# PROGRAMME SPECIFICATION

## 1. GENERAL INFORMATION OF THE PROGRAMME

### 1.1. Basis for program development

The undergraduate training program in Engineering Fashion Design is designed according to Outcome-based Education method, meeting the regulations on training program standards according to the following bases:

- Circular No. 17/2021/TT-BGDĐT of the Minister of Education and Training dated June 22, 2021, stipulating training program standards; formulate, appraise and promulgate training programs for higher education levels;
- Circular 02/2022/TT-BGDĐT of the Minister of Education and Training dated January 18, 2022, stipulating conditions, order and procedures for opening the training sector and suspending the operation of the training sector at university, master and doctoral levels;
- Decision No. 1982/QD-TTg of the Prime Minister dated October 18, 2016, approving the Vietnamese Qualifications Framework;
- Decision No. 1232/QD-TTg of the Prime Minister dated July 15, 2021, approving the Plan for the implementation of the Vietnamese Qualifications Framework for vocational education levels, period 2021 – 2025;
- Circular No. 17/2021/TT-BGDĐT of the Ministry of Education and Training dated June 28, 2021, promulgating the Regulation on enrollment and training at university level;
- Decision 1048/QD-AGM of the Rector of Ho Chi Minh City University of Industry HCMC dated August 17, 2021. on the promulgation of Regulations on building, reviewing and updating training programs of Ho Chi Minh City University of Industry;
- Decision No. 1470/QD-ĐHCN of the Rector of Ho Chi Minh City University of Industry dated November 10, 2021 , on the promulgation of the regulation on credit institutions;
- Appropriately absorb stakeholder input;
- Results of the survey on training needs of employers.

### 1.2. General imformation of the programme

- Programme name: Engineering Fashion Design
- Programme code: 7210404
- Type: Undergraduate
- Learning time: 4,5 years – 9 semesters (maximum 7,5 years)
- Name of the final award: The Degree of Engineer in Fashion design Engineering
- Awarding institution: Industrial University of Ho Chi Minh City

### 1.3. Job opportunities

After graduation, graduates of fashion design program can have a number of job options as follows:

- Work in various roles within the fashion industry, including fashion design, styling, visual merchandise, pattern-making, technical documentation, and order management.
- Participate in research and development at foreign representative offices.
- Participate in the management and operation of private companies in leadership roles.

- Teach at intermediate schools, vocational colleges.
- Start their own businesses.

## 2. THE PROGRAMME OBJECTIVES AND LEARNING OUTCOMES

### 2.1. Vision – Mission – Objectives of IUH and Educational Philosophy

Industrial University of Ho Chi Minh City was formerly Go Vap Vocational School founded by Don Bosco priests on November 11, 1956 at Hanh Thong commune, Go Vap District, Gia Dinh Province. In 1968, the school was renamed as the Don Bosco Private Junior High School of Technology. Until January 31, 1970 the school was upgraded to be the Don Bosco Private Junior High School of Technology, shortly referred to as the Don Bosco High School of Engineering. After the day of peace and reunification, the Southern Liberation Army took over the school and on December 19, 1975 the School was handed over to the General Department of Metallurgy Engineering and Electronics. In 1978, the School was renamed as the School of Engineering IV belonging to The Ministry of Mechanical Engineering and Metallurgy. By 1994, the school was merged with the Chemical High School II in Bien Hoa City to become the Industrial Engineering School IV under the management of The Ministry of Industry. In March 1999, the school was upgraded to become Industrial College IV and in December 2004 the college was upgraded to become Industrial University of Ho Chi Minh City according to the Decision of 214/2004/QD - TTg by the Prime Minister. The university is currently one of the big educational and training institutions in Vietnam.

#### *2.1.1. Vision*

Nationally recognized as a leading applied university for excellence in education, research, technology transfer, innovation, and creativity.

Articulation of the Vision

- As a leading applied university, we envision ourselves being one of the top ten universities in Vietnam; the university of choice for education and applied research and forging unity and collaboration with schools, faculty students, alumni, partners, and industry.
- As a leading applied university having a reputation for excellence in education and applied research, we develop application-oriented academic programs in response to the practical needs of society
- As a leading applied university having reputation for excellence in technology transfer, innovation, and creativity, we embrace, nurture and develop new ideas, start-ups, cooperation, industrial transformation and smartization, and the commercialization of research products.

#### *2.1.2. Mission*

IUH provides high-quality human resources who have competence, attributes, and ability to integrate globally to contribute to Vietnam's socio-economic development.

Articulation of the Mission

- High-quality human resources are those who have professional qualifications that meet practical requirements of society; ability to think creatively; entrepreneurship.
- Human resources with competence and attributes are those who possess moral values, compassion, and passion in research and learning; logical thinking, breakthrough initiatives, safety mindset, and team spirit; good attitude, working style and responsibility for work.
- Human resources with the ability to integrate globally are those who are able to adapt to regional and international working environments; have language (English) proficiency to communicate

effectively in regional and international working environments and acquire new fields of knowledge; demonstrate strong IT skills to advance new knowledge and modern technology.

- High-quality human resources that can make their contribution to Vietnam's socio- economic development are those who are able to increase work productivity to meet the demands of national and international markets; enrich their intellectual and work life through their engagement in community service and contribute to the socio- economic development of the country.

*2.1.3. Objectives*

In order to have a state-of-the-art management system and to build an educational eco- system for training high-quality human resources contributing to society, bringing practical values as well as the effectiveness from research activities, technology transfer and international cooperation.

To be a premier application-oriented university leading in education, research and technology transfer; promote active community engagement and service; improve vibrant student life and build a state-of-the-art campus; retain and develop professional personnel; strengthen financial autonomy.

