and intercultural aspects of the two Bachelor programmes.

|      |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------|--|-------------|------------------------------|----------------------------|------------------------------------|------|
| 1.2* | International orientation of the study programme design (Asterisk Criterion) |             |                              | MBA, MAc                   | SBEM, Golf: condition              |      |

## 1.3 Positioning of the study programme

### Positioning of the study programme on the educational market

#### **All study programmes**

To identify the distinctive features, differences, and specific orientations of the study programmes, TDTU has reviewed and analysed the domestic, regional, and international education market. Based on the comparison with some universities in Vietnam and TOP 100 Universities in the world, the programmes of TDTU have the following features:<sup>23</sup>

- (1) The study programmes are continuously updated to align with emerging trends in the education market. Students aspiring to excel in their careers seek access to advanced knowledge and cutting-edge methodologies that are typically taught at prestigious domestic and international universities. However, financial constraints often limit their ability to study abroad. By addressing this need, the programmes at TDTU aim to bridge the gap and offer a curriculum that reflects the latest advancements in the field, ensuring that students gain a comprehensive understanding of the subject matter.
- (2) The study programmes focus on training professional skills of students. Prospective students expect the training programme to be highly practical, focusing on technology to keep them abreast of current trends, especially on the advancements of the industrial revolution 4.0. This aspect holds particular significance for postgraduate students who are already employed and seek to enhance their research and development capabilities while continuing to work. The programmes provide students with opportunities to engage in real-world projects, internships, and industry collaborations. This practical focus allows students to apply their learning directly to professional contexts, enabling them to make valuable contributions to their organizations from day one.
- (3) Lecturers participate in scientific research and conduct applied research projects with domestic regions and foreign universities. The integration of the lecturer's teaching and scientific research responsibilities ensures the availability of current and relevant information for their lecture.
- (4) Strengthening the contingent of foreign lecturers who have teaching experience and scientific research ability. This is an opportunity for students to access specialized knowledge and international teaching methods, practice English communication skills, and absorb diverse cultures. These skills give students an advantage when entering the labor market in the ASEAN and global economic community.
- (5) Seminars are regularly organised with the participation of international experts, thereby helping students learn to approach socio-economic issues and advanced research methods.

#### **Master of Business Administration**

The programme is crafted to meet international benchmarks, lays a foundation for individuals in instilling the confidence to navigate their career trajectory with assurance and equipping them with specialized expertise to embrace the dynamic "digital" era unfolding on a global scale. The programme offers a flexible approach, catering to distinct learning preferences through two

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<sup>23</sup> See self-evaluation report, p. 19-20.

distinctive tracks. The research-oriented track empowers graduates to forge careers in academia, research, and consultancy while facilitating opportunities for advanced scholarly pursuits. On the other hand, the application-oriented track adopts a "project-based learning" methodology, encompassing two internships aimed at tackling real-world challenges encountered by businesses. Students have the autonomy to tailor their education, selecting modules that resonate with their aspirations, spanning domains like Marketing, International Business, and Human Resource Management. The curriculum strategically emphasizes problem-solving and decision-making skills, fostering an auspicious start to future roles as adept managers and visionary leaders. By choosing the MBA programme at TDTU, students gain access to an immersive educational environment that upholds esteemed international standards. The programme's curriculum adheres to global benchmarks, earning recognition from reputable accrediting bodies worldwide. A distinguished faculty, comprising accomplished professors, associate professors, and Ph.D. scholars, contributes expertise garnered through extensive research and practical application. This wealth of knowledge enhances the learning experience, fostering a deeper understanding of contemporary business challenges and opportunities. Additionally, the programme extends networking opportunities, allowing students to forge connections with preeminent experts within the same professional domain, enriching their industry insights and creating potential pathways to success.

### **Master of Accounting**

The study programme is internationally oriented and linked with other universities in the world. Courses of MAc programme at TDTU show similarity with courses from the Australian National University and the University of New South Wales, emphasized in a wide range of international oriented modules such as International Accounting, International Accounting Standards, International Finance. By synthesising module lists from Master programmes at renowned institutions and considering Vietnam's unique context, the programme aims to strike a balance between general knowledge and specialized knowledge in the field of accounting, complemented by professional skills. This prepares students for advancement in their chosen career trajectories and encourages a commitment to lifelong learning.

### **Bachelor of Sport Management**

Similar to the other programmes, the curriculum and core knowledge of the Bachelor of Sport Management programme are aligned with those of universities ranked in the top 100 universities globally, such as Michigan University, USA, and Chung-Ang University, Korea. Specifically, the programme has leading international professors and experts in the field of sport management. Additionally, promoting extensive relationships with partners in Vietnam and abroad also helps learners to accumulate experience through the programme with four practical internships. There is no other university in Vietnam offering a programme in Golf.

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

#### **All study programmes**

The study programmes analyse the domestic and regional labour market to determine the competency requirements for graduates to design and adapt the study programme objectives and learning outcomes accordingly. The future fields of employment for graduates are stated in the programme descriptions.



To increase the employability of students, the faculties create different opportunities for students to exchange knowledge, experience, sharpen their competencies, and widen their network through various extra-curricular activities such as annual academic contests, seminars, workshops, and conferences with the participation of enterprises and alumni. Through such events, students are able to enrich their expertise, expand their professional networks, and gain insights into specific fields.

### **Master of Business Administration**

The MBA degree assists students in supplementing, updating, and improving their foundational and in-depth business and management knowledge. The MBA programme offers two distinct tracks, catering to students' diverse interests and career aspirations. The research-oriented track is designed for those who are passionate about academia, research, and would like to contribute to the scholar board. With a strong emphasis on in-depth research and critical thinking, this track equips students to pursue careers as academics, researchers, consultants, or faculty members at research institutions. Graduates are well-prepared to undertake independent research projects and make valuable contributions to academic publications. Moreover, the research-oriented track acts as a steppingstone for students interested in pursuing advanced academic endeavours, such as Ph.D. programmes, allowing them to further specialize in their chosen field of study.

On the other hand, the application-oriented track is tailored for students who are eager to apply their knowledge directly to real-world business challenges. This track fosters practical problem-solving skills through a "project-based learning" approach, engaging students in hands-on projects and internships. Graduates of this track are equipped to pursue careers or management level members in various industries and organisations, such as business management, consulting, and project management, where they can immediately apply their acquired business knowledge and skills. By immersing students in real business scenarios, the application-oriented track ensures they develop industry-ready capabilities to tackle complex challenges in their professional careers.

For the Master programmes, upon completing the programme, graduates can expect benefits in terms of job changes and promotions.

### **Master of Accounting**

Each of the two offered orientation of the programme will enhance students' career path in different directions. The research-oriented programme equips students with research ability to be able to take up teaching positions in universities and colleges, have the ability to continue studying at the doctoral level and do in-depth research in Accounting. Following the application-oriented programme, students will be equipped with further advanced knowledge in the field of accounting. This enhances students' capabilities in solving practical situations relating to accounting, taxation, auditing, etc. at international as well as domestic enterprises.

Graduates have worked at domestic and foreign-invested enterprises in different job positions: financial accountant, managerial accountant, consultant, auditor. The programme would provide graduates with the opportunity to work in a wide range of different levels and environments, depending on their own preferences and skills. They can choose to work in large, medium or small public practice companies, government and public sector organisations, industry and commerce,

management consultancies, banking and financial services, not-for-profit organisations (NPOs) or educational organisations. Additionally, they can set up their own businesses.

Given the broadening scope of accountants towards advisory roles, career opportunities are expanding to include positions such as investment advisers, financial planners, market analysts, advisers in mergers and acquisitions, tax consultants, treasury banking professionals, corporate recovery and insolvency experts, as well as roles in e-commerce or information technology.

Upon completing the programme, graduates can expect benefits in terms of job changes and promotions.

### **Bachelor of Sport Management**

The programmes offer students a high-quality education in five aspects: knowledge, mindset, skills, behaviour, and attitudes. With this orientation, graduates from the **SBEM major** can gain professional skills such as:

- planning the recruitment process,
- training orientation and human resource development,
- financial forecasting and analysis,
- managing and operating the typical components of sport facility (facilities, equipment, types of activities, ...),
- organise marketing activities,
- apply knowledge of management and professional skills to organize all types of events: sports, culture, society, entertainment.

These skills can be applied in both domestic and international organizations in Vietnam.

Graduates will find many attractive positions and job opportunities in sports enterprises, organizations, associations at all levels, or resorts, hotels, media and event companies, etc., including:

- Sport business director,
- Event specialist,
- Events – conferences – seminars business specialist,
- Sports market research specialist,
- Sponsorship negotiation specialist,
- Gym manager,
- Sports entertainment programme design and management specialist,
- Sports tourism manager,
- Sports manager in hotels and resorts,
- Sports sales manager,
- Sports facility manager,
- Sports club manager at international schools and universities, etc.

Students graduating with the **Golf major** have the ability to work at businesses, organisations, sports associations at all levels, or practice fields and golf courses, golf training centres and academies, including:

- Professional Golf event & tournament organiser,
- Golf practice range management specialist,
- Golf product sales specialist,
- Sports service management specialist at 5-star resorts and hotels with golf courses,
- Golf instructors at golf courses, golf clubs, etc.

During the training process, students can attend seminars and career-oriented seminars. On this occasion, students are exposed to experts and employers to discuss opportunities and career requirements for the Bachelor of Sport Management programme. All students are required to finish the vocational apprenticeships over the course of their four-year study programme. There, students become interns and get real career experience. In addition, the FSS has cooperative relationships with more than 50 businesses and five professional associations to connect students with career opportunities. By including compulsory internships, the students receive first hand work experience. Therefore, the need of high-quality human resources for sports businesses and event organizing companies is catered.

The University states that according to their alumni survey employability of graduates of the Bachelor of Sport Management programmes obtained 95 % within a year after graduation.<sup>24</sup>

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

##### **All study programmes**

The programme's objectives and learning outcomes adheres to the quality policy, goals, mission and vision of TDTU. Regarding the design of curricula, all of them possess the essence of TDTU and the quintessence of the world higher education. To be eligible for TDTU's degree, students must complete certain subjects and acquire specific skills (IT, sustainable development, swimming). Besides, to become a global citizen, the training programme allows students to keep up with the world with a wide range of subjects offered. Both academic staff and students' research competencies are enhanced through student scientific research, lecturer science research, international research cooperation, organizing seminars.

Through the process of involvement, students are developed skills for employment such as research skills, teamwork spirit, discipline, academic integrity, desire for lifelong learning, and serving society and the community. With five graduate attributes, graduates of the programme meet the requirements of the labour market.

##### **Appraisal:**

The reasons given for the positioning in the educational market of **all four study programmes** are plausible. The faculties have analysed the market and identified distinctive features attractive for potential students. During the online conference, the University outlined the uniqueness of the **Sport Management** Bachelor and especially the **Golf** major in Vietnam. Benchmarking them to study programmes offered in Taiwan and Korea, the University established comparable Bachelor

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<sup>24</sup> See self-evaluation report, p. 60.

degrees in Vietnam. Consequently, the two majors meet the demands of the educational market and address an existing gap in the higher-level education of Vietnam.

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. Keeping in mind the University's aim to become a leading institution in Asia by 2037, the panel **suggests** conducting market research targeting the international market.

The **four study programmes** are convincingly integrated into the University's overall strategic concept and qualification goals are in line with the University's and the university's mission and strategic planning.

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

## 2. Admission

### Admission requirements (Asterisk Criterion)

#### **All study programmes**

Regulations on enrolment of study programmes at TDTU were developed to meet the strategic goals of the study programmes and at the same time meet the enrolment requirements of TDTU with reference to the admission requirements of the Ministry of Education and Training (MOET). TDTU transparently publishes the methods, criteria, and admission process, making the admission information available on the website.<sup>25</sup> This ensures that successful applicants possess the qualities required to complete the study programme and secure suitable employment matching their abilities and skills upon graduation. All information related to admission criteria is published on the website of the University and the website of faculties.<sup>26</sup>

#### **Master of Business Administration and Master of Accounting**

In an academic year, there are two admission phases: in June and in December. In accordance with the admission regulations set by MOET and TDTU, applicants for master's programmes must meet the requirements related to their diploma, foreign language proficiency, and working experience.<sup>27</sup>

- Candidates who register for a research-oriented programme must satisfy one of the following conditions:
  - Holding a Bachelor degree with a good grade or meeting the criteria for recognition of a university degree with a good grade (or equivalent qualifications) in a relevant discipline to the field of application.
  - Holding a Bachelor degree or meeting the conditions for recognition of university graduation (or equivalent qualifications) in a discipline relevant to the field of study and having scientific publications related to the field of study or research within 36 months from the date of completing the application submission.
- For an application-oriented programme: The candidate holds a Bachelor degree or meets the conditions for recognition of university graduation (or equivalent qualifications) in a discipline relevant to the field of application.

TDTU issued the list of relevant and closely relevant majors for Master programmes. For an industry that is not suitable for the field of application, it is necessary to complete the requirements for additional knowledge before applying.

#### **Bachelor of Sport Management**

Bachelor programmes have one admission in August each academic year. Candidates taking part in the TDTU admission must have graduated from high school or equivalent as prescribed in Article 5 of the Regulation on the undergraduate's degree admission of MOET. The admission form of the

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<sup>25</sup> <https://admission.tdtu.edu.vn/en>, last accessed on April 26, 2024.

<sup>26</sup> FBA: <https://fba.tdtu.edu.vn/en/admission>, last accessed on April 26, 2024.

FAC: <https://aaf.tdtu.edu.vn/en/admission/graduate-admission>, last accessed on April 26, 2024.

FSS: <https://fss.tdtu.edu.vn/index.php/en/admission/admission-undergraduate>, last accessed on April 26, 2024.

<sup>27</sup> The experts were granted access to the regulations on master's degree admission and training.

Faculty of Sport Science follows the general regulations of TDTU with five flexible admission methods programmes.<sup>28</sup> Candidates can apply for admission by one or a combination of TDTU's multiple admission methods.

(1) Admission based on the high school academic results.

**Phase 1:** Admission method based on the results of five high school semesters (except for the second Semester of grade 12) for students from high schools signing MOU with TDTU on career guidance and training and developing science and technology. Admission score is the total average score of five semesters of the subjects in the applied groups.

**Phase 2:** Admission method based on results of six high school semesters for students from high schools that have not signed MOU with TDTU.

(2) Admission based on the results of the national high school examination.

The selection of candidates will be based on the current university admission regulations of MOET with the admission score on a 40-point scale. The subjects according to the selection combination are presented in the following table.

**Table 7: Subject combinations in the national entrance exam for both majors of the Bachelor of Sport Management programme (Academic year 2023-2024)**

| Code | Subject combination                                       |
|------|---|
| A01  | Math, Physics, English (English *2)                       |
| D01  | Math, Literature, English (English *2)                    |
| T00  | Math, Biology, Athletic talent (Athletic talent *2)       |
| T01  | Literature, English, Athletic talent (Athletic talent *2) |

**Table 8: Number of Applicants and Admission Score for both majors of the Bachelor of Sport Management programme (Admission method 2)**

| Academic year         | No. Applicant | No. Accepted Applicant | Admission score (40-point scale) |
|-----------------------|---------------|------------------------|----------------------------------|
| <b>The SBEM major</b> |               |                        |                                  |
| 2019-2020             | 898           | 192                    | 26.50                            |
| 2020-2021             | 1,287         | 168                    | 29.75                            |
| 2021-2022             | 1,084         | 159                    | 32.80                            |
| 2022-2023             | 793           | 156                    | 27.00                            |
| 2023-2024             | 1,638         | 165                    | 30.50                            |
| <b>The Golf major</b> |               |                        |                                  |

<sup>28</sup> The experts examined the document detailing the admission scheme 2022.

|           |     |    |       |
|-----------|-----|----|-------|
| 2023-2024 | 121 | 19 | 26.00 |
|-----------|-----|----|-------|

(3) Priority admission according to regulations of TDTU.

(4) Direct admission is given according to the admission regulations of MOET.<sup>29</sup>

(5) Admission based on the results of the competency assessment exam of Vietnam National University, Ho Chi Minh City.

### Counselling for prospective students

#### **All study programmes**

TDTU and the faculties regularly organise enrolment consulting activities such as: enrolment counselling seminars at high schools, livestream on social networks to introduce the faculty and its majors and programmes, one day at TDTU for high school students or the student experience programme at TDTU. Through these admission counselling means, the department advises on the following contents: introduction about the university, faculty, department, facilities, achievements, policies, research direction of the programmes, job opportunities, etc. In general, the university and the faculties choose the appropriate method of admission counselling based on the needs of each target group.

In the cooperation programme with localities, TDTU gives priority to cooperation in training human resources with the Master and Bachelor degree programme for companies, agencies, departments, and mass organizations in localities. In addition, the University introduces the study programmes to other countries through international seminars or by working directly with several countries on this matter. The University also provides scholarships for foreign students enrolled at TDTU. The consulting team from the faculties, the Department of Graduate Studies (DEGRAD) and the Department of Undergraduate Studies (DEUS) will oversee enrolment counselling and answer questions from students and their parents through many channels such as:

**Table 9: The channels for admission counselling at TDTU**

| Faculty        | FBA   | FAC   | FSS   |
|----------------|---|---|---|
| Faculty office | Room B004, TDTU   | Room B007, TDTU   | A stand-stadium, TDTU   |
| Hotline        | + 84 28 3775 5067   | +84 28 3775 5034  | +84 28 3775 5026  |
| Email          | fba@tdtu.edu.vn   | khoaketoan@tdtu.edu.vn  | fss@tdtu.edu.vn   |
| Facebook       | <a href="https://www.facebook.com/gtkd.tdt/">https://www.facebook.com/gtkd.tdt/</a> | <a href="https://www.facebook.com/aaf.tdtu.edu.vn/">https://www.facebook.com/aaf.tdtu.edu.vn/</a> | <a href="https://www.facebook.com/FSS.TDTU">https://www.facebook.com/FSS.TDTU</a> |

<sup>29</sup> Direct admission is given according to Clauses 1 and 2, Article 8 of the current Regulation on Undergraduate admission of MOET.

### **Master of Business Administration and Master of Accounting**

The faculties prioritize admission counselling for prospective students through targeted channels. Firstly, counselling is provided to current TDTU's students, particularly outstanding students whose study programme is connected to the university's graduate programme. Through the 4+1 programme, these students can accumulate credits towards their Master degree while completing their bachelor's degree. Upon graduation, they can enrol in the Master programme within six months and have their grades recognized.

Secondly, the faculties focus on advising individuals who have already graduated from undergraduate programmes and are currently employed by businesses or government agencies but wish to pursue higher education. Annually, the faculties admissions team collaborates with the DEGRAD to disseminate admission information and scholarship policies to businesses or government agencies. Prospective applicants from different provinces can follow the admission notices to register according to the specified regulations.

### **Bachelor of Sport Management**

The FSS conducts university admission counselling through 4-hour, 8-hour, and 24-hour programmes. Each academic year, high schools that have signed a memorandum of understanding (MOU) with TDTU bring students to visit the university. Through these programmes, FSS directly meets with students to introduce the faculty and the programmes of study. During these meetings, the faculty provides information about employment opportunities, scholarships policies, internship programmes, and extracurricular activities.<sup>30</sup>

In addition, the University and the faculty organise direct admission counselling teams for students at high schools. TDTU has implemented a policy of building connecting programmes with high schools across the country, especially specialized high schools and provincial schools, such as awarding scholarships to students from schools that have signed MOUs with TDTU.<sup>31</sup>

### Selection procedure (if relevant)

#### **Master of Business Administration and Master of Accounting**

TDTU enrolls graduate students in Master programmes by admission consideration method for three subjects: basic, foundation and English.

- The Chairman of the Admission Council establishes specialized sub-committees to evaluate the admission scores according to the regulations of the university.
- The admission announcement is publicly published on the University's website at least 45 days before the closing date of the application.<sup>32</sup>

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<sup>30</sup> <https://www.tdtu.edu.vn/en/news/more-3000-parents-and-high-school-students-participated-tdtu-destination-2023>, last accessed April 16, 2024.

<sup>31</sup> <https://www.tdtu.edu.vn/en/news/orientation-consultancy-ton-duc-thang-university-thu-duc-high-school>, last accessed April 16, 2024.

<sup>32</sup> The experts reviewed the document describing the regulations for the announcement of admission for master's degree programmes in 2022.



- Criteria for evaluating Master degree applications: Documents (40 points), Research proposal (50 points), Professional achievements (ten points).
- Matriculation requirements: Candidates are eligible for admission if their average score is at least 50 points.

Successful candidates are considered based on eligibility criteria and considered from high to low until the number of enrolments according to the quota is reached.

### **Bachelor of Sport Management**

Regarding the application selection process, the FSS and DEUS will determine criteria of successful candidates in each recruitment round for each major according to the admission procedure of TDTU.<sup>33</sup>

The method of enrolment based on high school results will be deployed first with a larger number of targets than the method based on the results of the National High School Examination.<sup>34</sup> The general admissions criteria of the two forms mentioned above are considered based on scores, ranked from highest to lowest, until reaching the target number for each major.

After students are informed about the results of the National High School Examination, TDTU will publish the entrance examination scores of each major at the school on the TDTU website, which means that the school agrees to consider candidates with higher test scores than the threshold scores announced and rejects candidates with test scores lower than this threshold.

The list of successful candidates after being approved by the admission board will be officially announced on TDTU's website and on mass media channels. Finally, successful candidates will receive an admission notification letter with detailed information about their admission results, procedure instructions, and admission procedures at the University.

### Professional experience

#### **Master of Business Administration and Master of Accounting**

Working experience is considered an advanced competency. Experienced students will be given priority over other students. Students with practical experience will easily acquire advanced and specialized knowledge at the Master level.

Candidates who graduated in a major not related to the field they are applying to must have at least two years of work experience in the relevant field specified verified by an enterprise.

### Ensuring foreign language proficiency (Asterisk Criterion)

#### **Master of Business Administration and Master of Accounting**

Applicants for the Master programme must meet one of the following requirements regarding foreign language proficiency:

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<sup>33</sup> The university provided the procedure for admissions for undergraduate studies for the examination of the expert panel.

<sup>34</sup> See Admission requirements.

- Applicants must have an English certificate equivalent to level 3/6 of the 6-level foreign language competency framework of Vietnam; or have one of the following international English certificates: IELTS 4.5, TOEFL iBT 45, TOEIC 500 within 24-month validity period until the date of application submission.
- Having an undergraduate degree, Master degree, or Doctoral degree granted by a foreign higher education institution (the main language used in the programme must be in English) and educational institution (or its degrees) must be in the list of educational institutions, undergraduate degrees recognized by competent Vietnamese authorities; or in the list of higher education institutions in countries that have a protocol with Vietnam or have a nationally recognized document; or is a higher education institution in the TOP 1,000 in the world according to THE, QS; or having degrees granted by affiliate curricula that have been approved in writing by MOET, etc.
- Having an undergraduate, Master, or Doctorate degree from a programme within the country in which the language used is English.

### **Bachelor of Sport Management**

All enrolled students to the two majors of the Bachelor of Sports Management programme must take an English proficiency test. Depending on the test results, TDTU will arrange appropriate English classes.

In the first three semesters, students of the two majors must complete two English courses (ten credits). This ensures that students have the language proficiency to study and research with English materials. If students do not meet the English requirements, they must stop studying their major to focus on completing the English requirements. The FSS and TDTU have supplementary activities to encourage students to study and improve their English proficiency, such as English clubs, English sections, creating international communication environments, organizing cultural exchanges with international students, and seminars on English learning methods.

Students must have a minimum IELTS score of 5.0 (or an equivalent international certificate) to meet TDTU's English language proficiency requirements for graduates.

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

TDTU issued the documentation of admission Scheme (Plan), procedure and announcement on the University's communication and information channels. The list of successful candidates is published on the University's website. At the same time, the University sends admission notices to each candidate's family.

The application screening process is developed according to the regulations of the MOET and the general regulations of TDTU as well as the strategic objectives of the study programmes. The University aims at an objective admissions process and therefore admission decisions are based on transparent criteria which are published in writing. Further, TDTU publishes matriculation scores.

## Appraisal:

The University takes the national requirements of MOET into account. The admission requirements for the programmes are defined clearly by TDTU and are comprehensible. However, the panel criticises the absence of specific entry requirements related to the adeptness in golf for the Bachelor of Sport Management – major in Golf. The panel learned that prospective students are required to take a physical aptitude test in sports to assess and classify their athletic abilities. In addition, for students who choose to pursue a professional golf coaching path, the faculty advises the students whether they have the required skills prior to selecting electives within the specialisation and for graduation. To effectively achieve the learning objectives of the programme, particularly in the area of golf, the panel for the **Bachelor of Sport Management - major in Golf recommends** that the aptitude test should be more specifically geared towards golf.