*2.1.4. Educational Philosophy*

The **CARE** Graduate Attributes of IUH, a distinctive identity and image of IUH students and graduates; an alignment with the core values, stakeholders' needs, educational philosophy, program educational objectives and program learning outcomes as well as to serve marketing purposes are as follows:

**C**ompassionate Leader

- Compassion and ethics in leadership (C1)
- Effective teamwork and cooperation (C2)
- Management and communication skills in leading teams (C3)
- Confidence and respect to others (C4)

**A**vid Lifelong Learner

- Curiosity and eagerness to learn and relearn (A1)
- Open mindedness and receptive to new ideas, concepts, knowledge, etc. (A2)

**R**ational Thinker

- Critical thinking in the analysis of facts and alternatives before making judgement (R1)
- Analyze and solve problems rationally and systematically (R2)

**E**nterprising Innovator

- Entrepreneurship mindset and resourcefulness (E1)
- Creativity and innovation in generating ideas and solving real-life issues (E2)
- Identify opportunities and take managed risks (E3)

***IUH's educational philosophy aims to nurture its students and graduates with CARE attributes and to prepare them for life and future world of work.***

It educates students and graduates in applying and advancing knowledge through hands-on experience, active and experiential learning and applied research to meet the needs of stakeholders and the society. The IUH community lives in transforming minds and enriching lives and businesses

of students, graduates and stakeholders by serving the community and contributing to the betterment of the society.

Articulation of Educational Philosophy

- CARE attributes – To nurture students and graduates as compassionate leaders, avid lifelong learners, rational thinkers, and enterprising innovators.
- Applying and advancing knowledge – curricula are designed to assure their relevancy and currency considering industrial development and trends and stakeholders' needs using outcome-based education to meet national, regional and international quality assurance standards.
- Preparing for life and future of work – immerse students and graduates in the real- life environment and world of work through internships, projects, applied research, experiments, active learning, and community service. Equipping students and graduates with lifelong skills such as critical thinking, creativity, innovation, communication and management skills, compassion and entrepreneurship mindsets.
- Transforming minds, enriching lives and business - through community services, and contributing to businesses and the economy through applied research and technology transfer for a sustainable economy and higher standard of living.

### 2.2. Vision – Mission of FGD

*2.2.1. Vision*

Become the center of reputable and high-quality human resource training, scientific research and technology transfer in the field of Garment Technology and Fashion Design in Vietnam.

*2.2.2. Mission*

Providing high-quality human resources, have high professional and practical skills, enhancing cooperation, scientific research and technology transfer with partners in the same field.

### 2.3. The programme educational objectives

The programme educational objectives (PEO) are clearly linked to the vision, mission of the FGD and also reflect the vision, mission, objectives and slogan of IUH to provide high quality human resource and develop scientific research applications which meet the social needs. The objectives of the Fashion design Programme are as follows:

**PEO1.** Perform effectively professional tasks in the fashion industry by using the knowledge and skills that were trained in the Fashion design programme.

**PEO2.** Manage, lead and train human resources in the Fashion design field.

**PEO3.** Commit to life-long learning and self-update knowledge, catch up with advanced technology trends.

**PEO4.** Demonstrate professional ethical responsibility and respecting differences.

| Vision of IUH | Vision of FGD | PEOs |
|---|---|---|
| **Nationally** recognized as a leading **applied university** for excellence in **education, research, technology transfer, innovation** and | Become the center of **reputable** and **high-quality human resource training, scientific research and technology transfer** in the field of | PEO1. **Perform** effectively **professional** tasks in the fashion industry by using the knowledge and skills that were trained in the **Fashion design** programme.<br>PEO2. **Manage, lead** and **train human** |

| | | |
|---|---|---|
| **creativity**. | **Garment technology** and **Fashion design** in **Vietnam**. | **resources** in the **Fashion design** field;<br>PEO3. **Commit** to life-long **learning** and **seft-update** knowledge, **catch up with** advanced technology trends;<br>PEO4. **Demonstrate** professional ethical **responsibility** and **respecting** differences. |
| **Mission of IUH** | **Mission of FGD** | **PEOs** |
| IUH provides **high-quality human resources** who have **competence, attributes, and ability** to **integrate globally** to contribute to **Vietnam**'s socio-economic devPLOpment. | Providing **high-quality human resources**, have **high professional and practical skills**, **enhancing cooperation, scientific research** and **technology transfer** with **partners** in the same field. | PEO1. **Perform** effectively **professional** tasks in the fashion industry by using the knowledge and skills that were trained in the Fashion design programme.<br>PEO2. **Manage, lead** and **train** human resources in the Fashion design field;<br>PEO3. **Commit** to life-long **learning** and **seft-update** knowledge, catch up with advanced technology trends;<br>PEO4. **Demonstrate** professional ethical **responsibility** and **respecting** differences. |

Table 1. Alignment between PEOs, the vision and mission of IUH and FGD

### 2.4. Programme learning outcomes

The graduates from this programme are able to demonstrate the following measurable outcomes.

| PLOs | Content | Bloom's level - Domain | Classify |
|---|---|---|---|
| **PLO1** | **Apply** basic knowledge of mathematics, science, technology and IT in the field of Fashion design. | Apply - Cognitive | Generic knowledge |
| **PLO2** | **Apply** knowledge of economics, society, art and management to solve problems in the field of Fashion design. | Apply - Cognitive | Generic knowledge |
| **PLO3** | **Select** the suitable fundamental knowledge to solve problems in the field of Fashion design. | Analyze - Cognitive | Specific skills |
| **PLO4** | **Solve** the Fashion design problems using relevant specialized knowledge. | Analyze - Cognitive | Specific skills |
| **PLO5** | **Demonstrate** specialized skills flexibly, especially information technology applications in the field of Fashion design to implement. | Analyze - Cognitive | Specific skills |
| **PLO6** | **Design** fashion collections that match current trends for practicality and performance. | Creating | Generic skills |
| **PLO7** | **Evaluate** Fashion design issues in order to innovate, commercialize collections. | Evaluate | Generic skills |
| **PLO8** | **Communicate** effectively in the field of Fashion design through verbal and written forms (Vietnamese and English) and technical documents. | Understanding - Apply - Creating | Attitude |

| | | | |
|---|---|---|---|
| **PLO9** | **Implement** teamwork to complete tasks in the field of Fashion design. | Applying - Analyze - Creating | Generic skills |
| **PLO10** | **Comply** with safety standards, industrial style and professional ethics. | Understanding | Attitude |