The panel recognises TDTU's dedication to partnering its graduate-level study programmes with external employers and its undergraduate-level programmes with high schools through Memorandums of Understanding (MoUs). These programmes are promoted through diverse offline and online channels to reach prospective students.

The selection procedure is in accordance with the requirements and published transparently on the website. The criteria are defined to ensure that the most qualified students are admitted in the **MBA, MAc, and SBEM**. In accordance with the recommendation formulated for the admission requirements of **Golf** above, the panel **recommends** implementing an entrance examination tailored specifically for golf.

The **MAc, SBEM, and Golf** do not require professional experience. However, the EQUAL MBA Guidelines require at least two years of professional experience prior to admission for all students joining an **MBA** programme. Certified proof of this experience must be shown at the time of the admission. The professional experience is considered a key element in the study programmes since students are expected to bring in their own professional experiences as practical elements into the courses. The document “Master Program (Application orientation) Business Administration” states under 9.4 that “[p]eople with university degrees in group 1 and group 2 are eligible to apply right after graduation” while “[h]olders of a university degree in group 3 must have at least two years of working experience”.<sup>35</sup> This does not satisfy the requirement set by the EQUAL MBA Guidelines, as all prospective students of a MBA programme need to have working experience of at least two years prior to admission, regardless of their degree or the orientation of the MBA. This means that applicants from non-business subjects as well as applicants with business or closely business-related degrees must bring work experience with them. Therefore, **the panel recommends the following condition for the MBA:**

**The University requires two years of professional experience for admission to the study programme (in line with the EQUAL MBA Guidelines) and documents this requirement in its official admission regulations and on the admission website.**

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<sup>35</sup> Master Program (Application Orientation) Business Administration, Code: 8340101, p. 3.

For the **two Master programmes**, there are requirements for English language proficiency that students must either submit with their application or prove at a later stage of their studies. The required result in the language test ensures a minimum of English language proficiency. For the **two majors of the Bachelor of Sport Management programme**, all enrolled students must take an English proficiency test. To improve the student's communication skills in English, TDTU offers English classes, which the panel deems adequate for successful programme completion. However, keeping the overall goal of internationalisation in mind, the panel **suggests** increasing the English proficiency of students, especially the proficiency of the students enrolled in the **MBA** and **MAc**.

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

|        |  | 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) |             |                              |                            | MBA: condition                     | MAc SBEM Golf |
| 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

##### Logic and conceptual coherence (Asterisk Criterion)

The structure and content of the programmes are designed logically to achieve the overall goals as follows: (1) incorporate contemporary knowledge and skills that are commonly taught in leading universities worldwide; (2) focus on practical skills so that the graduates can adapt to the industrial environment and can contribute to the requirements of their companies; (3) facilitate a seamless transition for students from the undergraduate programme to the graduate programme, and easy transfer to the dual-degree or joint programme offered in collaboration with partner university worldwide.

Programme Objectives (PO) are the basis for the programme to achieve its overall goals. To meet the programme objectives, the programmes set out the expected learning outcomes connected to the programme objectives and then develop appropriate courses. The logic and systematic of the programmes are shown through the programme objectives and expected learning outcomes which contribute to form and develop TDTU's graduate attributes and ensure compatibility with its five characteristics of a graduate student: discipline (GA1), politeness (GA2), professionalism (GA3), creativity (GA4), and devotion (GA5).

With the aim of helping learners grasp a logical knowledge system, the courses and knowledge blocks in the programmes are also logically and closely built:

**Table 10: The knowledge groups in the study programme**

|   | Master programmes                          | Bachelor programmes   |
|---|--|---|
| (1) General knowledge                     | English, Philosophy, and Research Methods. | Politics, Natural sciences, Social sciences, Informatics, English, Support skills. Physical Training and National Defence Education are taught separately and are awarded with certificates individually. |
| (2) Fundamental and specialised knowledge | Mandatory courses and selective courses.   | Fundamental knowledge, General specialised knowledge, Professional knowledge, and Internship (no less than 1/3 and no more than 2/3 of the total rate of the study programme).                            |
| (3) Graduation                            | Graduation thesis or graduation project.   | Graduation thesis or the elective graduation courses.   |

The systematic subject arrangement helps learners to apply common knowledge in various fields of social life, deepen professional knowledge, develop skills through various types of exercises, participate in seminars, write scientific reports, and conduct an independent research project for

the graduation thesis. The University provided the curriculum of each study programme to enable close examination by the expert panel.

Table 11: Curriculum (the MBA programme with research orientation)

| Course ID  | Course title                             | Credit Points per Semester |   |   |   | ECTS         | Workload          |                              |                  | Method of Teaching                        | Form of examinations                                | Weight of Final exam |
|--|--|----------------------------|---|---|---|--------------|-------------------|------------------------------|------------------|---|---|----------------------|
|  |  | 1                          | 2 | 3 | 4 |              | Periods in theory | Periods in Practice/ Discuss | Hours self-study |   |   |                      |
| <b>General Course (Available course for each semester)</b> |  | <b>11</b>                  |   |   |   | <b>15,62</b> | <b>165</b>        | <b>0</b>                     | <b>330</b>       |   |   |                      |
| FL700020   | Foreign Language                         | 5                          |   |   |   | 7,1          | 75                | 0                            | 150              | Lecture, Discussion, Classroom Activities | Multiple choice questions, Practice test            |                      |
| SH700020   | Philosophy                               | 4                          |   |   |   | 5,68         | 60                | 0                            | 120              | Lecture, Discussion, Classroom Activities | Essay   | 60                   |
| IN700000   | Research Methodology                     | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Presentation and Discussion               | Essay   | 60                   |
| <b>Semester 1</b>  |  | <b>14</b>                  |   |   |   | <b>19,88</b> | <b>210</b>        | <b>0</b>                     | <b>420</b>       |   |   |                      |
| BA701020   | Research Methodology Applied in Business | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion                       | Report  | 60                   |
| BA701250   | Advanced Financial Management            | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Presentation and Discussion               | Multiple choice question, Constructed response test | 50                   |
| BA701170   | Advanced Marketing Management            | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion                       | Report  | 60                   |
| BA701810   | Seminar 1                                | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Advising                                  | Report  | 100                  |
|  | Elective course 1 (at least 3 credits)   | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               |   |   |                      |
| <b>Selective courses</b>                                   |  |                            |   |   |   |              |                   |                              |                  |   |   |                      |
| MS701410   | Business Statistics                      | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Presentation, discussion, conversation    | Test  | 60                   |
| BA701010   | Financial Statement Analysis             | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Presentation of lecturer; Discussion      | Report  | 60                   |
| BA701280   | Quantitative Research Methodology        | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion                       | Report  | 50                   |
| BA701300   | Qualitative Research Methodology         | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion                       | Report  | 50                   |
| BA701030   | Project Management                       | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Presentation         | Report  | 50                   |
| BA701040   | Strategic Management                     | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion                       | Report  | 60                   |
| BA701060   | Leadership & Team Management             | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion                       | Report  | 60                   |

|                   |   |   |           |  |              |            |          |            |   |        |     |
|-------------------|---|---|-----------|--|--------------|------------|----------|------------|---|--------|-----|
| BA701100          | Corporate Social Responsibility and Business Ethics | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion                                     | Report | 60  |
| BA701080          | Strategic Human Resource Management                 | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion                                     | Report | 60  |
| BA701120          | Logistics Service Management                        | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion                                     | Report | 60  |
| BA701110          | International Transport Management                  | 3 |           |  | 4,26         | 45         | 0        | 90         | Lectures, Class and group activities, Class discussions | Report | 60  |
| BA701130          | Warehouse and Inventory Management                  | 3 |           |  | 4,26         | 45         | 0        | 90         | Lectures, Class and group activities                    | Report | 60  |
| BA701160          | Global Sourcing Management                          | 3 |           |  | 4,26         | 45         | 0        | 90         | Lectures, Class and group activities                    | Report | 60  |
| BA701190          | Market-based Marketing Management                   | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecturing Discussion, Q&A                               | Report | 60  |
| BA701200          | Advanced Services marketing                         | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                                     | Report | 60  |
| BA701180          | Advanced International Marketing Management         | 3 |           |  | 4,26         | 45         | 0        | 90         | Presentation Reviewing and Lecturing                    | Report | 50  |
| BA701240          | Innovation and Entrepreneurship                     | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                                     | Report | 50  |
| BA701070          | Advanced Organizational Behavior                    | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                                     | Report | 60  |
| BA701220          | Advanced Consumer Behavior                          | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                                     | Report | 60  |
| BA701090          | Negotiation   | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, group discussion, class discussion, Q&A        | Report | 60  |
| <b>Semester 2</b> |   |   | <b>14</b> |  | <b>19,88</b> | <b>210</b> | <b>0</b> | <b>420</b> |   |        |     |
| BA701260          | Advanced Human Resource Management                  | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                                     | Report | 60  |
| BA701270          | Advanced Operation Management                       | 3 |           |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                                     | Report | 60  |
| BA701820          | Seminar 2   | 3 |           |  | 4,26         | 45         | 0        | 90         | Advising  | Report | 100 |
|                   | Elective course 2 (at least 3 credits)              | 3 |           |  | 4,26         | 45         | 0        | 90         |   |        |     |
|                   | Elective course 3 (at least 2 credits)              | 2 |           |  | 2,84         | 30         | 0        | 60         |   |        |     |
| <b>Semester 3</b> |   |   | <b>6</b>  |  | <b>8,52</b>  | <b>90</b>  | <b>0</b> | <b>180</b> |   |        |     |
| BA701830          | Seminar 3   |   | 3         |  | 4,26         | 45         | 0        | 90         | Advising  | Report | 100 |



|                   |                          |                 |    |    |      |       |                    |     |          |                 |        |     |
|-------------------|--------------------------|-----------------|----|----|------|-------|--------------------|-----|----------|-----------------|--------|-----|
| BA701990          | Master Thesis's Proposal |                 |    | 3  | 4,26 | 45    | 0                  | 90  | Advising | Thesis proposal | 100    |     |
| <b>Semester 4</b> |                          |                 |    |    | 15   | 27,45 | 0                  | 450 | 450      |                 |        |     |
| BA701000          | Master Thesis            |                 |    |    | 15   | 27,45 | 0                  | 450 | 450      | Advising        | Thesis | 100 |
| <b>Overall</b>    |                          | 14              | 14 | 6  | 15   | 91    | 675                | 450 | 1.800    |                 |        |     |
|                   |                          | <b>Credits:</b> |    | 90 |      |       | <b>Contact hou</b> | 938 |          |                 |        |     |

According to the table, the majority of the courses in the MBA programme with an orientation of research contribute to achieving PLO2, PLO 5, PLO 6 emphasizing research knowledge and skills and self-study ability.

**Table 12: Curriculum (the MBA programme with application orientation)**

| Course ID  | Course title                             | Credit Points per Semester |   |   |   | ECTS         | Workload          |                              |                  | Method of Teaching                        | Form of examinations                                | Weight of Final exam |
|--|--|----------------------------|---|---|---|--------------|-------------------|------------------------------|------------------|---|---|----------------------|
|  |  | 1                          | 2 | 3 | 4 |              | Periods in theory | Periods in Practice/ Discuss | Hours self-study |   |   |                      |
| <b>General Course (Available course for each semester)</b> |  | <b>11</b>                  |   |   |   | <b>15,62</b> | <b>165</b>        | <b>0</b>                     | <b>330</b>       |   |   |                      |
| FL700020   | Foreign Language                         | 5                          |   |   |   | 7,1          | 75                | 0                            | 150              | Lecture, Discussion, Classroom Activities | Multiple choice questions, Practice test            |                      |
| SH700020   | Philosophy                               | 4                          |   |   |   | 5,68         | 60                | 0                            | 120              | Lecture, Discussion, Classroom Activities | Essay   | 60                   |
| IN700000   | Research Methodology                     | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Presentation and Discussion               | Essay   | 60                   |
| <b>Semester 1</b>  |  | <b>17</b>                  |   |   |   | <b>24,14</b> | <b>255</b>        | <b>0</b>                     | <b>510</b>       |   |   |                      |
| BA701250   | Advanced Financial Management            | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Presentation and Discussion               | Multiple choice question, Constructed response test | 50                   |
| BA701170   | Advanced Marketing Management            | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion                       | Report  | 60                   |
|  | Elective course 1 (at least 3)           | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               |   |   |                      |
|  | Elective course 2 (at least 3 credits)   | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               |   |   |                      |
|  | Elective course 3 (at least 3)           | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               |   |   |                      |
|  | Elective course 4 (at least 2 credits)   | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               |   |   |                      |
| <b>Selective courses</b>                                   |  |                            |   |   |   | <b>0</b>     |                   |                              |                  |   |   |                      |
| BA701020   | Research Methodology Applied in Business | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion                       | Report  | 60                   |

|          |   |   |  |  |  |      |    |   |    |   |        |    |
|----------|---|---|--|--|--|------|----|---|----|---|--------|----|
| MS701410 | Business Statistics                                 | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Presentation, discussion, conversation                  | Test   | 60 |
| BA701010 | Financial Statement Analysis                        | 2 |  |  |  | 2,84 | 30 | 0 | 60 | Presentation of lecturer; Discussion                    | Report | 60 |
| BA701280 | Quantitative Research Methodology                   | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 50 |
| BA701300 | Qualitative Research Methodology                    | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 50 |
| BA701030 | Project Management                                  | 2 |  |  |  | 2,84 | 30 | 0 | 60 | Lecture, Discussion, Presentation                       | Report | 50 |
| BA701040 | Strategy Management                                 | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 60 |
| BA701060 | Leadership & Team Management                        | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 60 |
| BA701100 | Corporate Social Responsibility and Business Ethics | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 60 |
| BA701080 | Strategic Human Resource Management                 | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 60 |
| BA701120 | Logistics Service Management                        | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lecture, Discussion                                     | Report | 60 |
| BA701110 | International Transport Management                  | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lectures, Class and group activities, Class discussions | Report | 60 |
| BA701130 | Warehouse and Inventory Management                  | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lectures, Class and group activities, Class discussions | Report | 60 |
| BA701160 | Global Sourcing Management                          | 3 |  |  |  | 4,26 | 45 | 0 | 90 | Lectures, Class and group activities, Class discussions | Report | 60 |

|                   |   |   |           |  |  |              |            |          |            |  |         |    |
|-------------------|---|---|-----------|--|--|--------------|------------|----------|------------|--|---------|----|
| BA701190          | Market-based Marketing Management           | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecturing<br>Discussion, Q&A                     | Report  | 60 |
| BA701200          | Advanced Services marketing                 | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                              | Report  | 60 |
| BA701180          | Advanced International Marketing Management | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Presentation<br>Reviewing and Lecturing          | Project | 50 |
| BA701240          | Innovation and Entrepreneurship             | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                              | Report  | 50 |
| BA701070          | Advanced Organizational Behavior            | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                              | Report  | 60 |
| BA701220          | Advanced Consumer Behavior                  | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                              | Report  | 60 |
| BA701090          | Negotiation                                 | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, group discussion, class discussion, Q&A | Report  | 60 |
| <b>Semester 2</b> |   |   | <b>17</b> |  |  | <b>24,14</b> | <b>255</b> | <b>0</b> | <b>510</b> |  |         |    |
| BA701260          | Advanced Human Resource Management          | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                              | Report  | 60 |
| BA701270          | Advanced Operation Management               | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, discussion                              | Report  | 60 |
|                   | Elective course 5 (at least 3 credits)      | 3 |           |  |  | 4,26         | 45         | 0        | 90         |  |         |    |
|                   | Elective course 6 (at least 3 credits)      | 3 |           |  |  | 4,26         | 45         | 0        | 90         |  |         |    |
|                   | Elective course 7 (at least 3 credits)      | 3 |           |  |  | 4,26         | 45         | 0        | 90         |  |         |    |
|                   | Elective course 8 (at least 2 credits)      | 2 |           |  |  | 2,84         | 30         | 0        | 60         |  |         |    |

|                   |                   |                 |           |           |          |              |                       |            |              |          |        |     |
|-------------------|-------------------|-----------------|-----------|-----------|----------|--------------|-----------------------|------------|--------------|----------|--------|-----|
| <b>Semester 3</b> |                   |                 |           | <b>6</b>  |          | <b>10,98</b> |                       | <b>180</b> | <b>180</b>   |          |        |     |
| BA701710          | Internship 1      |                 |           | 3         |          | 5,49         |                       | 90         | 90           | Advising | Report | 100 |
| BA701720          | Internship 2      |                 |           | 3         |          | 5,49         |                       | 90         | 90           | Advising | Report | 100 |
| <b>Semester 4</b> |                   |                 |           | <b>9</b>  |          | <b>16,47</b> | <b>0</b>              | <b>270</b> | <b>270</b>   |          |        |     |
| BA701980          | Graduation thesis |                 |           | 9         |          | 16,47        | 0                     | 270        | 270          |          | Thesis | 100 |
| <b>Overall</b>    |                   | <b>17</b>       | <b>17</b> | <b>6</b>  | <b>9</b> | <b>91</b>    | <b>675</b>            | <b>450</b> | <b>1.800</b> |          |        |     |
|                   |                   | <b>Credits:</b> |           | <b>90</b> |          |              | <b>Contact hours:</b> | <b>938</b> |              |          |        |     |

The application-oriented MBA programme strikes a balance between theoretical knowledge and practical skills. Approximately 50 % of the subjects contribute to knowledge outcomes (PLO2), while 38.2 % of the subjects focus on practical issues and experimentation (PLO3, PLO4). These modules, led by university lecturers or industry experts, offer students the opportunity to visit businesses, analyse case studies, and gain hands-on experience. This approach ensures that graduates gain both theoretical understanding and practical skills, preparing them for professional settings.

**Table 13: Curriculum (the MAC programme with research orientation)**

| Course ID  | Course title                            | Credit Points per Semester |           |   |   | ECTS         | Workload          |                              |                  | Method of Teaching                        | Form of examinations      | Weight of Final exam |
|--|---|----------------------------|-----------|---|---|--------------|-------------------|------------------------------|------------------|---|---------------------------|----------------------|
|  |   | 1                          | 2         | 3 | 4 |              | Periods in theory | Periods in Practice/ Discuss | Hours self-study |   |                           |                      |
| <b>General Course</b> (Available course for each semester) |   | <b>11</b>                  |           |   |   | <b>15,62</b> | <b>165</b>        | <b>0</b>                     | <b>330</b>       |   |                           |                      |
| FL700020   | Foreign Language                        | 5                          |           |   |   | 7,1          | 75                | 0                            | 150              | Lecture, Discussion, Classroom Activities | Multiple choice questions |                      |
| SH700020   | Philosophy                              | 4                          |           |   |   | 5,68         | 60                | 0                            | 120              | Lecture, Discussion, Classroom Activities | Essay                     |                      |
| IN700000   | Research Methodology                    | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Presentation and Discussion               | Essay                     |                      |
| <b>Semester 1</b>  |   | <b>10</b>                  |           |   |   | <b>14,20</b> | <b>150</b>        | <b>0</b>                     | <b>300</b>       |   |                           |                      |
| MS701410   | Business Statistic                      | 3                          |           |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                           |                      |
| AC701030   | Advanced Financial Accounting           | 3                          |           |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                           |                      |
| <b>Selective courses</b>                                   |   |                            |           |   |   |              |                   |                              |                  |   |                           |                      |
| BA701230   | Management Economic                     | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                           |                      |
| FB701090   | International Finance                   | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                           |                      |
| BA701030   | Project Management                      | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion,                      |                           |                      |
| AC701010   | Accounting Theory                       | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                           |                      |
| AC701130   | Tools for processing and analyzing data | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                           |                      |
| AC701050   | Law of Accounting & Auditing            | 2                          |           |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                           |                      |
| <b>Semester 2</b>  |   |                            | <b>12</b> |   |   | <b>17,04</b> | <b>180</b>        | <b>0</b>                     | <b>360</b>       |   |                           |                      |
| AC701020   | Advanced Managerial Accounting          |                            | 3         |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                           |                      |

| <b>Selective courses</b> |  |  |   |           |              |            |          |            |   |  |
|--------------------------|--|--|---|-----------|--------------|------------|----------|------------|---|--|
| BA701080                 | Strategic Human Resource Management            |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| FB701180                 | Business Ethics                                |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701060                 | Advanced Auditing                              |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701070                 | International Accounting                       |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701080                 | Financial Management                           |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701090                 | Accounting Information System                  |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701160                 | Financial Statements and Social Responsibility |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701170                 | International Accounting Standards             |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701190                 | Financial Consolidation                        |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701200                 | Internal Auditing                              |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701210                 | Accounting Analytics                           |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701230                 | Financial Risk Management                      |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| <b>Semester 3</b>        |  |  |   | <b>12</b> | <b>17,04</b> | <b>180</b> | <b>0</b> | <b>360</b> |   |  |
| AC701220                 | Research Methodology in Accounting             |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701240                 | Project 1: Proposal                            |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |
| AC701250                 | Project 2: Literature Review                   |  | 3 |           | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |

|                   |                          |                 |           |           |           |           |                       |            |              |  |       |      |
|-------------------|--------------------------|-----------------|-----------|-----------|-----------|-----------|-----------------------|------------|--------------|--|-------|------|
| AC7019900         | Master Thesis's Proposal |                 |           | 3         |           | 4,26      | 45                    | 0          | 90           |  | Essay | 100% |
| <b>Semester 4</b> |                          |                 |           |           | 15        | 27,45     | 0                     | 450        | 450          |  |       |      |
| AC701000          | Master Thesis            |                 |           |           | 15        | 27,45     | 0                     | 450        | 450          |  | Essay | 100% |
| <b>Overall</b>    |                          | <b>21</b>       | <b>12</b> | <b>12</b> | <b>15</b> | <b>91</b> | <b>675</b>            | <b>450</b> | <b>1.800</b> |  |       |      |
|                   |                          | <b>Credits:</b> |           | <b>90</b> |           |           | <b>Contact hours:</b> |            | <b>938</b>   |  |       |      |

The research-oriented Master of Accounting programme focuses on forming and developing professional knowledge, skills, and research methods so that students can complete their master's thesis. At the same time, students also conduct scientific projects that are published in national and international journals and yearbooks.