Table 2. Programme learning outcomes of Fashion design programme

The PLOs are reviewed, evaluated, and ensured in accordance with the programme learning objectives (PEOs) of FGD and the expected learning outcomes of Vietnamese Qualifications Framework (VQF) as shown in the tables below:

| PEOs | PLOs |
|---|---|
| PEO1. **Perform** effectively **professional** tasks in the fashion industry by using the knowledge and skills that were trained in the Fashion design programme. | PLO1. **Apply** basic knowledge of **mathematics, science, technology** and **IT** in the field of Fashion design.<br>PLO2. **Apply** knowledge of **economics, society, art** and **management** to **solve problems** in the field of Fashion design.<br>PLO3. **Select** the **suitable fundamental knowledge** to **solve problems** in the field of Fashion design.<br>PLO4. **Solve** the **Fashion design problems** using relevant **specialized knowledge**.<br>PLO5. **Demonstrate** specialized skills flexibly, especially **information technology applications** in the field of Fashion design to implement<br>PLO6. **Design fashion** collections that **match current trends** for practicality and performance.<br>PLO8. **Communicate** effectively in the field of fashion design through **verbal** and **written** forms (Vietnamese and English) and technical documents. |
| PEO2. **Manage, lead** and **train** human resources in the Fashion design field. | PLO7. **Evaluate** Fashion design issues in order to **innovate, commercialize** collections.<br>PLO8. **Communicate** effectively in the field of fashion design through **verbal** and **written** forms (Vietnamese and English) and technical documents.<br>PLO9. **Implement teamwork** to complete tasks in the field of Fashion design.<br>PLO10. **Comply** with **safety** standards, industrial **style** and professional **ethics**. |
| PEO3. **Commit** to life-long **learning** and **seft-update** knowledge, **catch up with** advanced technology trends. | PLO1. **Apply** basic knowledge of **mathematics, science, technology** and **IT** in the field of Fashion design.<br>PLO2. **Apply** knowledge of **economics, society, art** and **management** to **solve problems** in the field of Fashion design.<br>PLO5. **Demonstrate** specialized skills flexibly, especially **information technology applications** in the field of Fashion design to implement<br>PLO6. **Design fashion** collections that **match current trends** for practicality and performance. |
| PEO4. **Demonstrate** professional ethical **responsibility** and **respecting** differences. | PLO7. **Evaluate** Fashion design issues in order to **innovate, commercialize** collections.<br>PLO8. **Communicate** effectively in the field of fashion design through **verbal** and **written** forms (Vietnamese and English) and technical documents.<br>PLO10. **Comply** with **safety** standards, industrial **style** and professional **ethics**. |

Table 3. Alignment between PEOs and PLOs

| | PEO1 | PEO2 | PEO3 | PEO4 |
|---|---|---|---|---|
| **PLO1** | x | | x | |
| **PLO2** | x | | x | |
| **PLO3** | x | | | |
| **PLO4** | x | | | |
| **PLO5** | x | | x | |
| **PLO6** | x | | x | |
| **PLO7** | | x | | x |
| **PLO8** | x | x | | x |
| **PLO9** | | x | | |
| **PLO10** | | x | | x |

Table 4. The mapping between PLOs and PEOs

| PLOs | The programme learning outcomes of VQF | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | KT1 | KT2 | KT3 | KT4 | KT5 | KN1 | KN2 | KN3 | KN4 | KN5 | KN6 | TCTN 1 | TCTN 2 | TCTN 3 | TCTN 4 |
| PLO1 | | x | x | x | x | | | | | | | | | | |
| PLO2 | x | | | x | x | | | | | | | | | | |
| PLO3 | | | | | | x | | x | x | x | | x | | x | |
| PLO4 | | | | | | x | | x | x | x | | | x | | x |
| PLO5 | | | | x | | | x | x | x | | | | x | | |
| PLO6 | | | x | | | | | x | x | x | x | x | x | | |
| PLO7 | | | | | | x | x | | | x | | | | x | x |
| PLO8 | | x | | | | | x | | | | | x | | x | x |
| PLO9 | | | | | | x | x | | | x | | | | x | x |
| PLO10 | | x | | | | | x | | | | | x | | x | x |

Table 5. The mapping between the programme learning outcomes of Fashion design programme and VQF

**Note:**

KT: Knowledge; KN: Skills; TCTN: Self-control and responsibility.

KT1. Have an advanced theoretical and factual knowledge in the field of study.

KT2. Have basic knowledge of social science, political science and legislation.

KT3. Have knowledge of information technology answering to the requirements of work.

KT4. Have knowledge about planning, organizing and supervising processes of specific fields of work.

KT5. Basic knowledge of the management and control of professional activities.

KN1. Have skills required to solve complex problems.

KN2. Have skills to be a leader and create own jobs or for other people.

KN3. Have argument skills and skills to criticize and apply alternative solutions in unpredictable or changeable contexts.

KN4. Have skills to evaluate the task results and and performance of members in the team.

KN5. Have skills to transfer information about problems and solutions to other peopla at workplace; transfer and disseminate knowledge and skills in performance of defined or complex tasks.

KN6. Have foreign-language capacity at level 3/6 referencing to Vietnam's framework of foreign language proficiency.

TCTN1. Work independently or in team in changeable contexts, take personal responsibility and take partial responsibility for teamwork results..

TCTN2. Guide and supervise the ordinary tasks of others.

TCTN3. Make self-orientation and produce professional conclusions and have ability to protect own viewpoints.

TCTN4. Draw up plans, direct and manage resources, evaluate and find solutions to improve the task performance.

## 3. ADMISSION INFORMATION, TRAINING PROCESS AND GRADUATION CONDITION

### 3.1. Admission information

Based on the regulations of the Ministry of Education and Training, notifications and guidelines of IUH (http://www.iuh.edu.vn/TuyenSinh)

- Enrollment area: in the country
- Admission object: high school graduates as prescribed by the Ministry of Education and Training.
- Admission methods: using 04 methods of admission
  - Direct admission and priority for direct admission for provincial/city excellent students, students who win Olympic exams (winning subjects included in the admission complex of the admission field); students with 3 years of academic performance in grades 10, 11, 12 are graded well; students of specialized schools, specialized classes; students with an IELTS certificate of 5.0 or higher or other equivalent International Certificates within the validity.
  - For admission using high school results in grade 12 (subjects included in the admission complex of the corresponding admission field), the threshold for receiving applications is the total score of 3 subjects in the admission combination at least equal to 21.25 points for Fashion design major and 19.00 for Garment technology major.

| Admission block | Admission group of subjects |
|---|---|
| **A00** | Mathematics, Physics, Chemistry |
| **C01** | Literature, Mathmatics, Physics |
| **D01** | Mathmatics, Literature, English |
| **D90** | Mathematics, Natural Sciences, English |

  - Admission uses the results of the high school graduation exam in 2024.
  - Admission using the results of the competency assessment exam conducted by Vietnam National University Ho Chi Minh City held in 2024.
- Admissions number: 210 (140 for Garment technology major and 70 for Fashion design major)

### 3.2. Training process

The tranning regulations according to the credit systems, creating conditions for students to actively adapt to the training process in order to achieve the best results in studying and practicing. The programme is designed to cover 9 semesters (4.5 academic years), including 162 credits. The learning duration is 4.5 years, the minimum learning duration is 3.5 years and the maximum learning duration is 7 years. Each academic year comprises two main semesters and a summer semester. Each main semester consists of 16 weeks of instruction, followed by two weeks of examinations and one week of reserve time. The summer semester spans 8 weeks.

In the learning process, there are a few key points to note:

- Students must take the English entrance exam or submit an English certificate (according to the *Common European framework of reference for languages* or *The 6-level Vietnamese language proficiency framework*) to follow the school's prescribed English learning path.
- Registering courses in each semester will have warrant conditional decision of the course, learning sequence of programme.

- All students must take part in graduate internship and graduate thesis.

### 3.3. Graduation conditions

Students who meet the following requirements will be considered for graduation:

- Until the time of graduation, without being examined for penal liability, or not discipline at the level of suspension;
- Accumulate enough courses in the programme;
- The cumulative grade point average of all course is 2.00 or higher;
- Having national defense and physical education certificates;
- Having a TOEIC certificate of 450 points (or equivalent certificates);
- Having a certificate of basic information technology application.
- Students who are qualified for graduation must submit their applications to FGD, FGD will make the list and the procedures to submit the graduation council.

## 4. ACADEMIC STAFF AND INFRASTRUCTURE

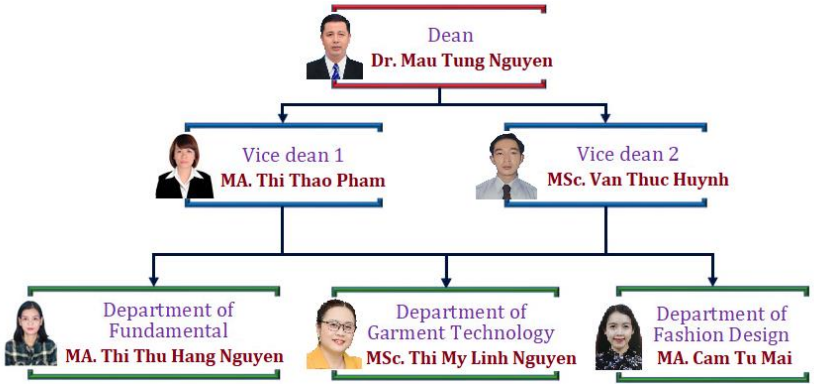



Figure 1. The organizational structure of FGD

FGD consists of three departments: Department of Fundamental, Department of Garment technology and Department of Fashion design. There are 44 qualified teaching staffs including 1 associate professor, 13 philosophy doctors and 30 masters with 5 doctoral candidates.

| Category | Male | Female | Total | Percentage of PhDs |
|---|---|---|---|---|
| Full-time lecturers | 9 | 21 | 30 | 20% |
| Part-time lecturers | 4 | 1 | 5 | 100% |
| Vistiting professors/lecturers | 6 | 3 | 9 | 33.33% |
| **Total** | **19** | **25** | **44** | |

Table 6. FD academic staff

The Faculty has a number of practical workshops with modern equipment which are maintained and updated on a regular basis. Following is a list of the equipment and workshops:

- 06 garment technology workshops;
- 04 workshops for pattern making;
- 03 computer labs;
- 02 workshops for fashion drawing;

- 01 size stream 3D body scanner;
- 01 textile lab that offers inspections and laboratory tests for all modern texttiles;
- 01 production line model with specialized sewing and knitting machines;
- 01 photo studio.