**Table 14: Curriculum (the MAc programme with application orientation)**

| Course ID  | Course title                            | Credit Points per Semester |   |   |   | ECTS         | Workload          |                              |                  | Method of Teaching                        | Form of examinations | Weight of Final exam |
|--|---|----------------------------|---|---|---|--------------|-------------------|------------------------------|------------------|---|----------------------|----------------------|
|  |   | 1                          | 2 | 3 | 4 |              | Periods in theory | Periods in Practice/ Discuss | Hours self-study |   |                      |                      |
| <b>General Course</b> (Available course for each semester) |   | <b>11</b>                  |   |   |   | <b>15,62</b> | <b>165</b>        | <b>0</b>                     | <b>330</b>       |   |                      |                      |
| FL700020   | Foreign Language                        | 5                          |   |   |   | 7,1          | 75                | 0                            | 150              | Lecture, Discussion,                      | Multiple choice      |                      |
| SH700020   | Philosophy                              | 4                          |   |   |   | 5,68         | 60                | 0                            | 120              | Lecture, Discussion, Classroom Activities | Essay                |                      |
| IN700000   | Research Methodology                    | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Presentation and Discussion               | Essay                |                      |
| <b>Semester 1</b>  |   | <b>16</b>                  |   |   |   | <b>22,72</b> | <b>240</b>        | <b>0</b>                     | <b>480</b>       |   |                      |                      |
| MS701410   | Business Statistic                      | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                      |                      |
| AC701030   | Advanced Financial Accounting           | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                      |                      |
| <b>Selective courses 1</b>                                 |   |                            |   |   |   |              |                   |                              |                  |   |                      |                      |
| BA701230   | Management Economic                     | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                      |                      |
| FB701090   | International Finance                   | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                      |                      |
| BA701030   | Project Management                      | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                      |                      |
| AC701010   | Accounting Theory                       | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                      |                      |
| AC701130   | Tools for processing and analyzing data | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                      |                      |
| AC701050   | Law of Accounting & Auditing            | 2                          |   |   |   | 2,84         | 30                | 0                            | 60               | Lecture, Discussion, Classroom Activities |                      |                      |
| <b>Selective courses 2</b>                                 |   |                            |   |   |   |              |                   |                              |                  |   |                      |                      |
| BA701080   | Strategic Human Resource Management     | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                      |                      |
| FB701180   | Business Ethics                         | 3                          |   |   |   | 4,26         | 45                | 0                            | 90               | Lecture, Discussion, Classroom Activities |                      |                      |

|                            |  |   |           |  |  |              |            |          |            |   |  |  |
|----------------------------|--|---|-----------|--|--|--------------|------------|----------|------------|---|--|--|
| AC701060                   | Advanced Auditing                              | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701070                   | International Accounting                       | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701080                   | Financial Management                           | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701090                   | Accounting Information System                  | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701160                   | Financial Statements and Social Responsibility | 3 |           |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| <b>Semester 2</b>          |  |   | <b>18</b> |  |  | <b>25,56</b> | <b>270</b> | <b>0</b> | <b>540</b> |   |  |  |
| AC701020                   | Advanced Managerial Accounting                 |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| <b>Selective courses 3</b> |  |   |           |  |  | <b>0</b>     |            |          |            |   |  |  |
| AC701170                   | International Accounting Standards             |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701190                   | Financial Consolidation                        |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701200                   | Internal Auditing                              |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701210                   | Accounting Analytics                           |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701230                   | Financial Risk Management                      |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701220                   | Research Methodology in Accounting             |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |
| AC701240                   | Project 1: Proposal                            |   | 3         |  |  | 4,26         | 45         | 0        | 90         | Lecture, Discussion, Classroom Activities |  |  |

|                   |                              |                 |           |           |          |                       |            |            |              |   |       |      |
|-------------------|------------------------------|-----------------|-----------|-----------|----------|-----------------------|------------|------------|--------------|---|-------|------|
| AC701250          | Project 2: Literature Review |                 | 3         |           |          | 4,26                  | 45         | 0          | 90           | Lecture, Discussion, Classroom Activities |       |      |
| <b>Semester 3</b> |                              |                 |           | <b>6</b>  |          | <b>10,98</b>          | <b>0</b>   | <b>180</b> | <b>180</b>   |   |       |      |
| AC701710          | Internship 1                 |                 |           | 3         |          | 5,49                  | 0          | 90         | 90           |   | Essay | 100% |
| AC701720          | Internship 2                 |                 |           | 3         |          | 5,49                  | 0          | 90         | 90           |   | Essay | 100% |
| <b>Semester 4</b> |                              |                 |           | <b>9</b>  |          | <b>16,47</b>          | <b>0</b>   | <b>270</b> | <b>270</b>   |   |       |      |
| AC701980          | Master's Project             |                 |           | 9         |          | 16,47                 | 0          | 270        | 270          |   | Essay | 100% |
| <b>Overall</b>    |                              | <b>27</b>       | <b>18</b> | <b>6</b>  | <b>9</b> | <b>91</b>             | <b>675</b> | <b>450</b> | <b>1.800</b> |   |       |      |
|                   |                              | <b>Credits:</b> |           | <b>90</b> |          | <b>Contact hours:</b> |            | <b>938</b> |              |   |       |      |

The Master of Accounting focuses on forming and developing professional knowledge, skills, and practical applied research methods at enterprises to help students complete applied research topics, provide possible solutions and ideas for businesses.

**Table 15: Curriculum (SBEM)**

| Course code         | Title of Course Unit   | Credit Points per Semester |   |   |   |   |   |   |   | ECTS | Workload          |                      |                  | Method of Teaching<br>i.e. lecture course, seminar | Form of Examinations                                    | Weight of Final exam (%) |
|---------------------|--|----------------------------|---|---|---|---|---|---|---|------|-------------------|----------------------|------------------|--|---|--------------------------|
|                     |  | 1                          | 2 | 3 | 4 | 5 | 6 | 7 | 8 |      | Periods in theory | Periods in Exercise/ | Hours Self-Study |  |   |                          |
| <b>1st Semester</b> |  |                            |   |   |   |   |   |   |   |      |                   |                      |                  |  |   |                          |
| 302053              | Introduction to Laws   | 2                          |   |   |   |   |   |   |   | 2,84 | 30                | 0                    | 60               | Lecture and Discussion                             | Multiple choice question, Process exercise              | 50                       |
| L00019              | Essential Skills for Sustainable Development - Life Attitude 1 | 0                          |   |   |   |   |   |   |   | 0    |                   |                      |                  | Lecture and Discussion                             | Process exercise, Practice test, Report                 | 70                       |
| D02031              | National Defense and Security Education (certificate)          | 0                          |   |   |   |   |   |   |   | 0    |                   |                      |                  | Lecture, Discussion, Group work, presentation      | Multiple choice questions, Presentation, Practice test. | 70                       |
| G01001              | Fundamentals of Informatics 1                                  | 2                          |   |   |   |   |   |   |   | 3,25 | 15                | 30                   | 60               | Presentation, Interpretation, Illustration.        | Practice test   | 60                       |
| D03030              | Introduction to Sport Business and Event Management Major      | 1                          |   |   |   |   |   |   |   | 1,42 | 15                | 0                    | 30               | Lecture, Discussion, presentation                  | Process exercise, Report                                | 60                       |
| D03041              | Introduction to Sport Management                               | 3                          |   |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Discussion, Group work, presentation      | concentration exam                                      | 50                       |
| <b>2nd Semester</b> |  |                            |   |   |   |   |   |   |   |      |                   |                      |                  |  |   |                          |
| 306102              | Philosophy of Marxism and Leninism                             |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Discussion                                | Process exercise, Multiple choice question              | 50                       |
| P15001              | English 1  |                            | 5 |   |   |   |   |   |   | 7,10 | 75                | 0                    | 150              | Lecture and Discussion, Group work, Presentation   | Multiple choice questions, Oral Tests, Practice test.   | 40                       |
| G01002              | Fundamentals of Informatics 2                                  |                            | 2 |   |   |   |   |   |   | 3,25 | 15                | 30                   | 60               | Presentation, Interpretation, Illustration.        | Practice test,  | 60                       |
| D03155              | Principles of Marketing  |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Discussion, Group work, Presentation      | Process exercise, Presentation, Report                  | 50                       |
| D03001              | Sport Business Management                                      |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Presentation, Illustration, Discussion    | Process exercise, Presentation, Report                  | 50                       |
| D03076              | Organizing System and Characteristics of Individual Sports     |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecturing and discussing                           | Process exercise, Process exercise                      | 50                       |
| 21152_220D03        | Elective sport Subjects  |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test   | 70                       |
| D03144              | Swimming Major   |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test   | 70                       |
| D03145              | Football Major   |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test   | 70                       |
| D03146              | Volleyball Major   |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test   | 70                       |
| D03147              | Basketball Major   |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test   | 70                       |

|                        |  |  |   |   |  |  |  |  |  |  |  |  |  |  |      |    |    |     |  |   |    |
|------------------------|--|--|---|---|--|--|--|--|--|--|--|--|--|--|------|----|----|-----|--|---|----|
| D03148                 | Taekwondo  |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| D03149                 | Traditional Martial Art  |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| D03150                 | Gym & Fitness  |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| D03151                 | Yoga   |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| D03152                 | Badminton Major  |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| D03153                 | Tennis   |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| D03154                 | Golf   |  | 2 |   |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| <b>Summer Semester</b> |  |  |   |   |  |  |  |  |  |  |  |  |  |  |      |    |    |     |  |   |    |
| D03068                 | Internship Course 1  |  |   | 1 |  |  |  |  |  |  |  |  |  |  | 1,83 | 0  | 30 | 30  |  | Final Report  |    |
| <b>3rd Semester</b>    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |      |    |    |     |  |   |    |
| 306103                 | Political Economics of Marxism and Leninism                    |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture and Discussion                           | Process exercise, Multiple choice questions             | 50 |
| P15002                 | English 2  |  |   | 5 |  |  |  |  |  |  |  |  |  |  | 7,10 | 75 | 0  | 150 | Lecture and Discussion, Group work, Presentation | Multiple choice questions, Oral Tests, Practice test,   | 40 |
| L00033                 | Essential Skills for Sustainable Development - Life Attitude 2 |  |   | 0 |  |  |  |  |  |  |  |  |  |  | 0    |    |    |     | Lecture, Q&A, Presentation                       | Process exercise, Practice test, Report                 | 70 |
| D03072                 | Event Management   |  |   | 3 |  |  |  |  |  |  |  |  |  |  | 4,26 | 45 | 0  | 90  | Lecture, Discussion, Group work, Presentation    | Process exercise, Presentation, report                  | 50 |
| D03077                 | Organizing System and Characteristics of Team Sport            |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Group work, Presentation    | Process exercise, Multiple choice questions             | 50 |
| 21152_220D03           | Elective sport Subjects *Similar to (B24:B34)                  |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60  | Lecture, discussion and practice                 | Practice test   | 70 |
| <b>4th Semester</b>    |  |  |   |   |  |  |  |  |  |  |  |  |  |  |      |    |    |     |  |   |    |
| 306104                 | Scientific Socialism   |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Q&A                         | Process exercise, Multiple choice question,             | 50 |
| D03156                 | Mass communication   |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Case study                  | Process exercise, Multiple choice question, Constructed | 50 |
| D03158                 | Human resource management in sport & event                     |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Group work Presentation     | Multiple choice question, Presentation, Report          | 50 |
| D03045                 | Sport Economics  |  |   | 3 |  |  |  |  |  |  |  |  |  |  | 4,26 | 45 | 0  | 90  | Lecture, Discussion, Q&A                         | Process exercise, Presentation, Report                  | 50 |
| D03065                 | Event Marketing  |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Group work                  | Process exercise, Presentation, Report                  | 50 |
| D03137                 | Consumer Behaviour in Sport & Event                            |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Group work                  | Process exercise, Presentation, Report                  | 50 |
| D03138                 | Event Creation   |  |   | 2 |  |  |  |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60  | Lecture, Discussion, Group work                  | Process exercise, Presentation, Report                  | 50 |



| 6th Semester  |  |            |           |          |           |           |          |           |           |          |          |           |  |              |              |            |              |     |   |   |     |
|---|--|------------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|----------|-----------|--|--------------|--------------|------------|--------------|-----|---|---|-----|
| 306106  | Ho Chi Minh Ideology   |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Multiple choice question, Report                    | 70  |
| L00050  | Essential Skills for Sustainable Development                             |            |           |          |           |           |          |           |           |          |          | 4         |  |              | 7,89         | 0          | 140          | 120 | Lecture, Discussion, Group work, Presentation | Multiple choice question, Presentation, Report      | 50  |
| D03049  | Sport Facility Management  |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work               | Process exercise, Presentation, Report              | 50  |
| D03051  | Research Methods in Sport Management                                     |            |           |          |           |           |          |           |           |          |          | 3         |  |              | 4,26         | 45         | 0            | 90  | Lecture, Discussion, Group work               | Process exercise, Presentation, Report              | 50  |
| D03157  | Legal aspects in sport & event   |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, case study   |   | 50  |
| D03006  | Sport Finance  |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work               | Process exercise, Multiple choice questions, Exam   | 50  |
| D03092  | Sales Management in Sport Industry                                       |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, case study   | Process exercise, Presentation, Report              | 50  |
| 21143_220D03  | Soft skill Subjects  |            |           |          |           |           |          |           |           |          |          | 0         |  |              |              |            |              |     | Lecture, Discussion, Group work, Presentation | Multiple choice question, Presentation, Report      | 50  |
| 21151_220D03  | Elective Subjects 1 *Similar to (B54:B61)                                |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Multiple choice questions, Report | 50  |
| Summer Semester   |  |            |           |          |           |           |          |           |           |          |          |           |  |              |              |            |              |     |   |   |     |
| D03070  | Internship Course 3  |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 3,66         | 0          | 60           | 60  |   |   |     |
| 7th Semester  |  |            |           |          |           |           |          |           |           |          |          |           |  |              |              |            |              |     |   |   |     |
| D03042  | Sport Club Management  |            |           |          |           |           |          |           |           |          |          | 3         |  |              | 4,26         | 45         | 0            | 90  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report              | 50  |
| D03073  | Social Event Management  |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report              | 50  |
| 21151_220D03  | Elective Subjects 1 *Similar to (B54:B61)                                |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 3,66         | 0          | 60           | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Multiple choice questions, Report | 50  |
| 8th Semester  |  |            |           |          |           |           |          |           |           |          |          |           |  |              |              |            |              |     |   |   |     |
| D03100  | Graduation Internship  |            |           |          |           |           |          |           |           |          |          | 4         |  |              | 7,32         | 0          | 120          | 120 | Lecture, Discussion                           | Report  | 50  |
| D03CM6  | Professional Skills Exam   |            |           |          |           |           |          |           |           |          |          | 1         |  | 1            | 1            | 0          | 0            | 30  | Lecture, Discussion                           | Concentration exam                                  | 50  |
| D03101  | Graduation thesis (or graduation project or elective graduation courses) |            |           |          |           |           |          |           |           |          |          | 8         |  |              | 14,64        | 0          | 240          | 240 | Lecture, Discussion                           | Report  | 100 |
| D03062  | Public relations in sport (elective graduation course)                   |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report              | 50  |
| D03091  | Business starter (elective graduation course)                            |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report              | 50  |
| D03139  | Brand management (elective graduation course)                            |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report              | 50  |
| D03159  | Sport tourism and leisure (elective graduation course)                   |            |           |          |           |           |          |           |           |          |          | 2         |  |              | 2,84         | 30         | 0            | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report              | 50  |
| D03140  | Graduation project   |            |           |          |           |           |          |           |           |          |          | 8         |  |              | 14,64        | 0          | 240          | 240 | Lecture, Discussion, Group work,              | Implementation, Report                              | 50  |
|   | <b>Total</b>   | <b>8</b>   | <b>21</b> | <b>1</b> | <b>14</b> | <b>19</b> | <b>1</b> | <b>19</b> | <b>19</b> | <b>2</b> | <b>7</b> | <b>13</b> |  | <b>189</b>   | <b>1.365</b> | <b>980</b> | <b>3.720</b> |     |   |   |     |
|   |  | <b>124</b> |           |          |           |           |          |           |           |          |          |           |  | <b>1.954</b> |              |            |              |     |   |   |     |
| <b>(Contact hours)</b>  |  |            |           |          |           |           |          |           |           |          |          |           |  |              |              |            |              |     |   |   |     |
| <i>Note: Construct response test is short answer test and case studies.</i> |  |            |           |          |           |           |          |           |           |          |          |           |  |              |              |            |              |     |   |   |     |

Graduates of the Bachelor of Sports Management programme – major in SBEM are fully equipped with knowledge, skills, and attitudes, meeting the common graduation requirements of a Bachelor programme in Vietnam. The highlight of this programme is to focus on providing basic knowledge of the sports business and event management industry, while combining it with practical knowledge and skills related to the professional field of sports and events to develop specific professional skills. Through four internships at businesses in the programme, students are exposed to and learn practical knowledge and skills that businesses need. This helps graduates integrate better into the labour market and meet the needs of employers in this field.

**Table 16: Curriculum (Golf)**

| Course code                    | Title of Course Unit                                  | Credit Points per Semester |   |   |   |   |   |   |   | ECTS | Workload          |                      |                  | Method of Teaching<br>i.e. lecture course, seminar | Form of Examinations                                   | Weight of Final exam (%) |
|--------------------------------|---|----------------------------|---|---|---|---|---|---|---|------|-------------------|----------------------|------------------|--|--|--------------------------|
|                                |   | 1                          | 2 | 3 | 4 | 5 | 6 | 7 | 8 |      | Periods in theory | Periods in Exercise/ | Hours Self-Study |  |  |                          |
| <b>1st Semester</b>            |   |                            |   |   |   |   |   |   |   |      |                   |                      |                  |  |  |                          |
| 302053                         | Introduction to Laws                                  | 2                          |   |   |   |   |   |   |   | 2,84 | 30                | 0                    | 60               | Lecture and Discussion                             | Multiple choice question, Process exercise             | 50                       |
| L00019                         | Essential Skills for Sustainable Development -        | 0                          |   |   |   |   |   |   |   | 0    |                   |                      |                  | Lecture and Discussion                             | Process exercise, Practice test, Report                | 70                       |
| D02031                         | National Defense and Security Education (certificate) | 0                          |   |   |   |   |   |   |   | 0    |                   |                      |                  | Lecture, Discussion, Group work, presentation      | Multiple choice questions, Presentation, Practice test | 70                       |
| G01001                         | Fundamentals of Informatics 1                         | 2                          |   |   |   |   |   |   |   | 3,25 | 15                | 30                   | 60               | Presentation, Interpretation, Illustration,        | Practice test  | 60                       |
| D04075                         | Introduction to Golf Major                            | 3                          |   |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Discussion, presentation                  | Process exercise, Presentation, Report                 | 50                       |
| D04029                         | The Exercise Physiology of Golf                       | 2                          |   |   |   |   |   |   |   | 2,84 | 30                | 0                    | 60               | Lecture, Discussion, Group work, presentation      | Process exercise, Presentation, Report                 | 50                       |
| D04011                         | Middle Iron Shot Training                             | 2                          |   |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test  | 50                       |
| <b>2<sup>nd</sup> Semester</b> |   |                            |   |   |   |   |   |   |   |      |                   |                      |                  |  |  |                          |
| 306102                         | Philosophy of Marxism and Leninism                    |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Discussion                                | Process exercise, Multiple choice question             | 50                       |
| P15001                         | English 1   |                            | 5 |   |   |   |   |   |   | 7,1  | 75                | 0                    | 150              | Lecture and Discussion, Group work, Presentation   | Multiple choice questions, Oral Tests, Practice test   | 40                       |
| G01002                         | Fundamentals of Informatics 2                         |                            | 2 |   |   |   |   |   |   | 3,25 | 15                | 30                   | 60               | Presentation, Interpretation, Illustration,        | Practice test  | 60                       |
| D03155                         | Principles of Marketing                               |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Discussion, Group work, Presentation      | Process exercise, Presentation, Report                 | 50                       |
| D03001                         | Sport Business Management                             |                            | 3 |   |   |   |   |   |   | 4,26 | 45                | 0                    | 90               | Lecture, Presentation, Illustration, Discussion    | Process exercise, Presentation, Report                 | 50                       |
| D04012                         | Short Iron Shot Training                              |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Practice test  | 50                       |
| D04076                         | Putting Training                                      |                            | 2 |   |   |   |   |   |   | 3,66 | 0                 | 60                   | 60               | Lecture, discussion and practice                   | Process exercise, Practice test                        | 50                       |





|                        |  |  |  |  |   |  |  |  |  |  |  |  |      |    |    |    |   |  |    |  |
|------------------------|--|--|--|--|---|--|--|--|--|--|--|--|------|----|----|----|---|--|----|--|
| D03137                 | Consumer Behaviour in Sport & Event            |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture and Discussion                        | Process exercise, Presentation, Report             | 50 |  |
| D03156                 | Mass communication                             |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture and Discussion                        | Process exercise, Presentation, Report             | 50 |  |
| D04004                 | History and Sociology of Golf                  |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture and Discussion                        | Process exercise, Presentation, Report             | 50 |  |
| <b>4th Semester</b>    |  |  |  |  |   |  |  |  |  |  |  |  |      |    |    |    |   |  |    |  |
| 306104                 | Scientific Socialism                           |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture, Discussion, Q&A                      | Process exercise, Multiple choice question.        | 50 |  |
| D03045                 | Sport Economics                                |  |  |  | 3 |  |  |  |  |  |  |  | 4,26 | 45 | 0  | 90 | Lecture, Discussion, Q&A                      | Process exercise, Multiple choice question, Report | 50 |  |
| D03158                 | Human resource management in sport & event     |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture, Discussion, Group work Presentation  | Multiple choice question, Presentation, Report     | 50 |  |
| D04072                 | The Coaching Theory and Methodology of Golf    |  |  |  | 3 |  |  |  |  |  |  |  | 4,26 | 45 | 0  | 90 | Lecture, Discussion, Group work               | Process exercise, Presentation, Report             | 50 |  |
| D04013                 | Wood Shot Training                             |  |  |  | 2 |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60 | Lecture, discussion and practice              | Practice test                                      | 50 |  |
| D04023                 | Technique Iron Shot Training                   |  |  |  | 2 |  |  |  |  |  |  |  | 3,66 | 0  | 60 | 60 | Lecture, discussion and practice              | Practice test                                      | 50 |  |
| D04042                 | Golf Professional Athletics 2                  |  |  |  | 1 |  |  |  |  |  |  |  | 1,83 | 0  | 30 | 30 | Lecture, discussion and practice              | Process exercise, Practice test                    | 70 |  |
| 29508_230D04           | Self skill Subjects                            |  |  |  | 0 |  |  |  |  |  |  |  | 0    |    |    |    |   |  |    |  |
| 29518_230D04           | Elective Subjects 2 *Similar to (B43:B47)      |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture and Discussion                        | Process exercise, Presentation, Report             |    |  |
| <b>Summer Semester</b> |  |  |  |  |   |  |  |  |  |  |  |  |      |    |    |    |   |  |    |  |
| D04058                 | Internship Course 2                            |  |  |  | 1 |  |  |  |  |  |  |  | 1,83 | 0  | 30 | 30 |   | Final Report                                       |    |  |
| <b>5th Semester</b>    |  |  |  |  |   |  |  |  |  |  |  |  |      |    |    |    |   |  |    |  |
| 306105                 | History of Vietnamese Communist Party          |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture, Discussion & Group presentation      | Process exercise, Multiple choice question         | 50 |  |
| 306106                 | Ho Chi Minh Ideology                           |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture, Discussion, Group work, Presentation | Multiple choice question, Report                   | 70 |  |
| L00041                 | Essential Skills for Sustainable Development - |  |  |  | 0 |  |  |  |  |  |  |  | 0    |    |    |    | Lecture, Discussion, Q&A                      | Process exercise, Presentation, Report             | 50 |  |
| D03047                 | Sport Marketing and Sponsorship                |  |  |  | 3 |  |  |  |  |  |  |  | 4,26 | 45 | 0  | 90 | Lecture, Discussion, Group work Presentation  | Process exercise, Presentation, Report             | 50 |  |
| D04017                 | Golf Business                                  |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture, Discussion, Group work               | Process exercise, Presentation, Report             | 50 |  |
| D04070                 | Golf Course Facilities                         |  |  |  | 3 |  |  |  |  |  |  |  | 4,26 | 45 | 0  | 90 | Lecture, Discussion, Group work               | Process exercise, Presentation, Report             | 50 |  |
| D04030                 | Golf Fitness                                   |  |  |  | 2 |  |  |  |  |  |  |  | 2,84 | 30 | 0  | 60 | Lecture, Discussion, Group work               | Process exercise, Presentation, Report             | 50 |  |