Figure 2. Facilities at FGD (the left is the sewing workshop; the right is the painting workshop)

## 5. TEACHING - LEARNING STRATEGIES

IUH's educational concept aims to instill CARE attributes in its students and graduates, as well as to educate them for life and the future world of work. It prepares students and graduates to address the demands of stakeholders and society by providing hands-on experience, active and experiential learning, and applied research. By serving the community and contributing to the advancement of society, the IUH community transforms minds and enriches the knowledge and lives of students, graduates, and stakeholders. The educational philosophy is not only communicated to all stakeholders, but it is also reflected in FGD's teaching and learning activities via the CARE attributes, as illustrated in the table below:

| IUH Graduate attributes | Teaching and learning activities | Courses that support Graduate attributes | Activities that support Graduate attributes |
|---|---|---|---|
| **Compassionate Leader** | Classroom activities (discussion, team-work, presentation, etc.);<br>Field trip activities;<br>Extracurricular activities. | Teamwork Skills;<br>Planning Skills;<br>Overview of garment technology and fashion design;<br>Photography;<br>Internship;<br>Graduation thesis. | Site-visit to factory;<br>Community services;<br>Club activities. |
| **Avid Lifelong Learner** | Classroom activities (lecturing, exercise assignment, etc.);<br>Experiments;<br>Project-based learning;<br>Experiential learning; | Materials handling;<br>Fashion design for children;<br>Fashion design for uniform & out-door;<br>Evening Dresses Fashion | Student research;<br>Seminar. |

| | | | |
|---|---|---|---|
| | Extracurricular activities. | design;<br>Fashion design for special occasions & festivals;<br>Garment pattern modeling;<br>Internship;<br>Graduation thesis. | |
| **Rational Thinker** | Classroom activities (discussion, think-pair-share, exercise assignment, etc.);<br>Experiments; Simulation;<br>Demonstration;<br>Project-based learning;<br>Experiential learning;<br>Field trip activities. | Materials handling;<br>Fashion design for children;<br>Fashion design for uniform & out-door;<br>Evening Dresses Fashion design;<br>Fashion design for special occasions & festivals;<br>Garment pattern modeling;<br>Graduation thesis. | Student research;<br>Internship at fashion companies and design worshops. |
| **Enterprising Innovator** | Classroom activities (discussion, think-pair-share);<br>Experiential learning. | Garment pattern modeling;<br>Fashion design on mannequin;<br>Wedding costume pattern making;<br>Internship;<br>Graduation thesis | Seminar;<br>Student research. |

Table 7. CARE attributes reflected in teaching and learning activities

The FDP supports learning and teaching activities that allow students to take responsibility and be engaged in their learning process, with a focus on student achievement. Goal- setting, increasing student contributions to research, scheduling, and feedback channels are common approaches used in the FDP. Recently, active learning has become compulsory in the FDP, especially for specialized courses. Many active learning methods including project-based learning, flipped classrooms, demonstration, etc. are being applied widely in the FDP. Moreover, with the development of IT, digital learning is considered a very effective method to support, and improve the students' learning process. Table 8 shows teaching and learning activities in the FDP that promote active learning.

| No. | Teaching & learning activities | Lecturer's activities | Student's activities |
|---|---|---|---|
| **1** | Project-Based Learning | - Introduce the topic/project<br>- Provide knowledge/skills to the students by lecturing, demonstration, etc.<br>- Give advice to students on | - Brainstorm the goal and the general platform of the project<br>- Regularly report the work and make revisions if any<br>- Demonstrate the final product |

| | | | |
|---|---|---|---|
| | | their reports | - Deliver a presentation |
| **2** | Demonstration of Prototypes or models | - Introduce the lesson and perform demonstration<br>- Supervise the student's demonstration<br>- Evaluate the students' demonstration | - Observe the demonstration by the lecturer<br>- Perform the demonstration |
| **3** | Flipped Classrooms | - Prepare electronic materials: slides, videos, etc.<br>- Instruct the students how to learn effectively from electronic materials | - Consult electronic materials outside the classrooms.<br>- Discuss and practice what have been learnt |
| **4** | Digital Learning | Instruct the students how to use appropriate software and online platforms to practice, doing assignments and tests, etc. | - Install appropriate software and online learning platforms<br>- Practice using software<br>- Do work assignment and tests using the online learning platforms |

Table 8. Teaching and learning activities involving active learning

The teaching and learning processes of the FDP are continuously improved based on the needs of stakeholders. Accordingly, the PLOs, CLOs, teaching and learning activities and all other elements are reviewed, updated and improved based on the needs of the labor market, which are collected and synthesized from the feedback of the stakeholders.The procedure as shown in the figures below:

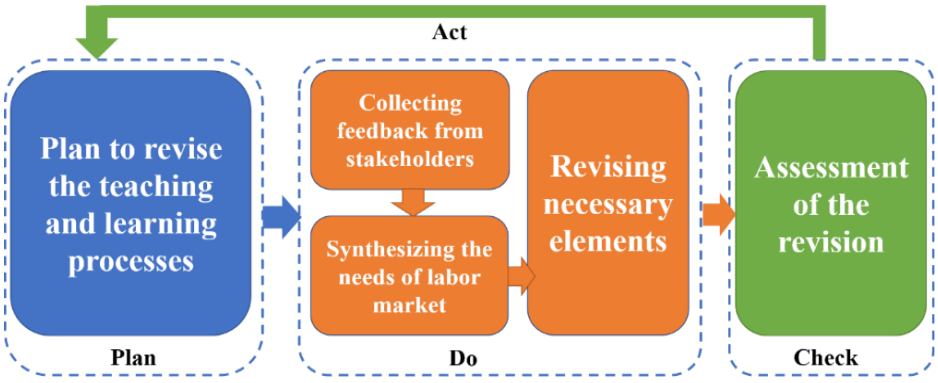



Figure 3. PDCA procedure for teaching and learning processes

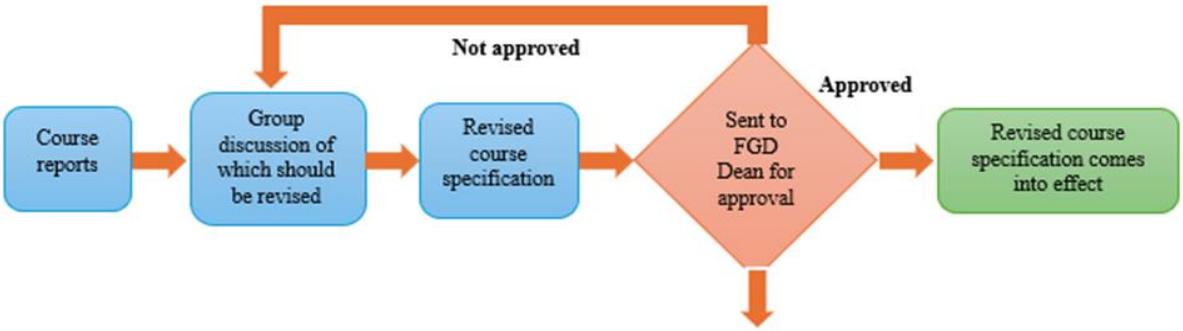



Figure 4. Annual revision procedure of course specifications

## 6. ASSESSMENT METHODS

### 6.1. Process assessment

Assessments are conducted based on CLOs, reflecting the achievement of PLOs. Assessments must ensure validity, reliability, and fairness. Assessment formats include regular quizzes, mid-term and final exams. Assessment methods employed include multiple-choice questions, in-class tests, homework assignments, presentations, practical exams, design projects, essays, etc. These assessments are conducted based on specific criteria set for each course. Grading, student feedback, and faculty feedback are received and processed according to IUH procedures.

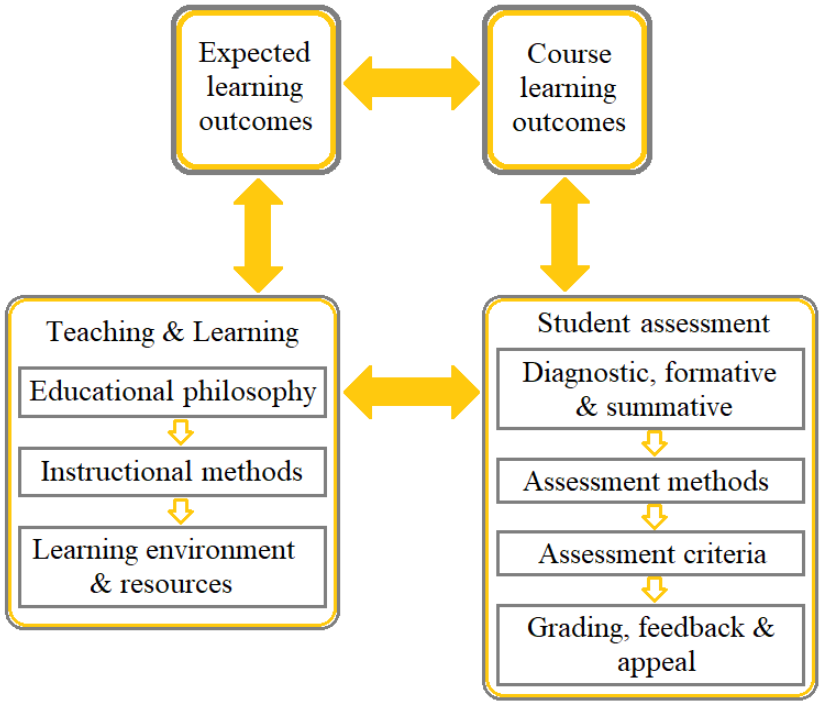



Figure 5. Process of teaching, learning and student assessment

During the study, students' questions about the results of regular and midterm exams will be answered by the academic staff or academic advisors. Students have the right to request for the reconsideration of their academic performance if they have any questions or complaints about the results of the tests.

Student performance in a course is graded on a 10-point scale. Evaluation rubrics are constructed to assess students' performance levels, covering the entire 10-point scale. The grading system employs letter grades (A, B, C, D, and F) to classify students based on their performance. The student performance can be converted to a four-point scale, which is then used to calculate the Grade Point Average (GPA). The GPA is a key metric listed on the transcript, which is provided to graduates alongside their degree. Students are classified in table 8 as follows:

| 0-4 scale | 0-10 scale | Letter scale | Classification |
|---|---|---|---|
| 3.60 - 4.00 | 8.5 - 10 | A | Excellent |
| 3.20 - 3.59 | 7 - 8.4 | B | Good |
| 2.50 - 3.19 | 5.5 - 6.9 | C | Fair |
| 2.00 - 2.49 | 4.0 - 5.4 | D | Average |
| 0.0 - 1.99 | 0 - 3.9 | F | Weak |