|                        |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |      |    |     |     |   |   |     |
|------------------------|--|--|--|--|--|--|--|--|--|---|--|--|--|--|--|------|----|-----|-----|---|---|-----|
| D04043                 | Golf Professional Athletics 3                          |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1,83 | 0  | 30  | 30  | Lecture, discussion and practice              | Process exercise, Practice test                   | 70  |
| D04074                 | Image Analysis of Golf Swing                           |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  | 5,49 | 0  | 90  | 90  | Lecture, Discussion, Group work               | Process exercise, Presentation, Report            | 50  |
| 29517_230D04           | Elective Subjects 1 *Similar to (B33:B41)              |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1,83 | 0  | 30  | 30  | Lecture, discussion and practice              | Process exercise, Practice test                   |     |
| <b>6th Semester</b>    |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |      |    |     |     |   |   |     |
| L00050                 | Essential Skills for Sustainable Development           |  |  |  |  |  |  |  |  | 4 |  |  |  |  |  | 7,89 | 0  | 140 | 120 | Lecture, Discussion, Group work, Presentation | Multiple choice question, Presentation, Report    | 50  |
| D03006                 | Sport Finance  |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  | 2,84 | 30 | 0   | 60  | Lecture, Discussion, Group work               | Process exercise, Multiple choice questions, Exam | 50  |
| D04071                 | Management of Golf Events                              |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  | 4,26 | 45 | 0   | 90  | Lecture, Discussion, Group work               | Process exercise, Presentation, Report            | 50  |
| D04031                 | Wound & Rehabilitation                                 |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  | 2,84 | 30 | 0   | 60  | Lecture, Discussion, Group work               | Process exercise, Presentation, Report            | 50  |
| 29509_230D04           | Solf skill Subjects                                    |  |  |  |  |  |  |  |  | 0 |  |  |  |  |  | 0    |    |     |     |   |   |     |
| D04007                 | Building a Golf Instruction Course                     |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  | 2,84 | 30 | 0   | 60  | Lecture, Discussion, Group work               | Process exercise, Presentation, Report            | 50  |
| 29518_230D04           | Elective Subjects 2 *Similar to (B43:B47)              |  |  |  |  |  |  |  |  | 4 |  |  |  |  |  | 5,68 | 60 | 0   | 120 | Lecture and Discussion                        | Process exercise, Presentation, Report            |     |
| <b>Summer Semester</b> |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |      |    |     |     |   |   |     |
| D03070                 | Internship Course 3                                    |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  | 3,66 | 0  | 60  | 60  |   |   |     |
| <b>7th Semester</b>    |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |      |    |     |     |   |   |     |
| D04002                 | Researching Methodology in Sport                       |  |  |  |  |  |  |  |  | 3 |  |  |  |  |  | 4,26 | 45 | 0   | 90  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report            | 50  |
| D04032                 | Golf Professional Practical Skill Test                 |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1,83 | 0  | 30  | 30  | Lecture, discussion and practice              | Process exercise, Practice test                   | 70  |
| 29517_230D04           | Elective Subjects 1 *Similar to (B33:B41)              |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1,83 | 0  | 30  | 30  | Lecture, discussion and practice              | Process exercise, Practice test                   |     |
| <b>8th Semester</b>    |  |  |  |  |  |  |  |  |  |   |  |  |  |  |  |      |    |     |     |   |   |     |
| D04060                 | Golf Graduation Internship                             |  |  |  |  |  |  |  |  | 4 |  |  |  |  |  | 7,32 | 0  | 120 | 120 | Lecture, Discussion                           | Report  | 50  |
| D04CM6                 | Golf Pratical Skills                                   |  |  |  |  |  |  |  |  | 1 |  |  |  |  |  | 1    | 0  | 0   | 30  | Lecture, Discussion                           | Concentration exam                                | 100 |
| D04062                 | Graduation Thesis (or elective graduation courses)     |  |  |  |  |  |  |  |  | 8 |  |  |  |  |  | 14,6 | 0  | 240 | 240 | Lecture, Discussion                           | Report  | 100 |
|                        | <b>Elective graduation course</b>                      |  |  |  |  |  |  |  |  |   |  |  |  |  |  |      |    |     |     |   |   |     |
| D03062                 | Public Relations in Sport (elective graduation course) |  |  |  |  |  |  |  |  | 2 |  |  |  |  |  | 2,84 | 30 | 0   | 60  | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report            | 50  |

|   |   |            |           |          |           |           |          |           |           |          |          |           |              |              |              |              |   |  |    |
|---|---|------------|-----------|----------|-----------|-----------|----------|-----------|-----------|----------|----------|-----------|--------------|--------------|--------------|--------------|---|--|----|
| D03091  | Business Starter (elective graduation course)         |            |           |          |           |           |          |           |           |          |          | 2         | 2,84         | 30           | 0            | 60           | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report | 50 |
| D03139  | Brand Management (elective graduation course)         |            |           |          |           |           |          |           |           |          |          | 2         | 2,84         | 30           | 0            | 60           | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report | 50 |
| D03159  | Sport tourism & leisure (elective graduation course)  |            |           |          |           |           |          |           |           |          |          | 2         | 2,84         | 30           | 0            | 60           | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report | 50 |
| D04065  | Psychological Ages and Teaching (elective graduation) |            |           |          |           |           |          |           |           |          |          | 2         | 2,84         | 30           | 0            | 60           | Lecture, Discussion, Group work, Presentation | Process exercise, Presentation, Report | 50 |
|   | <b>Total</b>  | <b>11</b>  | <b>20</b> | <b>1</b> | <b>19</b> | <b>17</b> | <b>1</b> | <b>19</b> | <b>17</b> | <b>2</b> | <b>5</b> | <b>13</b> | <b>195</b>   | <b>1.215</b> | <b>1.310</b> | <b>3.750</b> |   |  |    |
|   |   | <b>125</b> |           |          |           |           |          |           |           |          |          |           | <b>2.104</b> |              |              |              |   |  |    |
| <b>Contact hours</b>  |   |            |           |          |           |           |          |           |           |          |          |           |              |              |              |              |   |  |    |
| <i>Note: Construct response test is short answer test and case studies.</i> |   |            |           |          |           |           |          |           |           |          |          |           |              |              |              |              |   |  |    |

The subjects in the Bachelor of Sports Management - Golf major have important contributions to PLO6, PLO7, PLO8, and PLO9. This continues to affirm the study programme's objectives of equipping learners with solid background knowledge in the field of golf management and business. Furthermore, the data shows that the subjects also contribute to the implementation of PLO4 and PLO5. These learning outcomes demonstrate the programme's commitment to developing soft skills for students, from management to promoting a spirit of honesty and professional responsibility. By focusing on these PLOs, the programme not only emphasizes the importance of providing theoretical knowledge and critical thinking, but also encourages students to develop self-study ability to improve their knowledge and professional expertise for the future. The subjects also contribute to the implementation of PLO2, PLO3 and PLO10, while promoting the importance of a comprehensive education. The subjects not only impart theoretical knowledge but also foster students' research capabilities and self-study skills to address societal issues.

Besides teaching and learning activities in the classroom, students participate in extra-curricular activities to training habits of active self-studies and creative thinking, develop soft skills (transferable skills) and professional ethics, teamwork skills, problem detection skills, problem handling skills for students to be proactive and ready for development opportunities including:

- (1) Academic and journal club activities at the faculty.
- (2) Participate in writing articles to attend seminars and publish in domestic and foreign journals.
- (3) Participating in professional workshops and international seminars organized by the faculty.<sup>36</sup>

#### Rationale for degree and programme name (Asterisk Criterion)

The study programmes' names follow the regulations of the Ministry about promulgating the list of education and training at undergraduate, Master, and Doctoral levels, and cannot be modified by the educational institution.<sup>37</sup> TDTU has also issued the list of degree and programme names in Vietnamese and English.<sup>38</sup> Name of degree programmes are used consistently across all documents such as programme specifications, diploma, and diploma supplement.

#### Integration of theory and practice (Asterisk Criterion)

##### **All study programmes**

The University describes the balance between theory and practice in the curriculum and course syllabi of the study programmes as follows:

A variety of teaching methods are applied to help students put their knowledge into action and solve real-world problems. Throughout the curriculum, to ensure the interrelation between theory and practice, every lecture is designed to have theoretical discourse and practical application complementing each other systematically. During each theory class, students are provided opportunities to practice (or apply) what they have just learned through different methods, including solving case studies or role-playing. In addition, there will be a stimulation class following a theory lecture. Lecturers do not only present the steps and theory of how to process and solve a real situation, but also demonstrate it practically. Students do not only learn how to apply a theory, but it is also explained why they need to do so. This will help students to have deep and clear knowledge of theories and procedures and to be able to analyse or even improve procedures themselves in the future. Additionally, in the learning assessment in the courses, there is a presentation assessment method to help students have skills to practice public talk and debate. Workshop activities help students learn and interact with representatives from businesses and learn experiences from them. In the Master programmes, the link between theory and practice is demonstrated through entry requirements and combined with the training process. Students enrolled in the programme must either be directly involved in specific roles within enterprises or be graduates with good grades to be eligible for further study. In the curriculum, there are many courses that integrate theory and practice such as:

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<sup>36</sup> <https://science.tdtu.edu.vn/en/research/Conferences-Seminars>, last accessed April 16, 2024.

<sup>37</sup> The names comply with Decree No. 24/2017/TT-BGDĐT and Decree No. 25/2017/TT-BGDĐT (October 10, 2017) of MOET.

<sup>38</sup> Decision No. 70/QĐ-TĐT dated November 1, 2022.

## **Master of Business Administration**

- **Research orientation:** Case study activities is a student-centered practice method, helping students gain useful skills such as deep thinking, negotiation, decision-making, and public speaking through Seminars 1 Change Management, 2 Strategic Information Management, and 3 Consumer Insights combined with the debate method. At the end of the modules, students must take a Master thesis course (BA701000) with 450 hours in practice.
- **Application orientation:** Students participating in field trips can visit and survey several state management agencies and departments at all levels or other enterprises of all economic sectors of Vietnam. This activity is applied to a group of modules of the major and is carried out in association with Internships 1, 2 (BA701710 & BA701720) with 90 hours in practice. It is required that they write a graduation thesis (BA701980) with 270 hours in practice.

## **Master of Accounting**

- **Research orientation:** The integration of theory and practice is demonstrated through the master's thesis (AC701000) and students must participate in a Master thesis course with 450 hours of practice.
- **Application orientation:** Students participate in internships at companies of all economic sectors in Vietnam. This activity is applied to a group of modules in the major and is carried out in conjunction with practice with 90 hours of practice such as Internship 1 (AC701710), Internship 2 (AC701720). The students are required to complete a graduation thesis with 270 hours of practice.

## **Bachelor of Sport Management**

Almost all of the subjects in the study programmes are associated with practice. Students will learn and gain practical knowledge at enterprises. In specialized subjects, there are exam forms including essay, report, project. Through these exam forms, students can learn to apply their knowledge in practice by running and managing clubs, participating in organizing events of different sizes.

Aside from theoretical knowledge including general education knowledge and industry related knowledge, each major is designed with professional internship modules at relevant enterprises. Students will learn and work as actual employees at the enterprise during their professional internship courses: Internship 1 (D03068), Internship 2 (D03069), Internship 3 (D03070), and Graduation Internship (D03100). The faculty will coordinate with enterprises to organise assessment and grading at the end of each professional internship. Organising internship courses at businesses for students helps them acquire practical knowledge and skills during their academic journey, enabling them to adapt quickly after graduation.

Especially in the Golf major, alongside theoretical courses, the programme also includes practical courses to equip students with the ability to master golf techniques such as: Short Iron Shot

Training (DO4012), Putting Training (DO4076), Driver Shot Training (DO4073), Technique Iron Shot Training (DO4023), and Wood Shot Training (DO4013).

### Interdisciplinary thinking

#### **All study programmes**

Interdisciplinary thinking of learners is developed throughout the curriculum. First, the study programmes focus on the creative ability of learners. To gain creative ability and think positively, the programmes provide subjects suitable for the trend of the economy and compatible with international programmes. Interdisciplinary thinking is developed through the interdisciplinary courses and graduation thesis. In addition, there are essay reports and final reports that require students to use actual data to calculate, analyse, evaluate, and state their views as well as propose suggestions for companies to improve their business. In their graduation thesis, students use their findings to suggest relevant policies and identify limitations.

Second, interdisciplinary thinking is developed through teaching and learning activities. The programme also focuses on the flexibility when choosing teaching methods, not only for specialized subjects but also for interdisciplinary subjects. The teaching method that is applied in interdisciplinary subjects combines lectures on background knowledge, discussions on real-life case studies, presentations on relevant topics, applying theory to practical modules or coursework projects, and final reports or replicated research. As a result, students are able to build up a way of interdisciplinary thinking to apply knowledge into realistic problems in their major.

Third, teaching materials of the programmes are used from textbooks of famous professors in the world. With the knowledge they have acquired through training, students will develop insights regarding their careers, as well as be able to apply the industry-specific and multidisciplinary knowledge they have gained.

#### **Master of Business Administration**

The following teaching methods are applied to help students develop interdisciplinary thinking:

- **Discussion method**: with this method, students are involved with the presenter, the speaker is not the lecturer. They are experts with extensive experience in economic and international cooperation from state management agencies, departments at all levels from central to local levels, or international organizations and non-profit organizations related to the work of formulating methods, policies, planning and managing international economic activities, or businesses of all economic sectors of Vietnam, from which students will apply knowledge of finance, accounting, management, international business to participate in discussions and present proposals to speakers. This method is applied to the following subjects: Market-based Marketing Management (BA701190), seminars 1,2,3 (BA701810, BA701820, BA701830), Creativity Innovation and Start-up (BA701240), Advanced Financial Management (BA701250), and Financial Statement Analysis (BA701010).
- **Project method**: This method gives students the ability to plan, organise, explore, and communicate on a topic independently and, going beyond this, students must apply their multidisciplinary knowledge to complete the assigned project under the guidance of the

teaching staff. It also enhances learning motivation and active learning because students have the freedom to choose what they want to present. This method is applied to specialized groups such as Project Management – BA701030, and Strategic Management – BA701040.

### **Master of Accounting**

Besides specialized knowledge related to specialized fields, the programme also has subjects to help students gain interdisciplinary knowledge such as: Business Statistic (MS701410); Management Economic (BA701230); International Finance (FB701090); Project Management (BA701030); Strategic Human Resource Management (BA701080); Business Ethics (FB701180).

### **Bachelor of the Sport Management**

One of the expected outcomes for students is the ability to organise events in the fields of culture, society, and daily life. In addition, they possess research skills and can propose solutions to adjust and create impactful initiatives within society. Therefore, students of the FSS are equipped with basic knowledge in the field to be able to understand and apply it in a complete, accurate, and creative way. The following courses foster this knowledge:

- The SBEM major: Sports Event Management (D03046), Social Event Management (D03073).
- The Golf major: Behaviour and Strategic of Sport Organization (D03079), Consumer Behaviour in Sport & Event (D03137), Mass Communication (D03156)

In addition, the graduation modules include an internship that every student must take before graduation. It is designed to integrate a comprehensive range of professional knowledge from various disciplines into real-world cases. This subject helps students develop their observations, analysis, and evaluation capabilities based on their previously acquired knowledge.

### Ethical aspects

TDTU graduates are expected to have good attitudes and good ethical behaviors by their employers. TDTU has established a thorough programme to educate TDTU student characteristics: discipline, politeness, professionalism, creativity, and devotion. A survey of the University has shown that these characteristics are appreciated by the job market.

The faculties uphold the TDTU ethical standards. There are regular activities to educate these characteristics, and homeroom teachers also educate TDTU students on these matters.

Firstly, students must have an honest, complete, and verifiable resume and background declaration for the entrance examination.

Secondly, the study programmes pay great attention to ethical aspects, especially professional and academic ethics. Therefore, this content must be included in the objectives and Programme Learning Outcomes. Goals and standards can be achieved through the process from the beginning until the student graduates. In the curriculum, all programmes offer courses which communicate ethical issues to the students in a direct or in an indirect way:



- MBA: Corporate Social Responsibility and Business Ethics (FB701180).
- MAc: Corporate Social Responsibility and Business Ethics (BA701100).
- SBEM: Legal aspects in sports and events (D03157).
- Golf: Golf Rules (D04069), Behavior and Strategic of Sport Organization (D03079).

Thirdly, the programmes have thematic training on citation and academic ethics to help students understand how to cite and the importance of ethics in scientific research. Academic ethics is reinforced through the requirement to check for plagiarism in the graduation thesis. Before a student's thesis is approved for defense, a committee checks for plagiarism. As a rule, the similarity should not exceed 30 %. In addition, to increase the credibility of the scientific ethics of the programme, the University has a policy of academic integrity to help the faculty control this content, thereby increasing the quality of scientific works as well as graduation theses.

### Methods and scientific practice (Asterisk Criterion)

#### **All study programmes**

In the curriculum, relevant subjects related to research competency are compulsory to teach students the skills for research and data literacy. Understanding research objectives, research questions, data collection, data analysis, and scientific report writing bring numerous competitive advantages to learners. To provide students with scientific research skills, the programmes have developed subjects with knowledge of scientific research such as:

**Table 17: The courses with knowledge of scientific research**

| The MBA programme                                   | The MAc programme   | The SBEM major  | The Golf major                            |
|---|---|---|---|
| Research Methods (IN700000)                         | Research methods (IN700000)                                       | Scientific research methods in Sports Management (D03051) | Researching Methodology in Sport (D04002) |
| Research Methodology Applied in Business (BA701020) | Business Statistics (MS701410)                                    | Graduation project (D03140)                               | Graduation thesis (D04062)                |
| Quantitative Research Methodology (BA701280)        | Data processing and Research Methodology in Accounting (AC701220) | Graduation thesis (D03101)                                |   |
| Qualitative Research Methodology (BA701300)         | Project 1: Proposal (AC701240)                                    |   |   |
| Qualitative Research Methodology (BA701300)         | Project 2: Literature Review (AC701250)                           |   |   |
| Master's Thesis (BA701000)                          | Proposal of thesis (AC701990)                                     |   |   |
| Seminar 1 (BA701810)                                | Master's Thesis (AC701000)  |   |   |

| The MBA programme       | The MAc programme | The SBEM major | The Golf major |
|-------------------------|-------------------|----------------|----------------|
| Seminar 2<br>(BA701820) |                   |                |                |
| Seminar 3<br>(BA701830) |                   |                |                |

For specialized subjects across programmes, lecturers allow students to participate in projects or research topics and then present in class for constructive feedback and comments. Real case projects are included as part of the assessment of some subjects.

For students, research activities are a movement that the University encourages and promotes. Opportunities to promote students creativity, apply learned knowledge in practice, and aim to publish research results in ISI/Scopus journal are created by the University. Undergraduate research activities are carried out periodically in each academic year. The topics of undergraduate research funded by the University are those having been reviewed and selected by the university-level and faculty-level proposal review committee. During the implementation time of the topics, the unit in charge closely supervises and supports to ensure the topics complete on schedule. Upon completion, the undergraduate research product is evaluated by the faculty-level acceptance committee. Students with high quality topics will be proposed to participate in the acceptance test and are awarded at the University level, along with other awards outside the University (at city level, ministerial level, national level).

Furthermore, during their study at the university, students can cooperate with lecturers to write articles for several international conferences held inside and outside the University. Students are supported with research skills through seminars on launching scientific research, guiding thesis implementation, and scientific publication. Under the supervision of faculty members, students form research groups and conduct student scientific research with prestigious domestic professional articles and standards published on SCOPUS and ISI journals. Further, they participate in scientific research contests such as Eureka. In order to gain more scientific research skills for master's students, TDTU encourages students to publish their scientific papers. If they publish the ISI/Scopus papers as the main author, they can get the highest score 10/10 for a master's thesis when they defend their master's thesis successfully. If they publish the ISI/Scopus paper with the co-author, they can get some extra points for their master's thesis.

### Examination and final thesis (Asterisk Criterion)

#### **All study programmes**

The examination and assessment of learning results for students strictly complies with TDTU's examination regulations.<sup>39</sup>

The assessment systems are devised to measure to which extent students have reached the specific Programme Learning Outcomes (PLO) of the corresponding major. Each PLO of the programme is mapped into multiple courses in terms of the course learning outcomes (CLOs). Every course will

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<sup>39</sup> The experts saw university-wide regulations on testing and measuring learning outcomes as well as the president's decision on the promulgation of a list of assessment forms and methods.

select an appropriate assessment method to ensure the achievement of its CLOs. Exams are constructed to cover all of the intended learning outcomes (knowledge, skills, and attitudes) of the course described on the syllabus, which are designed to align with some PLOs. The assessment methods offered by TDTU include different categories such as multiple-choice questions, quizzes, projects, written tests, seminars, presentations, and practice tests. For the development of exam questions and midterm or final test answers, a system of tests that are suitable for the Bloom's Taxonomy<sup>40</sup> has been implemented for courses, with lecturers grading based on a marking scheme or grading guide.<sup>41</sup> Thus, the achievement of the PLOs can be evaluated by assessing each course.

The assessment methods of each course are provided to students through many information channels such as syllabus (students can extract from the student information system), records, course outline provided by the instructor at the beginning of the semester, and eLearning platform of the course. All assessment activities, tests, exams are graded on a scale of zero to ten in accordance with TDTU's regulations. Each student is evaluated by their grade point average (GPA), which is calculated as the average of all the courses finished by the student for the enrolled programme, weighted according to the number of credits of each course:

$$\text{GPA} = \Sigma (\text{average score of the } i^{\text{th}} \text{ course}) \times (\text{number of credits of the } i^{\text{th}} \text{ course})$$

The GPA of each semester is calculated as the total course grade multiplied by the number of credits per subject divided by the total number of credits for that semester and rounded to two decimal characters. Based on the GPA, students are classified by their academic record as:

**Table 1: Students' classification by academic record**

| Classification |                    | 10-point CGPA |     |    |      | 4-point CGPA |              |
|----------------|--------------------|---------------|-----|----|------|--------------|--------------|
|                |                    |               |     |    |      | Letter grade | Number grade |
| Pass           | <i>Excellent</i>   | from          | 9.0 | to | 10.0 | A+           | 4            |
|                | <i>Very Good</i>   | from          | 8.0 | to | 9.0  | A            | 3.5          |
|                | <i>Good</i>        | from          | 7.0 | to | 8.0  | B            | 3.0          |
|                | <i>Fairly Good</i> | from          | 6.0 | to | 7.0  | C+           | 2.5          |
|                | <i>Average</i>     | from          | 5.0 | to | 6.0  | C            | 2.0          |
| Fail           | <i>Weak</i>        | from          | 4.0 | to | 5.0  | D+           | 1.5          |
|                | <i>Poor</i>        | from          | 3.0 | to | 4.0  | D            | 1.0          |
|                |                    | from          | 0.0 | to | 3.0  | F            | 0            |

In the teaching process, lecturers often provide feedback and comments on students' learning to help them make further improvement. At the same time, after each exam, students receive feedback about their results. The continuous monitoring of students' progress through tests and assessments will help to detect problems of each student early to have interventions to help students overcome difficulties and challenges in the learning process.

<sup>40</sup> <https://bloomstaxonomy.net/>, last accessed on April 26, 2024.

<sup>41</sup> The university provided documentation for a procedure on management and development of the exam question bank.

In case the student disagrees with the test results, the student can make a review of the exam in accordance with the regulations of the University. The University provided this document for examination.

Quality of the thesis is one of the most convincing pieces of evidence of the achievement of the curriculum's expected learning outcomes. During the assessment session, the thesis author will engage in an equal discussion with the reviewer regarding the scientific viewpoints presented in the thesis. With this model, students freely express their scientific views and engage in debate. This helps students to foster their argumentative and critical thinking ability.

The assessment systems for the studying programmes offered by TDTU differ between the Bachelor and the Master level. They are respectively introduced in the following parts:

### **Master of Business Administration and Master of Accounting**

Examination regulation for Master programmes include course assessment, graduation assessments, and other assessments (non-academic, e.g., field trip, internship...). The mid-term exam, comprising response tests, essays, presentations, carries a weight of 40 %, whereas the final assessment, which includes response tests, reports, case studies, projects, accounts for 60 % of the overall grade.

In order to graduate with a Master degree, Master students have to accumulate 60 credits, including 15 credits for the graduation thesis in the research-oriented orientation and nine credits for their graduation project in the application-oriented orientation. Students spend one semester completing their graduation thesis. In addition, they are encouraged to write research articles to submit to national and international conferences or journals based on the results of their research topics.

At the end of the courses, students enrolled in a research-oriented programme are considered for the graduation thesis requirement. The condition for a graduation thesis is that students must accumulate at least 29/35 credits for the MBA programme and 32/35 credits for the MAC programme. When students are eligible to write the thesis, they are assigned to an advisor through a decision of the graduate department signed by the principal. The thesis is done in six months and has two stages.

- Stage 1: Students must defend their thesis proposal within two months after receiving approval.
- Stage 2: Students have to complete the thesis in the remaining time. Before the thesis defence, students must complete all procedures such as having a conditional English certificate, a philosophy certificate, and the instructor's consent in writing.

The faculty establishes a thesis review committee for students. The thesis score is the score that is evaluated through the thesis review committee. The review committee consists of five members, including one chairman, two reviewers, one member, and one secretary. The final score is the average score of the five members. If the average score is higher than 5.5 points, students will pass the thesis. After defending their thesis in front of the review committee, the student must record the committee's feedback and suggestions for revision. After that, they must submit the final thesis to the faculty within 30 days after the defence day. After completing the submission procedures, students will be considered for graduation and issued a certificate.

Students enrolled in an application-oriented programme must complete the master's project lasting at least three months. The report details the process of developing, implementing, and executing the project and it is evaluated through of a defence before the council.

## **Bachelor of Sport Management**

The mid-term exam, comprising multiple-choice questions and/or response test, presentation, essay, carries a weight of 30 %, whereas the final assessment, which includes response test, report, projects, accounts for 50 % of the overall grade. In addition, students get assigned progressive assessments like quizzes, tests, homework, e-learning exercises, which account for 20 %.

Students will not pass the course if the course's final score is less than 5/10. Depending on the nature of the course, the specific assessment methods for each of the three categories above can be selected from a list of assessment methods approved by the DTQA which are listed above. In the first year, students mainly learn the basic knowledge of the field. The required level of understanding is "low application of subject knowledge", and the usual form of assessment is multiple choice questions.