Table 9. Student grading system

## 6.2. Some rubrics in programme

### *6.2.1. Rubric for assessment of graduate thesis*

Below is the rubric for *Graduate thesis* (academic year 2024 - 2025):

| CLOs | Criteria | 1 - Weak | 2 - Average | 3 - Good | 4 - Very good |
|---|---|---|---|---|---|
| CLO2: Apply economic, socio-cultural and artistic knowledge to solve problems in the topic (1.0 point) | Apply economic, socio-cultural and artistic knowledge to solve problems in the topic (1.0 point) | Have not yet applied knowledge of economics, socio-culture, and art well into designs. The collection has not clearly demonstrated the connection between these elements. | The collection showed some elements of economics, culture, society and art but they were not harmoniously combined. | Apply economic, socio-cultural and artistic knowledge well into design. The collection demonstrates a deep understanding of one or more of the above factors. | Demonstrate the ability to skillfully apply economic, socio-cultural and artistic knowledge to solve problems creatively and comprehensively. The collection is not only highly aesthetic but also deeply reflects social, economic and cultural factors. |
| CLO3: Select appropriate industry background knowledge to analyze the relationship between fashion trends and forms of artistic expression (3.0 points) | Selecting basic industry knowledge (1.0 point) | Choosing inappropriate knowledge, not related to the topic. | Limited knowledge selection, not enough for in-depth analysis. | Select appropriate knowledge, demonstrating basic understanding of related fields. | Choose a variety of knowledge that is appropriate to the topic, demonstrating a deep understanding of fashion history, art schools, and design theories. |
| | Relationship Analysis (1.0 point) | Failed to analyze the relationship between fashion and art. | The analysis of the relationship is sketchy and unconvincing. | Analyze the relationship clearly, with precise arguments. | Analyze the relationship between fashion and art in depth and detail, providing convincing evidence. |
| | Creativity (1.0 point) | No new perspective. | Analysis from familiar perspectives. | Offers new perspectives, but not really unique. | Offering new, unique perspectives on the relationship between fashion and art. |
| CLO4: Develop a process for sketching, classifying and providing design solutions through the application of specialized knowledge. (4.0 points) | Understanding of specialized knowledge (1.0 point) | Limited knowledge, difficult to apply in practice. | Basic understanding, can explain some concepts. | Good understanding of basic knowledge, can be applied in practice | Demonstrate in-depth understanding of design principles, design tools and software, and market research methods. |
| | Process Building (1.0 point) | The construction process is unclear and illogical. | Build the basic process, but missing some important steps. | Build a relatively complete, doable process. | Develop a logical, detailed design process that includes all necessary steps from research to |

| CLOs | Criteria | 1 - Weak | 2 - Average | 3 - Good | 4 - Very good |
|---|---|---|---|---|---|
| | | | | | final product presentation. |
| | Sketches (1.0 point) | The sketches are few and lack creativity. | Simple sketches that do not clearly express ideas. | The sketches are quite diverse, expressing the main idea. | Diverse and creative sketches clearly express design ideas. |
| | Design solutions (1.0 point) | Inefficient. | Provide simple design solutions that are not really effective. | Provide design solutions that are feasible, but not truly innovative. | Provide creative, feasible design solutions that meet the requirements of the design problem. |
| CLO9: Ability to work in groups and independently to complete thesis topics (2.0 points) | Work independently (0.5 points) | Difficulty in completing assigned tasks, lack of independence | Complete assigned tasks but need assistance. | Complete assigned tasks well, have the ability to search for information and analyze data. | Complete assigned tasks well, search for information, analyze data independently, have the ability to self-study and solve problems. |
| | Time Management (0.5 points) | Often behind schedule. | Difficulty in planning and time management. | Plan work well, complete work on time. | Plan work effectively, manage time properly, complete work on time. |
| | Quality of work (0.5 points) | The completed work is of poor quality and does not meet requirements. | The completed work still has many errors. | The completed work is of good quality and meets basic requirements. | The completed work is of high quality, meeting the requirements of the topic. |
| | Teamwork (0.5 points) | Little participation, not completing tasks well, affecting the progress of the group. | Participate in discussions, complete assigned tasks but still passive. | Actively participate, contribute ideas, and complete assigned tasks well. | Actively contribute ideas, actively participate in discussions, support other members, complete assigned tasks well, and contribute to building team spirit. |

*6.2.2. Rubric for assessment of practice assignment*

Below is the rubric for *Materials handling* practice assignment (academic year 2023 - 2024):

| CLOs | Criteria | 4 - Very good | 3 - Good | 2 - Average | 1 - Weak |
|---|---|---|---|---|---|
| CLO1: Proficient in common textile manipulation techniques used in fashion. | Aesthetic (5.0 points) | The design achieves a balance of layout, color, and pattern, while also introducing a novel element. | Balanced and harmonious layout, color, and pattern. | Average | Below average |

| CLOs | Criteria | 4 - Very good | 3 - Good | 2 - Average | 1 - Weak |
|---|---|---|---|---|---|
| | Technique (5.0 points) | The product showcases sophisticated embroidery techniques and utilizes a wide variety of stitches. | The product demonstrates basic embroidery techniques and utilizes a range of stitches. | Average | Below average |

## 7. CURRICULUM DESCRIPTION

The curriculum distributed the courses from basic knowledge to specialized knowledge to ensure updated constantly, gradually increasing and have sufficient time to accumulate knowledge. The curriculum distributed system will also let students focus more on learning and archiving specific course learning outcomes and the program's PLOs. The curriculum consists of general, fundamental and specialized knowledge and graduates helps the students who are able to accumulate the knowledge and improve their soft skills, information technology skills, foreign language,... to practice the ethics, attitudes, safety when working. The curriculum also ensures flexibility for students to transfer to other majors in the first year, second year or to learn multiple programmes.

| No. | Cluster | Credits | |
|---|---|---|---|
| 1 | Basis Knowledge Block | **52** | |
| | | Required | 43 |
| | | Elective | 9 |
| 2 | Intermediate Knowledge Block | **40** | |
| | | Required | 34 |
| | | Elective | 6 |
| 3 | Specialized Knowledge Block | **58** | |
| | | Required | 40 |
| | | Elective | 18 |
| 4 | Internship and graduation knowledge block | **13** | |
| | | Required | 13 |
| **Grand total** | | **163** | |

Table 10. Brief of Fashion design programme

### 7.1. Curriculum

Programme curriculum framework is formulated with 03 knowledge blocks, namely Basis courses, Intermediate courses, Specialized courses, Intership and graduate courses.