- **SBEM:** Introduction to the field of Sports Business and Event Management (D03030), Sports Business Management (D03001).
- **Golf:** Introduction to Golf Major (D04075), Principles of Marketing (D03155), The Exercise Physiology of Golf (D04029), Sport Business Management (D03001).

In the second and third year, the courses require students to progressively "master subject knowledge from low application to high application" and develop skills applicable to organisation and management. The evaluation form of these courses is presentation, practice test, and report to allow students to apply the knowledge they have learned.

- **SBEM:** Event Management (D03072), Event Creation (D03138), Event Marketing (D03065).
- **Golf:** Golf Business (D04017), Golf Course Facilities (D04070), Sport Finance (D03006).

The courses in the third and fourth years mainly assess the "ability to apply in-depth knowledge and professional skills", so the main form of assessment is a report.

- **SBEM:** Sports Marketing and Sponsorship (D03047), Sports Club Management (D03042).
- **Golf:** Sport Marketing and Sponsorship (D03047), The Coaching Theory and Methodology of Golf (D04072), Management of Golf Events (D04071).

In the last semester of the fourth year, students can choose the graduation elective courses or thesis. Students who choose to do the graduation thesis will follow the process control of the implementation of the elective graduation courses or graduation thesis. The graduation thesis is also evaluated based on the evaluation process and the evaluation criteria are specified in this procedure.<sup>42</sup> The number of students registering to do their graduation theses each year is relatively low, averaging from one to two students. To encourage students to do their graduation theses, the faculty has strengthened student research activities and established two student

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<sup>42</sup> The university provided a document formalising the process of implementation of final elective courses including the graduation thesis/project.

research groups under the guidance of lecturers to help students develop an interest in academic research.

## Appraisal:

The curricula of **all four study programmes** are logical and appropriate. They reflect the qualification objectives of each study programme. The course contents are well-balanced, logically interconnected, and oriented towards achieving the intended learning outcomes. The research and application orientation of the **two Master programmes** as well as optional electives in **all four study programmes** enable students to acquire additional competences and skills. Given that the Bachelor in Sport Management programme aims to provide management education in both specializations, the focus of the programs should lean toward a business-oriented approach. Therefore, the panel **suggests** decreasing the number of practical sport courses to increase the offer of fundamental business courses.

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

Theory and practice are systematically interrelated throughout the curricula of **all four study programmes**. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The panel particularly appreciates the integration of four internships in the curriculum of the **SBEM** major. This provides the students with the opportunity to gain additional hands-on experience and apply their classroom knowledge in a professional setting. Additionally, the panel is impressed by the inclusion of multiple practical courses in the **Golf** major.

The panel regards the interdisciplinary thinking skills for the students of the **MAc** programme as appropriate and sufficient. They are impressed by the extent to which both majors of the **Bachelor in Sport Management** provide courses that foster interdisciplinary thinking. The panel further highlights the extensive and foundational knowledge conveyed to students in the **MBA** as remarkable, effectively imparting both applied and theoretical as well as quantitative and qualitative knowledge.

Ethical implications, for example those related to economic or juridical ways of thinking and ethical considerations in scientific research, are appropriately communicated in all study programmes. Both **Master programmes** offer the specific courses Corporate Social Responsibility and Business Ethics (BA701100) for ethical thinking and the Bachelor programmes have integrated courses such as Legal Aspects in Sports and Events (D03157), and Ethics in Sports (D03080). The panel is especially impressed by the focus on ethics in the courses of the **MBA**.

In all three faculties, students acquire methodological competences and are enabled to do scientific work on the required level. The **MBA** and **MAc** both offer Research Methodology (IN700000) as a general course. The **SBEM** and **Golf** major offer the courses Researching Methodology in Sport (D04002) and Research Methods in Sport Management (D03051) in the seventh and sixth semester respectively. The panel appreciates the inclusion of these courses but **recommends** introducing them earlier in the curriculum.

All examination procedures are established by TDTU. They are well-suited in terms of format, encompassing a wide variety of test formats and content to effectively assess the intended learning outcomes. The requirements are in accordance with the desired qualification level. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. Especially at the research-oriented **Master** level, students demonstrate their ability to do scientific work and their accomplishment of the study programme's qualification objectives through their theses. As the focus is placed on practical experience in **both majors of the Bachelor in Sport Management**, the University enables students to complete a project in place of a graduation thesis.

|        | 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)      |                              | SBEM<br>Golf               | MBA<br>MAc                         |      |
| 3.1.4  | Interdisciplinary thinking                                   |                              | MBA<br>SBEM<br>Golf        | MAc                                |      |
| 3.1.5  | Ethical aspects  |                              | MBA                        | MAc<br>SBEM<br>Golf                |      |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion)         |                              |                            | x                                  |      |
| 3.1.7* | Examination and final thesis (Asterisk Criterion)            |                              |                            | x                                  |      |

## 3.2 Structure

### Modular structure of the study programme (Asterisk Criterion)

At TDTU, each component and module of the study programme must specify objectives, entrance and outcome requirements, number of credits and content, professional characteristics, and clear contribution to the implementation and learning outcomes of the study programme. The study programme clearly stipulates the main components, which are mandatory for all students. At the same time, it provides supplementary and elective components for students to choose in accordance with their own career orientation.

**Table 18: The contribution of projected study time**

| Programmes   | The MBA programme   | The MAC programme   | The SBEM major     | The Golf major                   |
|--|---|---|--------------------|----------------------------------|
| Projected study time   | 2 years   | 2 years   | 4 years            | 4 years                          |
| Number of Credit Points (CP) ECTS                                    | 60 CP<br>91 ECTS  | 60 CP<br>91 ECTS  | 124 CP<br>189 ECTS | 125 CP<br>195 ECTS <sup>43</sup> |
| Workload per CP  | 15 theoretical periods/ 30 practice periods + 30 hours self-study<br>1 period is equivalent to 50 minutes   |   |                    |                                  |
| Number of modules  | 17 modules  | 16 modules (research-oriented)<br>19 modules (application-oriented) | 57 modules         | 53 modules                       |
| Time required for processing the final thesis/project and awarded CP | 6 months,<br>15 CP (research-oriented)<br>9 CP (application-oriented)   |   | 3 months,<br>8 CP  |                                  |
| Number of contact hours  | 938 hours   | 938 hours   | 1,954 hours        | 2,104 hours                      |
|  | This amount does not include the CP of the thesis because during the thesis the students do not take units in the classroom, even though they regularly visit their advisors. |   |                    |                                  |

The table below illustrates the structure of the two Master programmes.

**Table 19: Structure of master programmes**

| <i>MBA programme (research-oriented)</i>    | Mandatory (credits) | Elective (credits) | Total (credits) | %           |
|---|---------------------|--------------------|-----------------|-------------|
| <b>1. General Knowledge</b>                 | <b>11</b>           | -                  | <b>11</b>       | <b>18.3</b> |
| 1.1. Philosophy                             | 4                   | -                  | 4               | 6.7         |
| 1.2. English                                | 5                   | -                  | 5               | 8.3         |
| 1.3. Research Methodology                   | 2                   | -                  | 2               | 3.3         |
| <b>2. Professional Knowledge</b>            | <b>14</b>           | -                  | <b>14</b>       | <b>23.3</b> |
| 2.1. Fundamental and Specialization courses | -                   | 8                  | 8               | 13.3        |
| 2.2. Graduation                             | 27                  | -                  | 27              | 45          |
| <b>Total</b>                                | <b>52</b>           | <b>8</b>           | <b>60</b>       | <b>100</b>  |
| <i>MBA programme (application-oriented)</i> | Mandatory (credits) | Elective (credits) | Total (credits) | %           |

<sup>43</sup> The University calculates ECTS credits based on Guidance No. 2554/TDTU-HD related to Converting Vietnamese Credit System to European Credit Transfer System dated 31 December 2020. According to the Guidelines, one TDTU theoretical credit equals 1,42 ECTS while one TDTU Exercise/Practice credit equals 1,83 ECTS. Since the Golf programme has more practical credits than the SBEM programme, the number of ECTS credits is higher.



|   |                            |                           |                        |             |
|---|----------------------------|---------------------------|------------------------|-------------|
| <b>1. General Knowledge</b>                 | <b>11</b>                  | <b>-</b>                  | <b>11</b>              | <b>18.3</b> |
| 1.1. Philosophy                             | 4                          | -                         | 4                      | 6.7         |
| 1.2. English                                | 5                          | -                         | 5                      | 8.3         |
| 1.3. Research Methodology                   | 2                          | -                         | 2                      | 3.3         |
| <b>2. Professional Knowledge</b>            | <b>12</b>                  | <b>-</b>                  | <b>12</b>              | <b>20</b>   |
| 2.1. Fundamental and Specialization courses | -                          | 22                        | 22                     | 36.6        |
| 2.2. Graduation                             | 15                         | -                         | 15                     | 25          |
| <b>Total</b>                                | <b>38</b>                  | <b>22</b>                 | <b>60</b>              | <b>100</b>  |
| <b>MAc programme (research-oriented)</b>    | <b>Mandatory (credits)</b> | <b>Elective (credits)</b> | <b>Total (credits)</b> | <b>%</b>    |
| <b>1. General Knowledge</b>                 | <b>11</b>                  | <b>-</b>                  | <b>11</b>              | <b>18.3</b> |
| 1.1. Philosophy                             | 4                          | -                         | 4                      | 6.7         |
| 1.2. English                                | 5                          | -                         | 5                      | 8.3         |
| 1.3. Research Methodology                   | 2                          | -                         | 2                      | 3.3         |
| <b>2. Professional Knowledge</b>            | <b>36</b>                  | <b>13</b>                 | <b>49</b>              | <b>81.7</b> |
| 2.1. Fundamental and Specialization courses | 21                         | 13                        | 34                     | 56.7        |
| 2.2. Graduation                             | 15                         | -                         | 15                     | 25.0        |
| <b>Total</b>                                | <b>47</b>                  | <b>13</b>                 | <b>60</b>              | <b>100</b>  |
| <b>MAc programme (application-oriented)</b> | <b>Mandatory (credits)</b> | <b>Elective (credits)</b> | <b>Total (credits)</b> | <b>%</b>    |
| <b>1. General Knowledge</b>                 | <b>11</b>                  | <b>-</b>                  | <b>11</b>              | <b>18.3</b> |
| 1.1. Philosophy                             | 4                          | -                         | 4                      | 6.7         |
| 1.2. English                                | 5                          | -                         | 5                      | 8.3         |
| 1.3. Research Methodology                   | 2                          | -                         | 2                      | 3.3         |
| <b>2. Professional Knowledge</b>            | <b>24</b>                  | <b>25</b>                 | <b>49</b>              | <b>81.7</b> |
| 2.1. Fundamental and Specialization courses | 15                         | 25                        | 40                     | 66.7        |
| 2.2. Graduation                             | 9                          | -                         | 9                      | 15.0        |
| <b>Total</b>                                | <b>35</b>                  | <b>25</b>                 | <b>60</b>              | <b>100</b>  |

The table below introduces the curricular structure of the Bachelor in Sport Management with its two majors.

**Table 20: Curriculum structure of Bachelor programmes**

| <b>The Bachelor of Sport Management programme – Major in SBEM</b> | <b>Mandatory (credits)</b> | <b>Elective (credits)</b> | <b>Total (credits)</b> | <b>%</b>  |
|---|----------------------------|---------------------------|------------------------|-----------|
| <b>1. General Knowledge</b>                                       | <b>31</b>                  | <b>-</b>                  | <b>31</b>              | <b>25</b> |
| 1.1. Political Sciences   | 11                         | -                         | 11                     | 8.8       |
| 1.2. Social Sciences  | 2                          | -                         | 2                      | 1.6       |
| 1.3. Natural Sciences   | -                          | -                         | -                      | 8.1       |
| 1.4. English  | 10                         | -                         | 10                     | 8.1       |
| 1.5. Soft Skills  | 4                          | -                         | 4                      | 3.2       |
| 1.6. Informatics  | 4                          | -                         | 4                      | 3.2       |
| 1.7. National Defence Educations                                  | 0 (with certification)     | -                         | -                      | -         |
| <b>2. Professional Knowledge</b>                                  | <b>77</b>                  | <b>16</b>                 | <b>93</b>              | <b>75</b> |

|  |                            |                           |                        |             |
|--|----------------------------|---------------------------|------------------------|-------------|
| <i>2.1. Core Courses</i>   | 4                          | -                         | 4                      | 3.2         |
| <i>2.2. Specialization Courses</i>                                       | 60                         | 16                        | 76                     | 61.3        |
| <i>2.3. Graduation</i>   | 13                         | -                         | 13                     | 10.5        |
| <b>Total</b>   |                            |                           | <b>124</b>             | <b>100</b>  |
| <b><i>The Bachelor of Sport Management programme – Major in Golf</i></b> | <b>Mandatory (credits)</b> | <b>Elective (credits)</b> | <b>Total (credits)</b> | <b>%</b>    |
| <b>1. General Knowledge</b>  | <b>31</b>                  | <b>-</b>                  | <b>31</b>              | <b>24.8</b> |
| <i>1.1. Political Sciences</i>   | 11                         | -                         | 11                     | 8.8         |
| <i>1.2. Social Sciences</i>  | 2                          | -                         | 2                      | 1.6         |
| <i>1.3. Natural Sciences</i>   | -                          | -                         | -                      | -           |
| <i>1.4. English</i>  | 10                         | -                         | 10                     | 8           |
| <i>1.5. Soft Skills</i>  | 4                          | -                         | 4                      | 3.2         |
| <i>1.6. Informatics</i>  | 4                          | -                         | 4                      | 3.2         |
| <i>1.7. National Defence Educations</i>                                  | 0 (with certification)     | -                         | -                      | -           |
| <b>2. Professional Knowledge</b>   | <b>82</b>                  | <b>12</b>                 | <b>94</b>              | <b>75.2</b> |
| <i>2.1. Core Courses</i>   | 9                          | -                         | 9                      | 7.2         |
| <i>2.2. Specialization Courses</i>                                       | 60                         | 12                        | 72                     | 57.6        |
| <i>2.3. Graduation</i>   | 13                         | -                         | 13                     | 10.4        |
| <b>Total</b>   |                            |                           | <b>125</b>             | <b>100</b>  |

### Study and exam regulations (Asterisk Criterion)

Based on the regulations of MOET, the University promulgates the regulation on the master's degree admission and training, regulation on organizing and managing the bachelor's degree training, and regulations on testing and measuring learning outcomes.

In addition, TDTU has issued regulations<sup>44</sup> on converting credits to ECTS credits and the university has provided regulations on recognition of academic results/credits of students from other universities.

The University's plan for the academic year includes examination schedules published at the beginning of each academic year. All information related to examinations including student list, examination time, and examination location is forwarded to students via the E-learning system<sup>45</sup>, TDTU website, and student email prior to the examination date. Syllabuses describe in detail all the necessary requirements related to each test. For the development of exam questions and answers for the midterm or final examination and grading, the training sector strictly complies with the university's TDTU's examination regulations.<sup>46</sup> DTQA is responsible for organising and monitoring tests, examinations, grading scales, and developing regulations related to testing.

<sup>44</sup> Article 4 in Decision No.2323/QD-TDT for master's programmes, Article 18 in Decision no.1830,/QD-TDT for bachelor programmes.

<sup>45</sup> <https://elearning.tdtu.edu.vn/?lang=en>, last accessed April 16, 2024.

<sup>46</sup> The university provided the president's decision on issuing the regulations on testing and measuring learning outcomes.

## Feasibility of study workload (Asterisk Criterion)

### **All study programmes**

In Vietnam and at TDTU, credits are used to calculate student workload. One credit is defined as:

- 15 theoretical periods and 30 hours of homework preparation
- 30 periods of practice, experiment or discussion and 30 hours of self-study, researching, internship, or project
- One period is equivalent to 50 minutes.

Based on the training regulations issued by the MOET, the number of credit points of the programmes is accredited by the professional appraisal council and under the provisions of the Vietnamese Qualifications Framework. Accordingly, level six (Bachelor programme) requires the minimum academic load of 120 credits. Level seven (Master programme) requires the minimum academic load of 60 credits, applicable to people with Bachelor's degrees. In which:

- One theoretical credit = (15 learning periods x 50 minutes) + 30 hours of self-study = 42,5 hours.
- One practice credit/ experiment/ discussion = (30 learning periods x 50 minutes) + 30 hours of self-study = 55 hours.

The detailed workload was presented to the panel in the course handbook of each study programme. The University uses annual student surveys to assess the learning workload of the course.

### **Master of Business Administration and Master of Accounting**

The programme has totally 60 credits so normally a student will gain 15 credits per semester and complete the programme in four semesters equivalent to two years. Otherwise, depending on students' choice of the courses, the average workload per semester might differ from that number, so that, as a result, the duration of study may also vary. TDTU does not control the workload of the Master students, but students must complete their 60 credits in the programme in a maximum of 48 months. The duration for doing a Master thesis is six months and Master's project is three months.

### **Bachelor of Sport Management**

All the courses offered within the study programme are awarded with credits. However, based on the regulation of MOET, for some courses such as Physical education and National defense education, only a certificate is issued after completion of the courses.<sup>47</sup>

At TDTU, the courses belonging in the category Essential Skills for Sustainable Development (L00050) are worth four credits each. For these courses, one credit is equivalent to 35 learning periods and 30 self-study hours. Therefore, the four credits of the courses Essential Skills for Sustainable Development are equivalent to 140 class periods and 120 self-study hours. To accumulate the four credits of the courses Essential Skills for Development, students must complete three compulsory courses and two out of four courses from both elective groups. During the

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<sup>47</sup> Circular No.25/2015 and Circular No.05/2020

semesters, once students successively complete these courses, it will be recognized as "Completed the course". Therefore, these courses are displayed in the curriculum framework as zero credits. When students have completed all of the courses Essential Skills for Sustainable Development, only then TDTU will recognize that students have earned 4 credits.

Each academic year has two main semesters and one additional short semester (summer semester). Students can register additional courses in the summer semester (repay course debt, improve scores, or shorten training route). The study plan is structured to ensure that the degrees can be completed within the standard four-year study period. However, students can finish the programme in three and a half years by studying more courses or semester than suggested. In some cases, successful students may be allowed to complete the study programme in a shorter time than prescribed in the curriculum. The minimum and the maximum number of registered credits are distributed according to students' learning capacity, as shown in the table.

**Table 21: Minimum and maximum enrolled credits for each semester**

| Learning capability (credits) | Student's academic classification |                       |                             |                    |                     |
|-------------------------------|-----------------------------------|-----------------------|-----------------------------|--------------------|---------------------|
|                               | Weak (GPA<5.0)                    | Average (GPA=5.0-7.0) | Above-Average (GPA=7.0-8.0) | Good (GPA=8.0-9.0) | Excellent (GPA>9.0) |
| Min                           | 10                                | 10                    | 10                          | 10                 | 10                  |
| Max                           | 20                                | 28                    | 33                          | 36                 | 40                  |

Each student is advised by an academic advisor, who is responsible for a class and frequently keeps track of the students' progress. The academic advisor is responsible for advising students on learning, helping them to set up their learning plans for the whole training programme, and selecting appropriate learning courses and total credits for each semester.<sup>48</sup>

The faculty will register the number and subject of the first year based on the corresponding curriculum. Starting from the first semester of the second year, students are required to build a study plan with the assistance of an academic advisor for every semester. The advisor then approves or rejects the registered subject based on the academic results, the number of subjects, the total number of registered credits to ensure weak students have enough time and capacity to repay the subject as well as improve the learning outcomes and encourage good students to take more courses for early completion of the programme. Usually, the student GPA of the previous semester is the important factor in estimating the suitable workload.

During the academic year, after each term, students' performance will be evaluated by the faculty (FSS academic committee, academic advisors, academic affairs assistant, and student assistant). Students who are behind schedule in their academic plan or who have failed a course can register to retake the course in the next semester to complete the programme on time. Students whose

<sup>48</sup> The university provided documentation of a formalised procedure for study plan and course registration.

performance does not satisfy the requirements shall be given an academic warning. SMS will send these evaluation results to all students' families for notification.

The faculty also identifies weak students to offer supporting solutions. The advisor will talk to the student to find out causes and help to find solutions. Good students are encouraged to help weak students. Faculty leaders also organized meetings with weak students to learn the causes and then instruct them how to overcome the problems.

On the other hand, good students are also monitored and supported to develop more professionally. Specifically, the FSS encourages successful students to graduate ahead of schedule. Graduate courses are also offered for good undergraduate students. Further, they are recommended to continue to study at the graduate school with the scholarship policy.

### Equality of opportunity

TDTU ensures gender equality and non-discrimination, reflected in its fair and objective enrollment policy. All students, regardless of race, gender, class, religion, sexual orientation, disability, or other aspects, are admitted to TDTU, provided they are eligible to take over their responsibility in the programme. Students with special circumstances receive special and specific support.

For students with disabilities who are admitted to the University, TDTU provides full support to ensure equal participation and adaptation to the learning environment.<sup>49</sup>

At the beginning of the semester, TDTU will conduct a survey on disability level and support needs of students with disabilities. Subsequently, the faculties and relevant departments will assess the application and provide support for students with disabilities. For example: Priority is given to people with disabilities through the policy of tuition fee exemption and reduction and the dormitory policy.<sup>50</sup>

In the teaching process, lecturers adapt the assessment method based on the level of support required by students with disabilities to ensure appropriateness.

For students with mobility disabilities, depending on the mobility ability of students, students will choose to study physical education subjects with a low amount of movement such as Physical Education 1- Hatha Yoga, General Education 2- Movement Chess or the lecturer will change the form of learning for students from practice to theory. For students with severe mobility impairment, the University considers exempting physical education, swimming, and national education subjects.

For students with grade three binaural hearing loss, in the process of assessing hearing-related subjects such as English, the University has a separate form of subject assessment, regardless of the score columns related to listening skill and speaking skill. Alternatively, the lecturers organize a separate assessment form suitable for students.

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<sup>49</sup> The university follows Circular No.42/2013 of MOET, Ministry of Finance, Ministry of Labor, War Invalids and Social Affairs.

<sup>50</sup> <https://admission.tdtu.edu.vn/en/support/Dormitories>, last accessed April 16, 2024.

In addition, when scheduling exams for students with disabilities, the University will give priority to arranging exam rooms for students who are easiest to move and have someone to assist candidates in entering the exam room to ensure that they can take the exam like other students. The University built a private passageway for the disabled.

Students who cannot afford to pay tuition are supported by the University to get a student credit loan and/or the University will provide scholarships to support students with difficult circumstances according to the regulations of the State and TDTU. In particular, during the Covid-19 pandemic, TDTU has had many support policies so that learners can continue their studies such as reducing tuition fees, extending the tuition fee collection deadline, mobilizing, and awarding scholarships to support students.

## Appraisal:

For **all four study programmes**, the panel regards the structure to be logical and aligned with the intended learning outcomes. Each programme consists of individual courses, each carrying a specific credit value. The programme administrators are aware of the required student workload that is defined by the Ministry of Education and Training. The feasibility of the study programmes' workload is ensured through a suitable curriculum design and plausible workload calculations. The examinations take place both in the middle and at the end of each semester. The course descriptions outline the intended learning outcomes. In the **SBEM** major, all internships allow students to earn credits.

At the university-level, legally binding study and exam regulations exist that contain all necessary rules, procedures, and deadlines. These regulations take national requirements into account. The study programmes are flexible enough so that students can study, undertake study trips, engage in internships, and even request to extend their overall study duration when necessary.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. The panel questioned the students regarding their evaluation of workload and found that they are content with the feasibility of the study programmes.

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

|        | 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 und plausibility of the didactical concept (Asterisk Criterion)

##### All study programmes

TDTU philosophy is to foster human development and promote sustainable societal growth. This philosophy is translated into three principles of operation as being effective in teaching and learning, treating others fairly, and devoting to serve the country. The faculties require lecturers to adopt a learner-centered approach. Students are required to have a sense of responsibility when participating in the subject, actively exploiting materials, actively interacting with the teacher in their learning process, and at the same time, students must focus on improving the quality of self-study through the output standards of the subject and the published system of exercises distributed for each chapter of the subject. The form of teaching includes face-to-face teaching and a combination of the assignment system, interaction on the forum through the e-learning/classroom system. Students can access the library online to study.<sup>51</sup> The lecturer can use a blackboard, projector, PowerPoint, and personal computer to teach. Simultaneously, lecturers receive support from the departments in the University during the teaching process to maximize teaching and learning efficiency.

The teaching approach of the courses across study programmes is considered through three stages: course design, course implementation and course control. In the course design, the teaching approach is suggested for every lesson, stated in the syllabus. Besides, when identifying assessment, the teaching approach is considered. For example, for basic courses, where traditional lecturing is more dominant, the assessment is usually multiple choices. For more advanced courses, where case studies, analysis exercises, flip classroom are major approaches, assessment is usually a presentation or report. This approach ensures consistency and efficiency of teaching and assessment. In the course implementation, all elements above are discussed and agreed on between the faculty/department and the lecturer. In doing so, understanding is facilitated, and the lecturers will be able to carry out the course in the expected way. The first time the lecturer delivers the course will be controlled. Their teaching will be observed multiple times, by the faculty and

<sup>51</sup> The expert panel was granted access to the online portal of the library found at: [lib.tdtu.edu.vn](http://lib.tdtu.edu.vn).

later by the DTQA. These controls are in place to ensure continual improvement and better delivery of Course Learning Outcomes (CLO), and thus Programme Learning Outcomes (PLO).

### **Master of Business Administration**

The lecturers of the study programme employ various teaching methods:

- **Explicit Teaching:** with this method, the lecturer will guide and explain aspects of the lesson content, helping students to gain knowledge and skills.
- **Lecture:** The lecturer presents and explains the content of the lecture.
- **Problem-Solving:** During the learning process, students must use deep and logical thinking to recognize and solve the problems.
- **Brainstorming:** During group work, students are asked to use this method to generate questions, ideas and examples; used to illustrate, expand, and deepen the main idea or theme.
- **Case Study:** This is a student-centered teaching method that helps students create deep thinking to communicate with teachers and other students.

### **Master of Accounting**

To achieve the course objectives, the courses are applied teaching methods such as:

- Direct instruction,
- Problem-Solving,
- Interactive instruction: peer practice, cooperative learning group, discussions.

### **Bachelor in Sport Management**

The lecturers of the Bachelor in Sport Management employ the following methods:

- **Applied learning methods:** This method focuses on the application of knowledge and skills in practical circumstances.
- **Problem-based learning method:** This method is centered on the detailed problem-solving in the Sport Management major.
- **Cooperation learning method:** This method creates conditions for students to directly experience work in the Sport Management field through internships, volunteer works and practice activities.
- **Apply learning tools with images and video:** Use image tools and video to record and analyze students' technique in practice procedures.

### Course materials (Asterisk Criterion)

Based on the content of the course, the course materials for the programmes are created and carefully selected to help students achieve the course learning outcomes. New materials will always be supplemented and introduced online through the student portal. At the same time, lecturers directly introduce course materials from the first session of the courses and instruct students how to use the course materials through the TDTU library's service system.

### Guest lecturers

In order to enhance the employability of students, the faculties actively involve visiting lecturers and industry experts to co-teach and share experiences with students. The faculties organise



different forms of exchange such as career orientation workshops and talk-show featuring experts in discussing subject-related experiences. All guest lecturers are recognized professionals both in industry and academia. Foreign guest lecturers also participate to share insights on specific topics. They provide a new perspectives and valuable insights to the students. The contribution of guest lecturers not only helps to increase the practicality and application of the subject, but also improves the employment opportunities of students.

Procedures for inviting lecturers and evaluating visiting lecturers are strictly carried out through three preparation steps and three implementation steps. First, the faculty determines the number of visiting lecturers to invite, and suitable candidates are selected according to existing criteria. The guest lecturers are invited and informed about necessary documentation. After receiving their lecture schedule, the guest lecturers are informed by the faculty about regulations and student assessment. Classes held by guest lecturers are observed twice per semester and constant monitoring is provided by the head of the department. A satisfaction survey is administered to the students of first-time invited lecturers within the first three weeks and at the end of the semester. Only visiting lecturers who achieve the required level of student satisfaction will be invited to continue teaching.

### Lecturing tutors

The faculties emphasize the academic support provided to students through the assignment of teaching assistants. An assistant to a lecturer has two main jobs: supporting the lecturer in charge and supporting students in the classroom. They work under the lead lecturer's supervision to give students added educational support and instruction. The responsibilities of a teaching assistant include: record keeping, monitoring of student behavior, taking attendance, preparing the classroom for lessons, supervising group activities, working with the lecturer to monitor class schedules, attending training classes, conferences, or faculty meetings, and helping students who need extra support to complete tasks.

The faculties require that teaching assistants have great organisational skills, good people skills, excellent time management and master the course material to assist the lead lecturer to ease their workload and help out with everyday classroom tasks.

Additionally, the faculties build a team of teaching assistants from fourth-year students onwards, who are proficient in English and have good academic performance. They translate the lecture content from foreign lecturers, convey to the students what has been taught in class, guide them in doing exercises, or go on field trips with foreign lecturers and students.

### Appraisal:

The didactical concept of **all four study programmes** aligns well with TDTU's objectives to train students in the abilities of critical thinking and lifelong learning. The programmes are characterized by a student-centred approach that includes a variety of teaching and learning methods, such as case studies and practical projects. The complexity of these methods is tailored to the current level of the students' knowledge, encouraging them to engage creatively and actively in the learning process.

The documentation as well as interviews showed that the course materials take the intended learning outcomes into account in **all four study programmes**. Teachers incorporate both Vietnamese and English resources that are aligned with the required qualification level. The user-friendly online databases offered by the library can further encourage students to engage in independent studies.

The panel had the opportunity to take a look at the course syllabi and teaching materials. In general, the panel found all selected materials convincing but noticed that certain resources were outdated. Therefore, it is **recommended** that the University pays special attention to keeping the course material up to date.

Guest lecturers are invited and contribute to the students' qualification process with their special experience in **all four study programmes**. Practitioners are included to discuss their cases with the students. There are also guest lecturers from other universities, sometimes international guest lecturers. Keeping the overall goal of internationalisation in mind, the panel **suggests** emphasizing the involvement of foreign lecturers to incorporate international perspectives.

While TDTU does not implement the concept of student tutors, all three faculties engage high-performing students with good English skill to support foreign lecturers and fellow students in the learning process. In this capacity, these students function as peers who help them develop competences and skills. Additionally, lecturers are supported by teaching assistants who assist with administrative tasks in the classroom and provide additional assistance to students who require extra support to complete assignments.

|  | 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**

Internationality and intercultural aspects are shown in the curriculum, learning materials, activities as well as expected learning outcomes oriented to attributes of global citizens. Multiple aspects strengthen the international contents of the study programmes:

(1) Curriculum design: Students of the programmes can have a lot of opportunities to experience the multicultural aspects throughout the design of the programme.

### **Master of Business Administration**

The subjects offer learners knowledge relevant to international integration including: International Transport Management (BA701110), Global Sourcing Management (BA701160), Advanced International Marketing Management (BA701180), Innovation and Entrepreneurship (BA701240).

### **Master of Accounting**

Through the modules of International Finance (FB701090), International Accounting (AC701070), and International Accounting Standards (AC701170), students can access knowledge related to accounting standards and practices in various countries, and widely applied international accounting standards. This allows them to compare these with the accounting standards and practices in Vietnam and simultaneously identify new aspects to serve their research and career development.

### **Bachelor of Sport Management– Major in SBEM**

Courses offered provide in-depth knowledge and management skills, thereby enabling students to understand and adapt to the international business environment in the field of sports. Courses like Sports Business Management (D03155), Sports Economics (D03045), Event Marketing (D03065), Strategies and Behaviour of Sports Organizations (D03079), Sports Club Management (D03042) are particularly designed for this purpose. During the course, students are exposed to crucial management aspects such as planning, marketing, finance, public relations, and event management. They are trained to understand and apply economic knowledge and business management principles to sports, from professional sports enterprises to nonprofit sports organisations and international sports events. Moreover, students can engage in international student exchange programmes, for example,

- Cultural and sports exchange programmes with universities from the United States, Malaysia, Thailand, Taiwan, the Czech Republic, and South Korea,
- Practical internship programmes, and professional internships at universities around the world in a network affiliated with the Faculty of Sports Science (University Malaya, National Taiwan University of Sport, Chulalongkorn University, Chung-Ang University, etc.),
- one-semester exchange study programme.

Furthermore, with the modern facilities available, students in the major in SBEM are directly involved in the operation of sports clubs, organising festive events, and major sports events both inside and outside the university:

- 2014 Asian Futsal Tournament,
- National Student Football Tournament 2015-2017,
- Songkran Festival 2017,
- Halloween Pool Party 2016,
- National Marathon Ho Chi Minh City Techcombank 2018-2020,
- EDM Music Festival 2018,
- Pocari Sweat Run 2020,

- One Champion Asian Boxing Tournament, etc.

### **Bachelor of Sport Management – Major in Golf**

Through courses in the sports field, an interesting learning environment is built and consistent with the international trends of students. Subjects such as Sports Business Management (DO3155), Sports Economics (DO3045), Golf Event Management (DO4071), Behaviour and Strategic of Sport Organization (DO3079), and Laws of Golf (DO4069) not only help students master knowledge but also help them adapt flexibly in an international environment. The faculty plans to organise international student exchange programmes with universities<sup>52</sup> in the network affiliated with the Faculty of Sports Sciences regularly.

(2) Teaching materials: As previously mentioned, the programmes of TDTU are aligned with those of the TOP 100 universities worldwide. As a result, teaching materials are adapted from various educational sources. These materials bring different points of view from around the world, which will help students to understand and get familiar with other cultures, so they can work efficiently as a global citizen. Most of the learning materials and references in the courses are English textbooks and journal articles which encourage students to enhance their English proficiency and prepares them to work in a global environment.

(3) Expected learning outcomes: Upon completing the programmes, students are expected not only to master professional skills but also to demonstrate effective communication abilities, respect for culture diversity, and the capability to collaborate in a multicultural environment as a global citizen. The IELTS score of 5.5 for the Master programmes and 5.0 for Bachelor programmes is the minimum English language requirement for graduates. This ensures that students have access to state-of-the-art knowledge in English, and develop proficiency in a global language which they can use effectively when working in an intercultural environment.

### Internationality of the student body

Through the international cooperation activities of TDTU and faculties, international students at the departments participate in learning in the following forms:

- Admission via relationship with diplomatic offices and the Ministry of Education and Training: Annually, TDTU sends the announcement on scholarship policies for international students at TDTU to the MOET in other countries, foreign diplomatic offices in Vietnam, and Vietnam's diplomatic offices in other countries.
- Participate in direct interviews and admission at High schools in neighbouring countries such as Laos, Cambodia, Thailand, Philippines.
- Admission through alumni channel: the international students help to promote the programmes to High schools in their home country.

In the period from 2017 to 2023, there have been twelve international students participating in the MBA programme coming from countries such as Laos, Philippines, Thailand, and Nigeria. Also one international student from Korea joined the SBEM major.

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<sup>52</sup> University Malaya, National Taiwan University of Sport, Chulalongkorn University, and Chung- Ang University.

With regard to the international student population across various study programmes, the ratio remains relatively low, with the majority originating from neighboring countries. This underscores the need for greater recruitment and promotional efforts, as well as enhanced collaboration with governmental agencies. The University will have attractive learning policies and more updated programmes to be compatible with universities around the world.

### Internationality of faculty

#### **All study programmes**

In order to attract international lecturers and create conditions for students to access other advanced education, the faculties actively invite experts and professors from prestigious schools to jointly develop the training programme, and for certain subjects to co-teach. Faculties members maintain and expand relationships with former lecturers and introduce them to other colleagues. They also participate in international seminars and networks to connect experts and professors. With the international experience of foreign lecturers, students have the opportunity to access up-to-date industry knowledge and global trends, enabling them to develop their own knowledge and skills.

In the period from 2017 – 2023, five international lecturers from the USA and Taiwan taught in the MBA. Two lecturers, one from Malaysia and one from Dubai, offered their expertise in the MAc programme. Lastly, eleven international lecturers taught in the Bachelor of Sport Management programme, coming from countries such as Taiwan, Thailand, and Malaysia.

#### **Master of Business Administration**

The faculty has a large number of lecturers with doctoral degrees who graduated from universities around the world such as:

- Southern Cross University- Australia,
- Oklahoma State University,
- Texas A&M University- USA,
- Massachusetts Institute of Technology- USA,
- Aarhus University- Denmark,
- Sogang University- South Korea,
- Sun Yat Sun University-China,
- Feng Chia University,
- Chinese Culture University,
- National Central University- Taiwan,
- Saint-Petersburg State Polytechnic University- Russia.

Additionally, every year, the faculty sends lecturers to work abroad or participate in academic seminars to exchange teaching experience. Additionally, the faculty invites professors to teach specific subjects that require a broader global outlook, including Market-based Marketing (A professor from Michigan State University), Innovation and Entrepreneurship (Fengchia University, Taiwan, and National Taipei University of Business), and Finance Management (A professor from Western Connecticut State University). Since the curriculum was benchmarked against US and

Australian universities, the teaching team was intentionally selected for their teaching delivery performance.

### **Master of Accounting**

To expand cooperation with foreign professors and experts, the Faculty of Accounting focuses on inviting foreign professors to lecture and join the research group to improve the quality of training and research capacity of the faculty.

### **Bachelor of Sport Management**

All lecturers of the Bachelor of Sports Management programme have graduated from foreign countries and the team of professors, advisors, and collaborators are from the following countries: New Zealand, Australia, the Czech Republic, Russia, Japan, Taiwan, China, and Thailand, etc.

### Foreign language contents

#### **All study programmes**

For the Master programmes, admission requirements include a mandatory minimum IELTS score of 4.5 or equivalent certificates to ensure that students are qualified to access learning materials in English. Upon completion of the programme, students will have the opportunity to achieve an IELTS score of 5.5 or obtain equivalent certificates, thereby equipping them with the necessary language skills to thrive in an intercultural work environment. For the Bachelor programmes, students have three English courses and two pre-English courses for students whose English proficiency is not quite at the entrance standard. Students will have the opportunity to achieve an IELTS score of 5.0 when they complete their programme.

#### **Master of Business Administration**

The programme is taught in Vietnamese and English is used for some assignments. The outline has been updated in English. The textbook, reference books, other materials, and lecture notes of most subjects are in English. In addition, some subjects that invite foreign lecturers to teach are conducted entirely in English, including teaching materials, slides, and language of instruction. Additionally, Vietnamese lecturers are encouraged to use more English to teach, for example by teaching slides in English.

#### **Master of Accounting**

The programme is taught in Vietnamese. However, during teaching process, lecturers use English materials for some courses to achieve the objectives of subjects such as International Accounting (AC701070), International Accounting Standards (AC701170), and courses related to research methods.

#### **Bachelor of Sport Management**

More than 10 % of specialized subjects have been designed to use English as the language of lectures. Currently, the proportion of subjects using English teaching materials, including lecture slides, accounts for about 20-30 % of the curriculum. According to the development plan, within the next three years, the two majors of the Sports Management programme aim to increase this rate to 50 %. In addition, during the teaching process, lecturers not only encourage students to search

for information and sources in Vietnamese but also promote searching for documents in English. This will not only help expand access to a variety of international documents, but also help students improve their English language skills and access to information from multinational sources. At the same time, it enriches the learning process aligning with international requirements in this field of study.

## Appraisal:

International contents are an integral part of the curriculum in the **MBA**. Students are prepared for the challenges in an international working environment, which aims at the targeted professional fields of graduates. For the **Master of Accounting** and the two majors of the **Bachelor of Sport Management**, the panel sees room for improvement in the international contents of the study programmes. Regarding the **Master of Accounting**, the panel noticed that the programme uses the name “International Accounting Standards” which is no longer used in the field. Since 2005, the standards are referred to as “International Financial Reporting Standards” (IFRS). Furthermore, the panel finds that the IFRS are foundational and therefore covering them in an introductory course is not sufficient. **They recommend the following condition for the MAc:**

**The University changes the course “International Accounting Standards” to “International Financial Reporting Standards” (IFRS) and comprehensively covers their specific rules and their applications.**

The panel emphasizes the need to incorporate an introduction to International Sport Management into the curriculum of **both majors** of the **Bachelor of Sport Management** to ensure that international content becomes an integral part of the programme. Given that Sports Management is an inherently global subject, ensuring the employability of students warrants incorporating an international focus into the curriculum from the outset. In combination with event management many objectives in organising sport events happen in an international context, e.g. foreign player, fans, spectators, collaboration with international sport federations. Students must know the organisational structures and competencies in international sports.

In its statement, the University explains that sports management education in Vietnam is primarily focused on state administration and therefore the programmes focus on business management, enterprise management and sports club management, all of which would be based on international practices. According to the University, this international content is particularly addressed in the following courses:

SBEM major: General Sports Management (D03041), Chapter 1; Sports Business Management (D03001), Chapter 1; Social History of Sports (D03040), Chapter 1; and Legal Aspects in Sports and Events.

Golf major: History and sociology of golf (D04004) and Introduction to the Golf Industry (D04075).

However, the panel considers the topic of international sports management to be insufficient in the courses mentioned, and considers at least an introduction to international management to be necessary, as it is an organisational prerequisite for the conception and implementation of (golf) events and tournaments to know the structures and working methods of international sports federations and to work with them. **The panel therefore recommends the following condition:**

**The University integrates content on the introduction to International Sport Management into the curriculum.**

Additionally, the panel noticed that **both majors of the Bachelor of Sport Management** are focusing primarily on North American literature. Thus, the panel **recommends** including European literature and literature on the European sport system in courses. A further **suggestion** from the panel would be to offer an elective course on Olympic sport as this is a major area in Sport Management worldwide and would allow students to pursue international careers where knowledge in this area is essential.

The panel finds the international composition of the student body in **all study programmes** to be adequate for the respective programme concept. TDTU takes measures to reach the goal of promoting internationality.

Similarly, the panel deems the international composition of the faculty to be satisfactory. The study programmes benefit from non-permanent teachers from different countries and teachers with international academic and professional experience. Following the international concept of TDTU, the panel **recommends** prioritizing the enhancement of the internationality of faculty.

The panel is aware that the admission and graduation requirements regarding English proficiency are high and challenging. They regard the current proportion of foreign language courses and foreign language materials to be adequate. However, the panel **recommends** increasing the English proficiency of lecturers in the case that they are teaching English language contents.

|        |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4    | Internationality  |             |                              |                            |                                    |      |
| 3.4.1* | International contents and intercultural aspects (Asterisk Criterion) |             |                              | MBA                        | MAc<br>SBEM<br>Golf:<br>condition  |      |
| 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)

#### All study programmes

For the programmes of TDTU, communication, public speaking, cooperation, and conflict management are essential skills. These skills are stated in the expected learning outcomes of the programmes; hence they are a requirement and will be built up systematically. Students acquire these skills in their courses.



On the one hand, across subjects in the programmes, students are encouraged to discuss, explain, and demonstrate their ideas, questions, as well as experience to the lecturer and classmates. The lecturers do not impose their opinions onto the students, but provide suggestions and recommendations, as well as feedback. This fosters critical thinking, communication, and presentation skills, which are essential skills in many majors. Moreover, during the discussions, students can also gain knowledge from the experience of their peers and lecturers, exposing them to different perspectives and social aspects.

On the other hand, subjects in the programmes require students to do a lot of research through assignments. This not only improves their professional skills but also helps in developing other skills including researching and analysing. Through the programme, students develop skills essential not only for their career but also their future life.

In addition, seminars, field trips, practice sessions at enterprises, and specialized competitions organized by the faculties and departments give students the opportunity to exchange ideas, to discuss, to think interdisciplinary, and to develop multidisciplinary competencies and skills.

### Bachelor of Sport Management

Throughout the programme, a series of Essential Skills for Sustainable Development courses (LO0050) are taught in different years of study: Life Attitude 1 (LO0019), Life Attitude 2 (LO0033), Life Attitude 3 (LO0041), Team Building and Leadership Skills (LO0044), Presentation Skills (LO0045), Critical Thinking (LO0046), Self-Study Skills (LO0052). These courses instill in students the ability to consider issues from a moral standpoint, while also fostering self-development, decision-making, and communication skills. In addition, the programmes include courses that provide multidisciplinary knowledge to students, equipping them with the necessary knowledge and mindset to fulfill their responsibilities after graduation:

- SBEM: Sports Public Relations (D03062), Brand Management (D03139), Digital Media Tools (D03088), and Film Design (D03086).
- Golf: Psychological Ages and Teaching (D04065), Sports massage (D04068), Golf Club Production & Fitting 1 (D04009), and Golf Club Production & Fitting 2 (D04010).

### Appraisal:

The panel appreciates the manner in which communication, public-speaking abilities, analytical skills, and scientific competencies are taught by suitable didactical and methodological measures in the regular courses in **all four study programmes**. Since the training is integrated alongside the regular contents, students can acquire further multidisciplinary competences and broad contextual knowledge. This will benefit students' future employability.

|  | 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)

### **All study programmes**

The employability through the integration of theory and practice in the curriculum and through the multidisciplinary competencies and skills are evidenced throughout all modules. Most of the subjects utilize the case studies teaching method, in which the lecturers share experiences in resolving real-life problems and guide students in developing skills to address genuine challenges. Students are trained with skills to have respect for cultural diversity, a positive way of life, follow the moral code of the society, as well as sustainable development, along with many other social skills including the Emotional Quotient. These skills and attitudes will be very useful for students in their future life and career since they can work in any environment, with a sense of obeying the laws and rules, respecting and understanding individuals from different cultures, as well as embodying ethical global citizenship.

### **Master of Business Administration and Master of Accounting**

The PLOs of the programmes enhance the Master students' knowledge, skill, ability, and attitude, which help them increase their employability and promotion opportunities at work after graduation. After graduation, most learners may secure high-level position or transition to roles requiring specialized expertise, such as becoming a lecturer in a university. Furthermore, learners from the TDTU are highly appreciated in the recruitment policies of companies.

Postgraduate learners' skills can be applied in their practical situations in their jobs including general skills and expertise skills. General skills include presentation abilities, teamwork, English proficiency. Expertise skills include planning, management, and leadership skills. These skills aim enable the students to make financial decisions, human resource management choices as well as general management decisions. In addition, the skills to process data and write reports for applied research are two outstanding skills in the postgraduate programme.

### **Bachelor of Sport Management**

Employability skills are developed throughout the four years of university education through four practical internships in both majors of the Bachelor of Sport Management programme. Students will learn and work as actual employees at the enterprise during their professional internship courses. The internship process is also strictly controlled: random company visit, telephone check, monitoring lecturer, weekly report, and a demanding final report. These are all for the purpose of having a quality experience in the majors before graduation. Apart from the practical internships at the enterprise, students can also practice working skills in teaching and learning activities, or by participating in seminars, discussions, academic exchanges, and field visits. Many students are recruited by enterprises or organizations after their internship periods based on their task completion performance, as well as their attitude and spirit during the internship. As a result, students of the Faculty of Sport Science often find their own internship placements in their final year to complete the Professional Apprenticeship course without the support or referral of lecturers.

Through these activities, the rate of graduates having jobs in the Bachelor of Sport Management programme is 95 % within one year after graduation.

### Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread through all courses of the **four study programmes**. To promote employability in the **Bachelor of Sport Management** even further the panel **suggest** inviting more enterprises with special focus on employment in the sport industry or organising a career day focused on sport-related businesses.

|      |  | 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)

In order to ensure the quality of the curriculum and standard of the expected outcome, lecturers are responsible to teach, do research, and serve the community. The teaching workload of lecturers is clearly stated in the TDTU regulations on the duty of full-time lecturers: 486 periods per year for lecturers who have doctoral degrees and 414 periods for lecturers who have a Master degree. Lecturers with Doctorate degrees, along with teaching tasks, have to do scientific research, the products of which are articles published in international journals rated in ISI or Scopus. FOSTECT is a scientific research support fund of TDTU for valuable applied research and is an effective support site for lecturers to perform their scientific research tasks. With the mission of serving the community, lecturers participate in social criticism activities whenever there is a need. These activities enrich lecturer's teaching with real-world examples.

In the strategic plan, based on the University's mission and long-term goals the faculties determine and develop annual studying-, training-, and retraining plan for the faculty members, including succession, promotion, redeployment, termination, and retirement.<sup>53</sup>

The structure of the quantity, academic title, and degrees of the lecturers teaching the programmes is shown in the table below:

**Table 22: Academic staff Profile 2023-2024**

| Category  | M         | F        | Total     | FTE | Percentage of PhDs |
|---|-----------|----------|-----------|-----|--------------------|
| <b>The MBA programme</b>                        |           |          |           |     |                    |
| Professors                                      | 4         | -        | 4         |     | 100%               |
| Associate/ Assistant Professors                 | -         | 1        | 1         |     | 100%               |
| Full-time lecturer of the FBA                   | 6         | 2        | 8         |     | 100%               |
| Part-time lecturer of the FBA                   | -         | -        | -         |     | -                  |
| Full-time lecturer from other faculties of TDTU | 1         | 1        | 2         |     | 100%               |
| Visiting Professors/ Lectures                   | 8         | 1        | 9         |     | 100%               |
| <b>Total</b>                                    | <b>19</b> | <b>5</b> | <b>24</b> |     | <b>100%</b>        |
| <b>The MAc programme</b>                        |           |          |           |     |                    |
| Professors                                      | 1         | -        | 1         |     | 100%               |
| Associate/ Assistant Professors                 | -         | 1        | 1         |     | 100%               |

<sup>53</sup> The experts surveyed the five year development plan of the university spanning from 2019 – 2024.

| Category   | M         | F         | Total     | FTE          | Percentage of PhDs |
|--|-----------|-----------|-----------|--------------|--------------------|
| Full-time lecturer of the FAc                                    | 1         | 1         | 2         |              | 100%               |
| Part-time lecturer of the FAc                                    | 1         | 1         | 2         |              | 100%               |
| Full-time lecturer from other faculties of TDTU                  | 8         | 5         | 13        |              | 100%               |
| Visiting Professors/ Lectures                                    | 5         | 4         | 9         |              | 100%               |
| <b>Total</b>   | <b>16</b> | <b>12</b> | <b>28</b> |              | <b>100%</b>        |
| <b>Both majors of the Bachelor of Sport Management programme</b> |           |           |           |              |                    |
| Professors   | 1         | -         | 1         | 1.00         | 100%               |
| Associate/ Assistant Professors                                  | 2         | -         | 2         | 2.00         | 100%               |
| Full-time lecturer of the FSS                                    | 8         | 11        | 19        | 19.00        | 21.05%             |
| Part-time lecturer of the FSS                                    | -         | -         | -         | -            | -                  |
| Full-time lecturer from other faculties of TDTU                  | 3         | 7         | 10        | 2.50         | 30.00%             |
| Visiting Professors/ Lectures                                    | 6         | 6         | 12        | 3.00         | -                  |
| <b>Total</b>   | <b>20</b> | <b>24</b> | <b>44</b> | <b>27.50</b> | <b>22.73%</b>      |

**Master programmes:** The table shows the lecturers teaching for both Master programmes meet the national standards<sup>54</sup> of lecturers teaching Master programmes:

- Have at least five full-time lecturers with doctoral degrees in the relevant departments and an associate professor presiding over the development and implementation of the study programme.
- Have a team of full-time lecturers with appropriate expertise for the courses and modules of the programme.
- Additionally, there are enough lecturers to ensure a maximum ratio of five students to one lecturer.

### **Master of Business Administration**

Starting from 2024, the FBA will prioritize recruiting lecturers who already possess doctoral degrees and cease hiring those with only Master degrees. The overall goal is to increase the total number of lecturers to 98 by the end of 2027, with 44 of them holding doctoral degrees, accounting for 45 % of the total faculty members at the FBA.

<sup>54</sup> Following Circular 23/2021/TT-BGDĐT.

**Table 23: Recruitment strategies of FBA for the period 2023-2027**

| Category | 2023 | 2024 | 2025 | 2026 | 2027 |
|----------|------|------|------|------|------|
| Lecturer | 53   | 61   | 71   | 83   | 98   |
| # PhD    | 13   | 8    | 20   | 32   | 44   |
| % PhD    | 25%  | 13%  | 28%  | 39%  | 45%  |

### **Master of Accounting**

Following the strategy plan, by 2025, the Faculty of Accounting will recruit one additional professor or two associate professors, and three lecturers with doctoral degrees. Further, the faculty will send lecturers for training to enhance both their skills and their expertise in the country as well as abroad.

**Both majors of the Bachelor of Sport Management programme:** For the academic year 2023-2024, the lecturer/ student ratio at the SBEM major is 1:23.4, the Golf major is 1:0.7. Therefore, these ratios are in line with the mandatory ratio of 1:25 issued by MOET's regulations<sup>55</sup>, on the maximum ratio between students and lecturers in universities for the corresponding programme of teaching Business and Management.

It is expected that by 2025, the FSS needs to recruit 22 more personnel, including a head of faculty, deputy head, lecturers, researchers from both domestic and international backgrounds, leading professors, part-time lecturers, and retired lecturers. Among these, there's a need to hire professors or associate professors to serve as academic advisors for the curriculum, and scientific research, and to guide the strategic development direction.

### Academic qualification of faculty (Asterisk Criterion)

TDTU applies a rigorous lecturer recruitment procedure. Lecturers participating in teaching the master's programmes must have at least a doctorate degree (except for knowledge supplementary courses, the lecturers must have at least a master's degree). For Bachelor programmes, they are selected according to the recruitment process and criteria of TDTU with at least a Master degree. Lecturers must ensure good teaching methods (with a Certification in Professional Education, and the survey result of student satisfaction of at least 4.5/ 6.0 points), good English proficiency (IELTS from 5.5 or other equivalent English certificates), teaching experience of more than five years, ability of carrying out scientific research (provincial/city level scientific research projects; national and international publications or national and international conferences) and have practical experience in enterprises (especially for the visiting lecturers).

Lecturers' professional capacity is assessed through research works, articles published in magazines, books and teaching quality. The scientific research results of the lecturers are presented in the table below.

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<sup>55</sup> Circular 03/2022/TT-BGDĐT

**Table 24: Number of scientific projects/topics and scientific articles of lecturers**

| Programme | 2017-2018   | 2018-2019 |        | 2019-2020 |        | 2020-2021 |        | 2021-2022 |        | 2022-2023 |        |
|-----------|-------------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|-----------|--------|
|           | ISI/ Scopus | ISI       | Scopus | ISI       | Scopus | ISI       | Scopus | ISI       | Scopus | ISI       | Scopus |
| MBA       | 7           | 7         | 1      | 9         | 5      | 7         | 3      | 7         | 1      | 4         | 2      |
| MAc       | 2           | 1         | 4      | 5         | 4      | 8         | 3      | 6         | 0      | 5         | 1      |
| BA. SM    | 0           | 2         | 0      | 2         | 1      | 0         | 0      | 1         | 1      | 0         | 0      |

Teaching quality evaluation results are done according to strict monitoring and evaluation process in separate levels:

- students evaluating lecturers at the end of the course
- the departments supervising and evaluating the quality and capacity of lecturers monthly
- self-assessment of lecturers at the end of the year
- the faculties and the University evaluating the yearly performance through criteria that have been publicized from the beginning of the academic year.

These are the basis for the emulation ranking of the whole academic year together with salary adjustments and bonuses or penalties reflecting each member's performance level.<sup>56</sup>

With the aim of becoming a research university, TDTU has provided opportunities for lecturers to develop their expertise through programmes and activities including sponsorships to study abroad through MOUs with other universities and to attend international conferences. Such opportunities enable lecturers to engage with and contribute new knowledge to the global research community, build professional networks, enhance their capacity, and elevate TDTU's reputation through their contributions.

#### Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Lecturers employed at the TDTU must demonstrate their teaching ability through the pedagogical qualifications. All lecturers have obtained a Certificate of Teacher Training in accordance with the regulations of the MOET. In each semester, in addition to the University organising teaching demonstrations for lecturers, the faculties also conduct random classroom observations without prior notice to the lecturers for the purpose of exchanging ideas and improving the tasks related to teaching and classroom organisation of the lecturers, thereby enhancing as well as evaluating the competence of the lecturers. Furthermore, the faculty also assigns certain staff members to regularly guide and supervise the quality of the teaching staff, even visiting lecturers, including

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<sup>56</sup> The university provided regulations on assessing the quality of lecturer's performance.

preparing slides, teaching, managing classes, or communicating with students in accordance with the regulations of the faculty and the University.

Both the University and the faculties have plans and measures to assist lecturers in enhancing their professional skills, including pedagogical expertise. Notably, the department frequently sends lecturers to training sessions to guide the use of remote teaching equipment for students, such as using digital libraries, E-learning, Google Meet, training for ensuring the quality of online teaching, training for flipped classrooms. The faculties also focus on training and fostering the teaching staff with complementary knowledge about testing and measuring student results, ISO, 5S; training courses on scientific research, and experience in writing international articles.

In addition to these activities, the faculties also conduct several academic activities to help improve professional capacity as follows:

***Monthly academic activities:*** At the beginning of the year, based on the common goal, the faculty sets the schedule of the monthly academic activities. The goal of academic activities revolves around improving the professional quality of each department, each lecturer, and each subject in the programme to heighten output standards. The content of the activities revolves around the discussion of teaching content, teaching scenarios, teaching methods, and assessment content.

***Monthly Journal Club:*** The journal club aims to improve the scientific research ability of lecturers, especially new lecturers. The faculty organises a journal club every month and it is scheduled at the beginning of the year. The content of academic activities is very diverse, encompassing discussions of scientific articles, new research ideas, sharing experiences in presenting scientific articles, and discussing experiences with international publication.

***Organising forums, and seminars domestically and internationally:*** The faculties of TDTU have experience in organising international conferences with the participation of hundreds of researchers from many countries around the world. Each year, the faculties cooperate with universities worldwide to organise activities to widen the academic networks and exchange opportunities between scientists in specialized fields.

### Practical business experience of faculty

Most lecturers of the faculties have practical experience before being recruited. They have practical experience through the implementation of scientific research projects both domestically and internationally. Some full-time lecturers and visiting lecturers have management experience while managing and operating enterprises. They play a vital role in helping students gain a comprehensive understanding of real-world practices and provide opportunities for expanding their professional networks and future career prospects. Lecturers instruct and share practical experiences with the students during the teaching process through group discussion assignments and small research projects in the courses.

### Internal cooperation (Asterisk Criterion)

Lecturers and administrative staff of the faculties always cooperate with each other in implementing study programmes, organising domestic and international conferences and seminars, organising professional training, implementing scientific research, instructing students to do scientific research, and co-publishing articles. Academic staff also cooperates to organise



monthly academic and professional meetings, to conduct class observations to provide professional suggestions to improve teaching methods and content, to moderate the process of examining and evaluating courses, and to build plan outlines to effectively implement the study programme. Difficulties in the implementation process are shared, discussed, and resolved by lecturers in the faculty's weekly meetings. Thereby, the internal cooperation between lecturers and faculty members contributes to effectively achieve the educational objectives of the study programme. Additionally, the FBA and the FAc collaborate with other faculties, such as the Faculty of Finance and Banking, to organize the International Conference on Finance and Economics (ICFE) every two years.

#### Student support by the faculty (Asterisk Criterion)

A faculty academic advisor is assigned to students for their time at the university. The academic advisor provides them with guidelines related to their courses and study plan. They educate the students on ethical aspects and instructs them how to balance their studies and life. The Faculties has multiple channels to support students such as organising dialogues between students and faculty leaders twice per semester, with the participation of all lecturers, administrative staff, and leaders of the Faculties. Additionally, the department holds mentorship activities once a month with advisory lecturers and conducts class representative meetings once a month with student affairs assistants. Furthermore, the lecturers provide ongoing support during the teaching process. The faculty also has other student support programmes, for instance, during internships and apprenticeships, the department's lecturers always seek ways to contact and support internship placements for students.

In addition, students can contact lecturers and administrative staff to seek consultation and support through the channels:

- Direct contact during the faculty office time at the faculty office and the working room of lecturers. Lecturers work 32 hours/week, administrative staff work from Monday to Saturday in working hours so they can allocate time for student consultation every day.
- Indirect method via phone of faculty, faculty e-mail and e-mail of lecturers provided to students in the first period of each subject.
- Outside of office hours, lecturers also support students through various channels such as Google Meet, E-learning, google classroom, and other media such as website, fan page, and social networks.

#### Appraisal:

The panel considers the composition of the faculty members, both in terms of their numbers and structure, to be adequate for the three study programmes. However, the panel also highly welcomes the plans of TDTU to increase the number of academic staff in all four study programmes although the University satisfies the national requirements for the quantity of faculty. The presence of professors and lecturers with Doctoral degree ensures scientific quality and academic standards. Therefore, the panel underlines the plan of the University by **recommending** enhancing the number

of faculty with a high level of education. Overall, the academic qualifications of the faculty members meet the panel's satisfaction and adhere to university regulations. The selection of the faculty members adheres to university rules and takes into account the academic qualifications of the candidates. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty align with university regulations and are affirmed through mandatory training for further qualification. All lecturers have obtained a Certificate of Teacher Training in accordance with national regulations. TDTU ensures that the faculty members are familiar with existing testing and examination methods and receive support in developing their own skills in this field. During the online visitation, the University explained that especially new lecturers are supported by observation and feedback from experienced lecturers.

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

Faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives and work on joint research projects together. The panel appreciates that regular meetings are convened.

During the online visitation, the panel observed a strong commitment among faculty members across **all four study programmes** to fulfil students' needs and uphold teaching quality. Student support is an integral part of the services provided by the faculty. It is offered on a regular basis in form of meetings with academic advisors. Faculty members are also available for the students beyond official office hours. The panel observed that this service mindedness was highly appreciated by students who spoke fondly about their lecturers and university as a whole.

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

## 4.2 Programme management

### Programme Director (Asterisk Criterion)

At the university level, the curriculum is managed by the DEGRAD (for Master programmes) and DEUS (for Bachelor programmes). The DEGRAD or the DEUS is responsible for developing the regulations and orientation on the curriculum development, guiding faculties with the process and procedures in building the curriculum. Moreover, they are responsible for submitting the curriculum for signing and issuing to the TDTU President. In order for the curriculum to be implemented effectively, the DEGRAD or the DEUS manages the following activities:

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

At the faculty and specialized department level, all decisions related to the content development and management of the curriculum are based on the consensus of the scientific council. Members of the scientific council include the dean, assistant dean, head of department, lecturers, and secretary of the council. The dean will be responsible for the quality of the curriculum of the entire faculty in general, while the head of department is in charge of building the curriculum and managing teaching expertise. Responsibilities of head of department for the curriculum are as follows:

- Adjusting the curriculum (periodically updating) and course syllabus of courses managed by the department.
- Organising and assigning tasks to full-time lecturers, expanding the network of visiting lecturers, organizing, and implementing schedules.
- Monitoring the teaching progress of lecturers and teaching content of courses managed by the department.
- Organising class observations, contributing professional comments to ensure the teaching quality of visiting lecturers.
- Coordinating with lecturers in the department to implement scientific research topics.
- Actively expanding relationships, developing international cooperation.
- Participating in discussions and exchanging ideas in academic sessions of teachers.
- Coordinating with lecturers to improve teaching methods.

## Process organisation and administrative support for students and faculty

### **Administrative support for students include:**

- The faculties, department of graduate study or department of undergraduate study guides, consults, and answers questions of students about academic issues through email, Facebook fan page, and face to face consultation
- The department of graduate study or department of undergraduate study supports learners in providing transcripts and certification for the 4+1 programme, and other administrative things.
- Support policies for scholarships are consistently communicated to students on the website and through email.
- The dormitory assists with accommodation management.
- At the faculties, administrative staff are responsible for the paperwork and provide students and lecturers with required information such as teaching timetable, study result, textbook, registration, timetable, exam schedules, extracurricular activities, and guidance on internship procedures.
- The homeroom lecturers will organise monthly homeroom meetings for first- and second-year students to announce learning information from the school, listen to suggestions from students, and teach soft skills and timely support difficulties of students in the learning process. Third- and fourth-year students will be assisted by advisors.

### **Supporting the faculty with the following tasks:**

- Make a teaching plan for each semester and send it to the faculties to assign teaching and organise the timetable, organise a department for students to register for courses and arrange teaching rooms, and support the faculty to apply for a make-up room.
- Departments collaborate with the faculty to disseminate information to students through student dialogues and homeroom activities.
- Support lecturers with legal documents related to the study regulations and support the faculties when implementing internal procedures related to management.
- Help the lecturers examine the drafts of the curriculum and syllabus.

**Table 25: Number of Support Staff of TDTU (academic year 2023- 2024)**

| No. | Support Staff                                     | Highest Educational Attainment |          |        |          |       | Total |
|-----|---|--------------------------------|----------|--------|----------|-------|-------|
|     |   | High School                    | Bachelor | Master | Doctoral | Other |       |
| 1   | Department for Personnel & Administrative Affairs | 3                              | 10       | 3      | -        | 2     | 18    |
| 2   | Department of Undergraduate Studies               | -                              | 14       | 7      | -        | -     | 21    |
| 3   | Department of Graduate Studies                    | -                              | 1        | 2      | 3        | -     | 6     |

|    |   |            |            |            |           |           |            |
|----|---|------------|------------|------------|-----------|-----------|------------|
| 4  | Department of Testing & Quality Assessment                    | -          | 10         | 5          | 1         | -         | 16         |
| 5  | Department for Computing & Computer services                  | -          | 6          | 3          | -         | -         | 9          |
| 6  | Department of Student affairs                                 | -          | 8          | 5          | -         | -         | 13         |
| 7  | Department for Finance  | 2          | 10         | 3          | -         | -         | 15         |
| 8  | Department for Inspection, Legislation & Security             | 63         | 18         | 9          | -         | 3         | 93         |
| 9  | Department for Facility Management                            | 59         | 28         | 17         | -         | 7         | 111        |
| 10 | Department for Management of Science & Technology Development | 0          | 3          | 4          | 6         | -         | 13         |
| 11 | Inspire Library   | 2          | 11         | 2          | 1         | 1         | 17         |
| 12 | Dormitory   | 4          | 10         | 3          | -         | -         | 17         |
| 13 | Center of Enterprise Cooperation and Alumni                   | 1          | 1          | 1          | -         | -         | 3          |
| 14 | Center for Applied Information Technology                     | 0          | 14         | 17         | 1         | -         | 32         |
| 15 | Creative Language Center                                      | 0          | 3          | 27         | 1         | -         | 31         |
|    | <b>Total</b>  | <b>134</b> | <b>147</b> | <b>108</b> | <b>13</b> | <b>13</b> | <b>415</b> |

**Table 26: Number of Administrative Staff of the Faculties 2023-2024**

| Faculty | Category                    | Master's degree | Bachelor's degree | Total |
|---------|-----------------------------|-----------------|-------------------|-------|
| FBA     | Faculty Secretary           | 1               | 1                 | 2     |
|         | Faculty educational officer | -               | 1                 | 1     |
| FAc     | Faculty Secretary           | -               | 1                 | 1     |
|         | Faculty educational officer | -               | 1                 | 1     |
| FSS     | Faculty Secretary           | 1               | -                 | 1     |
|         | Faculty educational officer | -               | 1                 | 1     |

Supporting staff are selected through a suitable process, with clearly defined responsibilities and authority. TDTU facilitates the supporting staff to develop their profession and operations, deploy training activities to meet the professional development needs of support staff through annual training sessions.

Lecturers and students have the opportunity to provide feedback on the quality of services and support offered by the university by completing annual survey forms. Recommendations from

lecturers and students are received by the faculties, the departments to improve the supporting quality of the units and the University.

## Appraisal:

During the interview with the programme management, the panel gained the impression that the heads of the study programmes ensure that the programmes run smoothly, responsibilities are well-established, and cooperation is done efficiently.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available for the support that is offered. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. TDTU 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

The programmes have academic cooperation agreements with various academic institutions internationally found in the table below.

**Table 27: List of academic cooperation agreements**

| University/ Institutions                 | Content  |
|--|--|
| <b>Master of Business Administration</b> |  |
| Feng Chia University<br>-Taiwan          | Upon enrolling in the programme, students will have the opportunity to undergo a one-month immersive experience in Taiwan. During this period, they will engage in various coursework focused on business-related topics pertaining to both Taiwan and Vietnam.  |
| Tomas Bata in Zlin<br>- Czech Republic   | Every two years, the Faculty of Business Administration and Tomas Bata University collaborate to host a prestigious international conference known as the "International Conference on Finance and Economics - ICFE". Faculty members from both universities take on key roles as organizers and reviewers to ensure the conference's high-quality |

|  |  |
|--|--|
|  | standards. Additionally, exceptional papers presented at the conference may be recommended for publication in renowned integrated journals, further enhancing their visibility and impact in the academic community.   |
| <b>Master of Accounting</b>  |  |
| Institute of Chartered Accountants in England and Wales - UK                                   | A memorandum of understanding was signed to integrate the International Certificate in Finance, Accounting, and Business (ICAEW CFAB) into the university's high-quality Bachelor of Accounting programme.   |
| <b>Bachelor of Sport Management</b>  |  |
| Burapha University,<br>Kasetsart University,<br>Chulalongkorn University<br>- Thailand         | When participating in these programmes, students from the Faculty of Sport Science will study at partner universities, taught by lecturers from those partner universities. Subsequently, the students receive recognition for completing specific courses, such as Internship 1, 2, 3 and Graduation Internship.  |
| International Federation of Physical Education, Fitness and Sports Science Association - India | The faculty accepts students from international universities that are partners of the faculty through participating in cultural and academic exchanges. These activities help establishing a network of scientists to cooperate with the FSS to conduct international seminars, and research projects, organise conferences, seminars, workshops, teaching, and exchange students. |
| National Taiwan Sport University,<br>Nanhua University –Taiwan                                 |  |
| Negeri Semarang University – Indonesia   |  |
| City University Malaysia – Malaysia  |  |
| Chung-Ang University – Korea   |  |

### Cooperation with business enterprises and other organisations

#### **All study programmes**

The faculties have built a network of cooperation with many businesses and organisation in different fields. The faculties regularly collect feedback from organisations and enterprises about the actual situation of the profession and apprenticeship as well as the working performance of students to make reasonable adjustments to the curriculum to suit the needs of the labour market.

### **Master of Business Administration**

The areas of study are closely linked to the four main majors offered by the faculty, namely marketing, human resource management, international business, and hospitality. As the majority of Master students are already employed in local enterprises, their participation in the programme becomes an invaluable asset in fostering collaboration and expanding networks within specific industries. Besides, the Faculty of Business Administration has networked with many corporations in various sectors, so the MBA students will have the opportunity to meet business leaders from international corporations and engage themselves in debating and solving business issues worldwide.

### **Master of Accounting**

In the curriculum, in addition to the modules according to the training programme, students also participate in activities to update professional knowledge, research skills, and expand networks with professional organisations. Therefore, the faculty cooperates with enterprises and professional associations to organise workshops and seminars to comment on study programmes, update, and share professional experiences. Through these activities, students gain insights into potential career paths and develop an understanding of the benefits of participating in professional development programmes after graduation.

### **Bachelor of Sport Management – Major in SBEM**

In the study programme, students have to undergo three professional internships and one professional apprenticeship at enterprises that are partners of the faculty in fields such as Marketing and Consumer Behavior; Communication and PR; Sports Club Management; Sports Store Management; Sports Facility Management; and Event Organization. During the internship at these enterprises, students are assigned an instructor, who not only guides the students in their tasks but also evaluates and grades the students' performance during the internship. This score accounts for 50 % of the final grade. Through this programme, students can grasp practical knowledge about real-world tasks and simultaneously complete the programme.

### **Bachelor of Sport Management – Major in Golf**

The faculty has signed agreements with businesses in the Golf industry. Surveys indicate that the potential for the golf industry in Vietnam is substantial, and there is an increasing and unique demand for human resources within the sector. The goal of the faculty will be to sign more contracts with businesses in the field (Golf Booking, Golf Academy, Golf Event Organization, Golf Course, Golf Driving Range, 3D Golf Room, Golf Apparel/Accessories). This aims to create an extensive network with employers and educational institutions that train human resources. Most importantly, these partnerships ensure students have opportunities to apply the knowledge they acquire in real-world settings.

### **Appraisal:**

The panel considers the scope and nature of cooperation of **the three faculties** to be satisfactory and well-suited for the study programmes' profiles. The agreements forming the basis of the cooperation are monitored by TDTU and evaluated at the end of the cooperation period. All such



activities contribute to the development of the students' qualification and skills. In addition to the existing cooperations, the panel **suggests** broadening and enhancing the list of partner institutions of the **MAc** and **Bachelor in Sport Management** not only nationally but also internationally. An international focus stands as a pivotal component of a robust academic programme. While existing national collaborations are in place, augmenting international partnerships is prudent for further enrichment. Specifically, for the **two majors of the Bachelor in Sport Management** it is very important to collaborate with the national and international golf and other federations, especially in the application process of international tournaments. Furthermore, the sporting goods and golf supply industry is an important partner in organizing golf tournaments, events and coaching courses.

The scope and nature of cooperation with business enterprises and other institutions are relevant for each programme, reinforcing their practical orientation. The enterprises offer internship opportunities or networks that contribute to the development of the students' qualification and skills. Overall, the panel is satisfied with the current cooperations, but it **suggests** increasing the cooperation of the **Sport Science faculty** to include more enterprises in different sport business, foundations, clubs, businesses for sporting goods, and service providers for the event industry.

|          |  | 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)

Facilities for teaching are shared among all study programmes at TDTU in order to meet the learning needs of students and provide a suitable working environment for all teaching and learning activities. Students study in an environment with machine-equipped theoretical classrooms, air-conditioning, projector, and computer practice room to satisfy the courses' requirements. TDTU has three large halls. Hall A can accommodate 1,500 people and is often used for organising international scientific conferences and major conferences of the university; seven conference rooms and all classrooms are equipped with a projection screen, projector, speaker-microphone, internet via LAN, etc. The computer system consists of 18 servers and 2,350 computers, of which there are 2,100 computers for training activities. The main campus in Tan Phong is equipped with a Wi-Fi network with 18 FTTH lines and a total traffic of 1,160 Mbps. In addition to the common facilities of TDTU, each functional room of the faculty is equipped with Wi-Fi network to fully meet

the needs of lecturers. TDTU has the department for facility management to manage, maintain, repair, and purchase new equipment to ensure that all equipment is in good working condition.

Particularly, the FSS is using its own facilities for the activities of its own staff and students, including:

**Table 28: Equipment for students of the Faculty of Sport Science**

| NO. | Equipment Name   | Quantity |
|-----|--|----------|
| 1.  | Multi-purpose stadium with 3500 seats                    | 1        |
| 2.  | FIFA 2-star standard stadium, 7000 seats                 | 1        |
| 3.  | Gymnastic room with a complete set of exercise equipment | 1        |
| 4.  | 20x25m swimming pool                                     | 3        |
| 5.  | Tennis court   | 1        |
| 6.  | Yoga room  | 1        |
| 7.  | Outdoor golf practice field                              | 1        |
| 8.  | Golf Simulator Room                                      | 1        |

In particular, the golf simulator room supports lecturers and students to improve their practical skills after theoretical classes. With modern 3D Golf technology, integrating nearly 200 golf courses around the world, students and lecturers can freely choose courses according to their level.

#### Access to literature (Asterisk Criterion)

The diverse information resources at the INSPIRE Library include the Library's collection of documents and hundreds of millions of electronic information resources, with research articles from scientific journals, e-books, and various resources from publishers as well as many other university's open-access digital science information repositories in the world, meeting all teaching and learning research needs of lecturers and students as well as self-study and research needs of lecturers and students.

**Table 29 Statistics on TDTU Library information resources**

| TDTU Resources              |             |                      | Open Educational Resources |                  |                       |
|-----------------------------|-------------|----------------------|----------------------------|------------------|-----------------------|
| Print Resources             | e-Resources | Subscribed Databases | e-Book (ISBN)              | e-Journal (ISSN) | Open Access Databases |
| 87,227                      | 74,317      | 3                    | 464,169                    | 72,544           | 498                   |
| 161,547                     |             |                      | 537,211                    |                  |                       |
| <b>Total: 698,758 items</b> |             |                      |                            |                  |                       |

TDTU's INSPIRE library has a total floor area of 8,678 m<sup>2</sup> which can serve about 3,000 users at the same time in functional spaces such as:

- Diversified information sources with 210 databases, 426,491 books, millions of electronic information resources, inter-library loan service with more than 9,000 libraries around the world. All functions are utilized through the application layer portal of integrating knowledge and common index lookup which is Primo Discovery System in order to unify and meet all the teaching and learning needs of library users.
- Common learning space includes nine presentation rooms, eight individual research rooms, three group classrooms, two movie rooms, and online seminar rooms.
- Space for information services includes information counters, new document display areas, computer areas, quick access points, multi-function printing stations, and automatic book-borrowing stations.
- Space for learning exchange includes meeting places, coffee area, reading and entertainment area, and exhibition hall.
- Space for special products and services includes the traditional room, the University's scientific products display area, the studio, the sample material resource, and the library workspace.

The resources of the library for study and research of the programmes are always fully updated. These resources for the programmes include textbooks, supplementary readings, and graduation thesis. Specific materials are as follows:

- Master of Business Administration: 8,740 documents.
- Master of Accounting: 3,014 documents.
- Bachelor of Sport Management: 928 documents.

Lecturers of the subjects always ask students to read materials to complete group assignments and individual assignments. According to the library's monitoring data, the student's use of the library is reflected in the following tables:

**Table 30: Data using library documents of students**

| Academic year | 2018-2019 | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 |
|---------------|-----------|-----------|-----------|-----------|-----------|
| FBA           | 2,051     | 2,455     | 2,404     | 2,841     | 1,270     |
| FAc           | 1,362     | 1,182     | 1,106     | 1,456     | 881       |
| FSS           | 139       | 385       | 186       | 313       | 159       |

The accessibility of these resources is facilitated through the online library system, prompting students to engage in extensive reading and research, particularly in subjects pertaining to their disciplines. Besides, other learning materials such as standards, regulations, rules in the subject area are recommended to be constantly updated directly from the official website of the professional associations or the government.

## Appraisal:

As the visitation of the four study programmes was done online, the panel was supplied with photos and videos of the facilities and equipment. Additionally, during a previous accreditation of a different study programme, one panel member had the opportunity to visit the facilities on-site and was able to confirm the quality. The panel deems the quantity, quality, media and IT facilities of the teaching rooms sufficient for the study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. Enough group rooms are available for students.

The opening hours of the INSPIRE library of TDTU 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 programmes is available in the library. However, some of the material for the study programmes appear to be outdated. Therefore, the panel **recommends** improving the relevance of the literature available for students and researchers alike to enable access to state-of-the-art resources.

|        |  | 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

The Center for Business Cooperation and Alumni and the faculties carry out many activities to support students in securing internships and finding employment upon graduation such as:

- Job consultancy for students.
- Job introduction.
- Coordinate with functional divisions, departments/faculties in the University to build and expand relationships with enterprises and alumni.
- Create enterprise and alumni resources to participate in thematic discussions, share practical experience, and provide career guidance for students.
- Introduce necessary enterprises and alumni to the faculties in practice, internship, internship sponsorship, part-time jobs, and finding jobs after graduation.
- Monitor and assess feedback from organisational and individual employers on their ability to meet the job requirements of students after graduation to propose for improvements.

- Organise seminars for partner companies to present internship programmes and jobs openings to students.
- Post recruitment information of companies on the University's website so that students can access job opportunities.

The faculties do an annual survey for graduates about their employability situation. The survey aims to collect the feedback of graduates about the programme specifications, learning and teaching methods, their employability, and other comments. Then, a report on graduate's employability is compiled. Based on the result, the board of management (dean, vice dean, and heads of departments) adjusted the curriculum to meet the demand of learners, employers, and society.

These activities are regularly and periodically planned and implemented to help graduates access job opportunities and interact with representatives from enterprises at regular events. The staff of the Center for Business Cooperation and alumni always fully and promptly support the needs of students.

### Alumni Activities

The alumni of the programmes are members of the School Alumni Club and actively participate in activities that contribute to the faculties' development. Each year, alumni are invited by the faculties to share insights and advise current students on professional and career choices. Alumni also participate in major occasions such as freshmen welcoming, faculty anniversary, and teacher's day. On such occasions, alumni are able to meet and share their learning experience and career stories with current students across disciplines to inspire and encourage them to strive for better learning outcomes.

Communication with alumni is done via email, phone, and Facebook. The faculties use their website and Facebook page to connect and transmit information to students and alumni.

The activities of alumni are planned long-term, regularly carried out by the lecturer in charge of the course. They regularly update the list of graduates of each cohort and follow up information about career changes of alumni in the long term. The alumni activities plan is designed at the beginning of each academic year, focusing on maximizing benefits for students through alumni connections. Alumni feedback serves as an important channel for consultation, aiding to improve the quality of the curriculum to meet societal demands.

### Appraisal:

The panel regards the channels of career counselling and placement services to be up to standards. Notably, the panel learned during the interviews that events such as job fairs are organised twice a year and help to promote the students' employability. Relevant information is available through the appropriate channels.

An alumni organisation has also been set up with the aim of developing an alumni network. The network is planning activities that include current students, lecturers and graduates of the study programmes. Those activities are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient resources are available for this purpose. The panel was particularly impressed with the lifelong connection that the university seems to forge with its alumni.

|  | 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)

To enrol in a programme, students are required to pay tuition fees. Based on the number of courses registered, students must pay tuition fees for each semester. Students at the faculties and TDTU in general are also able to receive the financial support from the University or the faculty to overcome the economic difficulties and pursue their degree. TDTU issues a policy of scholarships and financial support for undergraduate students, graduate students, and international students every academic year. Besides that, the faculties usually seek the funding resources from the industrial sponsors to provide extra support for the students.

#### Appraisal:

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

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

## 5. Quality assurance and documentation

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

Since 2007, the quality assurance system of the University has been designed and is operated in accordance with quality management standards established by the International Organization for Standardization (ISO).<sup>57</sup> Quality management at TDTU fully adopts a process-oriented approach, where each process and the entire system is managed through the Plan-Do-Check-Act (PDCA) cycle. The overall operation of quality management system is described in TDTU's quality manual.<sup>58</sup> According to the design of the system, after each circle, normally each semester, check activities are implemented to create a basis for further improvement.

To guarantee continuous implementation of quality management at all levels, the institutional leaders, faculties, departments, centers, individual staff members, and students always participate in the quality assurance procedures. Of them, the DTQA, the DEGRAD, the DEUS, faculties, and other internal stakeholders comply with academic regulations, procedures, processes, and mechanisms. Especially, DTQA has responsibility to plan, implement, monitor, and evaluate the quality of the whole university and periodically report to the presidential board.

TDTU's quality policy focuses on four main issues and is publicized to all stakeholders as listed below:

- (1) Recruiting and training professional human resources to be loyal, knowledgeable, professional, and responsible.
- (2) Focusing on the sustainable development of education, science, and technology activities and building TDTU's quality culture in which all TDTU staff work under ISO<sup>59</sup> quality management standards.
- (3) Upgrading modern facilities and equipment to improve TDTU's quality of education and research.
- (4) Enhancing the training and research quality of TDTU to an international level through promoting domestic and foreign communication, expanding international cooperation, implementing technology transfer, and participating in the external quality assessment at programme level in order to meet the stakeholders' expectations and the international integration.

In terms of quality assurance at the faculty level, all activities are planned, executed, tested, and continually improved in order to meet the social demand in constantly changing situations, including:

- Quality control of curriculum and syllabus design activity (surveying lecturers, students).

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<sup>57</sup> Since 2007, TDTU operated under ISO 9000:2008. In 2017, the University applied the ISO 9001:2015 and was certified by a third party.

<sup>58</sup> The manual was available for examination by the expert panel.

<sup>59</sup> ISO 9001:2015

- Quality control of problem setting and examination activities.
- Quality control of teaching (through student survey, class observation).
- Quality control of apprenticeship (surveying enterprises, students).
- Quality control of service (surveying students, staffs, alumni, employers and third parties).

The quality assurance at the faculties is also implemented according to ISO standards and university regulations. The faculties assign special staff to manage all documents and activities related to ISO standards, one academic staff to manage accreditation data, and the department heads as well as the faculty dean are also involved in the quality assurance activities and quality improvement plan.

All processes and procedures, i.e. the process of designing, reviewing and developing the programme must strictly follow TDTU's regulations. Student progress, academic performance, and workload are systematically recorded and monitored through the institution monitoring system. The results of success rate and graduate employment are regularly analyzed, evaluated, and benchmarked for improvement. Improvement activities relating to the programmes, research, and services are also done from consideration of feedback collected from many different channels, i.e. meetings and surveys. After all faculty level and department level checks are carried out, a management system level check is conducted to ensure that the whole system is running smoothly and to identify opportunities for further improvement.

Besides internal quality assurance, TDTU also employs many external quality assurance mechanisms: University ranking organisation<sup>60</sup> and accreditation organisations<sup>61</sup>. In 2018, TDTU was successfully accredited by the High Council for Evaluation of Research and Higher Education (HCÉRES) based on the Council's university standards of the French Republic. The FBA was a member of AACSB in May 2020, and the faculty will prepare a report and conduct official accreditation in 2029. Up to now, TDTU has had 15 programmes that had been assessed and recognized by AUN and eleven programmes that had been awarded the FIBAA quality seal. In May 2023, TDTU organised the onsite visit of ASIIN accreditation for nine programmes. All remaining study programmes have been reviewed and updated according to scheduled plans for international accreditation. These are great chances for the programmes to study and adopt education quality management from regional universities and international universities.<sup>62</sup>

## Instruments of quality assurance

### Evaluation by students

During each academic year, students will evaluate the courses twice (once per semester). In addition, in each course, students will evaluate the quality of teaching through DTQA surveys twice per course. The first time is after the midterm exam, the second time is after the final exam. The

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<sup>60</sup> QS, THE, ARWU, etc.

<sup>61</sup> AUN, ASIIN, FIBAA, and HCÉRES

<sup>62</sup> The website of the quality assurance can be found here: <https://www.tdtu.edu.vn/en/about/quality-assurance>, last accessed April 16, 2024.



survey is published and embedded in the student portal. When the survey period is over, DTQA will analyze the results and feedback to the faculties. Courses that are below faculty's requirement (5.0/6.0) or those that drop more than 0.4 will be considered atypical. The Management Department Head will then talk with the lecturer to identify root causes and possibilities for improvement. On some occasions, where the underlying issue cannot be addressed, the lecturer will have to cease teaching. Each lecturer can also view their own result on the lecturer portal to understand their performance better.

In addition, students evaluate library activities, quality of services of each unit, and the university's quality of services.

The results of the quality assessment are communicated to lecturers and the responsible departments to facilitate improvements and adjustments to the curriculum and related activities. Results of students' assessments are considered in order to change measures for improving quality. Survey forms are reviewed and evaluated, modified, and adjusted, as well as recorded appropriately.

#### Evaluation by faculty

The faculty is given a survey about lecturer satisfaction with the Operation Quality of Functional Units at TDTU. The results of the questionnaire are collected and analyzed based on functional units. Similarly, external individuals may evaluate the departments. The results for each faculty will be presented to the dean who is expected to be responsible for solving problems that may arise within the faculty.

In addition, the faculty evaluates the courses and the study programmes to identify potential challenges and difficulties that the faculty may face when teaching and implementing the programme. They also propose solutions for implementation of continuous improvement in order to further develop the entire programme.

#### External evaluation by alumni, employers and third parties

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

- Professionals/experts satisfaction with the quality TDTU
- Alumni satisfaction with the quality TDTU
- Parental satisfaction with the quality at TDTU
- Social satisfaction of TDTU
- Employer satisfaction with TDTU graduates

## Programme documentation

### Programme description (Asterisk Criterion)

The contents and curriculum of the study programme are documented in both printed and digital formats, including the catalogue, student guide, and the University website.

The programme specification provides comprehensive information, including: Programme Objectives (PO), Programme Learning Outcomes (PLO), programme special features, job opportunities, and mapping of PLOs and courses. This ensures that students and stakeholders gain a clear understanding of academic details and future career prospects, whether it's for a two-year for master's programme or a four-year bachelor's programme.

Based on the necessary knowledge of the study programme, the faculties design the course syllabus. The course specifications of the programmes are built based on the procedures for compiling and editing and apply to the whole university. The course specification is designed in a format that clearly demonstrates the alignment between PLOs, course objectives (COs), course learning outcomes (CLOs), and the assessment methods to ensure that the CLOs are measurable and achievable.

The curricula are significant to the teaching activities. At university level, the undergraduate department or the graduate department builds the teaching plan of the whole academic year, arranges the teaching schedule, and monitors the teaching activities based on the curricula. The faculties and its departments assign classes to lecturers and monitor the teaching activities. The lecturers use the curriculum to plan their teaching documentation and methodology. Students refer to the curriculum and course handbook to select the courses for studying and prepare the materials for the courses. The employers can consult the curriculum to identify suitable candidates for recruitment. Finally, the prospective students can use the curriculum to select their interested field of study before applying to the university. The curriculum allows the students to achieve the intended learning outcomes in order to obtain the degree.

The programme specifications and course specifications including English and Vietnamese versions which are not only published at the university, departments, faculties, on the university and faculty website but also in the information portal of TDTU lecturers, faculty academic support staff<sup>63</sup>, and on the information portal of TDTU students<sup>64</sup>. This ensures accessibility for teachers, students, and employers alike. Lecturers and students can find them easily when logging into the INSPIRE Library website – TDTU during years of enrollment.<sup>65</sup> Students can always access the most updated version online. In addition to the portal, an approved hard copy is archived in DEGRAD or DEUS. Moreover, programme and course specifications are provided to students at the start of each course, enabling them to prepare effectively and plan their learning goals or schedules accordingly.

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<sup>63</sup> <https://lecturer.tdtu.edu.vn>

<sup>64</sup> <https://stdportal.tdtu.edu.vn>

<sup>65</sup> <https://lib.tdtu.edu.vn/resources/course-materials>

### Information on activities during the academic year

The University complies with the content, timing, and duration of disclosure in accordance with the national<sup>66</sup> and the University's democratic regulations.

At the beginning of an academic year, the faculties will build up activity plans for that academic year. Activities can only happen after the plan is approved. All schedules, plans, and reports are documented and archived as a printed version by the responsible activity coordinator. Activities during the academic year are timely and fully communicated to lecturers, students, and stakeholders.

The University connects and officially informs the lecturers and employees of the University through the University's email, the lecturer portal, the University's website, through the official document system or periodic meetings and dialogues (weekly meetings, monthly meetings, annual summary meeting).

For prospective students, the University provides information on the electronic information portal regarding admissions and essential information of studying at TDTU. This includes information on study programmes, curriculum and regulations, internal policies, tuition fees, and other relevant information, with the aim of ensuring transparency.<sup>67</sup>

For current students, the University has an official information exchange channel through the student portal, email system, websites, and the internal display system (e.g. standees, electronic LCDs).

The University has published documents on the student portal, including study programmes, study diagrams, credit accumulation diagrams, course syllabi, all study regulations and rules regarding English language proficiency, informatics, evaluation and assessment of learning outcomes, student affairs, as well as other regulations. Specifically for undergraduate students, the university has developed a handbook for new students.<sup>68</sup>

The University also has the student services office, which acts as a one-stop unit to meet students, provide information, and answers to the questions from them during their study at the University. The University's information is also disseminated through the meetings of the class monitor, group leaders with the homeroom/advisory lecturer, student support staff, and/or the meetings between the members of the Union-Association and the Leaders of the Union-Association, and/or at homeroom activities, weekly flag-salute ceremonies.

Engaging directly with students' feedback on TDTU's management system, teaching and learning quality, support services, information accuracy, is conducted through dialogue sessions at various levels. University-level sessions occur once per semester,<sup>69</sup> while faculty-level sessions occur twice

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<sup>66</sup> Circular No. 36/2017/TT-BGDĐT of MOET.

<sup>67</sup> The university provided the flyer handed out to prospective students of each study programme.

<sup>68</sup> The experts were granted access to handbooks for new students and international students.

<sup>69</sup> A report of the student dialog in the academic year 2022/23 can be found on the website: <https://www.tdtu.edu.vn/en/news/student-dialogue-session-ton-duc-thang-university-academic-year-2022-2023>, last accessed April 16, 2024.

per semester. The student orientation week taking place at the beginning of the year is an opportunity for all TDTU students to have full access to information about TDTU.

Additionally, International Cooperation, Research and Training Institute (INCRETI) provides information and support to international applicants and parents through direct counseling, email, and phone communication regarding application procedures, study programmes, scholarship policies, and more.

Upon enrollment in the Master programme, graduate students attend the opening ceremony where they receive information from DEGRAD regarding all academic duties and activities, and from the Department of Student Affairs about the regulations for graduate students.

For stakeholders outside the University, depending on each subject, the University has different communication policies and plans.

At the University, TDTU has the Department of Communication and Public Relations, which is in charge of coordinating with other units in the University to implement communication activities. TDTU synchronously deploys various approaches from traditional media (press, television, printing, word of mouth), to digital media (social networking, search engine optimization - SEO, affiliate marketing). TDTU effectively leverages social networks, providing regular and continuous updates across multiple channels. The effectiveness of communication and brand marketing has been contributing to building the image and developing TDTU's brand and creating a strong impact on the public.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. Following the conditions placed in previous accreditation procedures, the panel learned that the University now includes questions on student workload in their evaluation and evaluates results. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure: The survey focuses on the performance of lecturers and the quality of the services provided by all units at TDTU. The outcomes are communicated to the lecturer and departments. The panel learned in the interviews that students only receive information on the results if they ask for it. Additionally, in some cases, the lecturers share the results. The panel sees room for improvement in terms of transparency and **recommends** to systematically share and discuss anonymous and statistical results with students. This can enhance student participation in evaluations.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure. They give feedback on the operational quality of the units at TDTU and are asked to

reflect upon their courses and teaching quality. The outcomes are communicated to the Dean and the Faculty to discuss steps for improvements.

External stakeholders are asked to participate in evaluation on a regular basis and in accordance with a prescribed procedure. They are asked to state their opinions on the quality and potential deficits of the study programmes. The outcomes are communicated to the faculties for the quality development process.

The study programmes' content, curriculum and examination scheme have been suitably documented and published. The panel is very impressed by the this constantly updated documentation as the study programmes are described in detail and information is easily accessible for interested parties both in print and digital form. This ensures a high level of transparency which was praised by the students during the visitation. 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: Ton Duc Thang University

## Bachelor / Master programme:

1. Business Administration (MBA)
2. Accounting (MAc)
3. Sport Management – Major in Sport Business and Event Management (SBEM)
4. Sport Management – Major in Golf (Golf)

|          |  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r.               |
|----------|--|-------------|------------------------------|----------------------------|------------------------------------|--------------------|
| <b>1</b> | <b>Objectives</b>  |             |                              |                            |                                    |                    |
| 1.1*     | Objectives of the study programme (Asterisk Criterion)   |             |                              | x                          |                                    |                    |
| 1.2*     | International orientation of the study programme design (Asterisk Criterion)   |             |                              | MBA<br>MAc                 | SBEM,<br>Golf:<br><b>condition</b> |                    |
| 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                          |                                    |                    |
| <b>2</b> | <b>Admission</b>   |             |                              |                            |                                    |                    |
| 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) |             |                              |                            | MBA:<br><b>condition</b>           | SBEMG<br>of<br>MAc |
| 2.5*     | Ensuring foreign language proficiency (Asterisk Criterion)   |             |                              | x                          |                                    |                    |
| 2.6*     | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             |                              | x                          |                                    |                    |
| <b>3</b> | <b>Contents, structure and didactical concept</b>  |             |                              |                            |                                    |                    |
| 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)  |             | SBEM<br>Golf                 | MBA<br>MAc                 |                                    |                    |
| 3.1.4    | Interdisciplinary thinking   |             | MBA<br>SBEM<br>Golf          | MAc                        |                                    |                    |

|        |   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements       | n.r. |
|--------|---|-------------|------------------------------|----------------------------|--|------|
| 3.1.5  | Ethical aspects   |             | MBA                          | MAC<br>SBEM<br>Golf        |  |      |
| 3.1.6* | Methods and scientific practice (Asterisk Criterion)  |             |                              | x                          |  |      |
| 3.1.7* | Examination and final thesis (Asterisk Criterion)   |             |                              | x                          |  |      |
| 3.2    | Structure   |             |                              |                            |  |      |
| 3.2.1* | Modular structure of the study programme (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)                         |             |                              | MBA                        | MAC<br>SBEM<br>Golf:<br><b>condition</b> |      |
| 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                            |                            |  |      |

|   | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)                   |             |                              |                            |                                    | x    |
| 4.2 Programme management  |             |                              |                            |                                    |      |
| 4.2.1* Programme Director (Asterisk Criterion)  |             |                              | x                          |                                    |      |
| 4.2.2 Process organisation and administrative support for students and faculty  |             |                              | x                          |                                    |      |
| 4.3 Cooperation and partnerships  |             |                              |                            |                                    |      |
| 4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)                                  |             |                              | x                          |                                    |      |
| 4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             |                              | x                          |                                    |      |
| 4.4 Facilities and equipment  |             |                              |                            |                                    |      |
| 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                          |                                    |      |
| <b>5 Quality assurance and documentation</b>  |             |                              |                            |                                    |      |
| 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                          |                                    |      |