| No. | Course code | Course name | Credits | | |
|---|---|---|---|---|---|
| | | | Total | Theory | Practice |
| **1. Basis Knowledge Block** | | | **52** | | |
| **Required** | | | **43** | | |
| 1 | 2120405 | Physical education 1 | 2(0,4,4) | 0 | 4 |
| 2 | 2132001 | Teamwork skills | 2(1,2,4) | 1 | 2 |
| 3 | 2113431 | Calculus 1 | 2(2,0,4) | 2 | 0 |
| 4 | 2112012 | Philosophy of Marxism and Leninism | 3(3,0,6) | 3 | 0 |
| 5 | 2120503 | National defence education and security | 8(6,4,16) | 6 | 4 |

| No. | Course code | Course name | Credits | | |
|---|---|---|---|---|---|
| | | | Total | Theory | Practice |
| 6 | 2120406 | Physical education 2 | 2(0,4,4) | 0 | 4 |
| 7 | 2112013 | Political economics of Marxism and Leninism | 2(2,0,4) | 2 | 0 |
| 8 | 2111108 | English 1 | 3(3,0,6) | 3 | 0 |
| 9 | 2113432 | Calculus 2 | 2(2,0,4) | 2 | 0 |
| 10 | 2101777 | Information technology in digital transformation | 3(3,0,6) | 3 | 0 |
| 11 | 2112015 | History of Vietnamese Communist Party | 2(2,0,4) | 2 | 0 |
| 12 | 2111188 | English 2 | 3(3,0,6) | 3 | 0 |
| 13 | 2112005 | Ho Chi Minh Ideology | 2(2,0,4) | 2 | 0 |
| 14 | 2112014 | Scientific socialism | 2(2,0,4) | 2 | 0 |
| 15 | 2131678 | General laws | 3(3,0,6) | 3 | 0 |
| 16 | 2113433 | Research methodology | 2(1,2,4) | 1 | 2 |
| **Elective** | | | **9** | | |
| 1 | 2113436 | Complex analysis and laplace transform | 3(3,0,6) | 3 | 0 |
| 2 | 2113438 | Logics | 3(2,2,6) | 2 | 2 |
| 3 | 2113435 | Numerical analysis | 3(3,0,6) | 3 | 0 |
| 4 | 2113434 | Applied mathematics | 3(3,0,6) | 3 | 0 |
| 5 | 2113437 | General physics | 3(3,0,6) | 3 | 0 |
| 6 | 2112011 | Music - Music theory and guitar basics | 3(1,4,6) | 1 | 4 |
| 7 | 2111491 | Introduction to Vietnamese culture | 3(3,0,6) | 3 | 0 |
| 8 | 2106529 | Fine Art | 3(1,4,6) | 1 | 4 |
| 9 | 2101727 | Using keyboard and office equipment skills | 3(2,2,6) | 2 | 2 |
| 10 | 2110585 | Psychology | 3(2,2,6) | 2 | 2 |
| 11 | 2111492 | Vietnamese language in use | 3(3,0,6) | 3 | 0 |
| 12 | 2113439 | Sociology | 3(3,0,6) | 3 | 0 |
| 13 | 2107402 | Economic geography | 3(3,0,6) | 3 | 0 |
| 14 | 2132002 | Planning skills | 3(2,2,6) | 2 | 2 |
| 15 | 2123800 | Environment and human | 3(2,2,6) | 2 | 2 |
| 16 | 2104487 | Application of kaizen method and 5S technique for manufacturing | 3(2,2,6) | 2 | 2 |
| 17 | 2104486 | Industrial applications of chemistry | 3(3,0,6) | 3 | 0 |
| 18 | 2107515 | Ideas for start-up | 3(2,2,6) | 2 | 2 |
| **2. Intermediate Knowledge Block** | | | **40** | | |
| **Required** | | | **34** | | |
| 1 | 2106402 | Ergonomics and sizing systems | 2(2,0,4) | 2 | 0 |
| 2 | 2106521 | Art drawing | 3(2,2,6) | 2 | 2 |
| 3 | 2106512 | Overview of garment technology | 3(2,2,6) | 2 | 2 |

| No. | Course code | Course name | Credits | | |
|---|---|---|---|---|---|
| | | | Total | Theory | Practice |
| | | and labor safety | | | |
| 4 | 2106434 | History of costume | 2(2,0,4) | 2 | 0 |
| 5 | 2106642 | Science of textile materials | 3(2,2,6) | 2 | 2 |
| 6 | 2106410 | Industrial sewing equipment and maintenance | 3(2,2,6) | 2 | 2 |
| 7 | 2106523 | Fashion drawing | 3(3,0,6) | 3 | 0 |
| 8 | 2106403 | Basic apparel assembly technology | 4(2,4,8) | 2 | 4 |
| 9 | 2106413 | Basic pattern-making | 4(2,4,8) | 2 | 4 |
| 10 | 2106527 | Academic drawing | 3(2,2,6) | 2 | 2 |
| 11 | 2106643 | Quality control of sewing materials | 2(1,2,4) | 1 | 2 |
| 12 | 2106456 | Applied informatics for apparel industry | 2(0,4,4) | 0 | 4 |
| **Elective** | | | **6** | | |
| 1 | 2106411 | History of Fine Art | 2(2,0,4) | 2 | 0 |
| 2 | 2106463 | Aesthetics | 2(2,0,4) | 2 | 0 |
| 3 | 2106436 | Fashion design principles | 2(2,0,4) | 2 | 0 |
| 4 | 2106516 | Apparel anthropometry | 2(2,0,4) | 2 | 0 |
| 5 | 2106467 | Fashions & costumes of Vietnamese ethnic groups | 2(2,0,4) | 2 | 0 |
| 6 | 2106435 | Fine-Art for industrial technology | 2(2,0,4) | 2 | 0 |
| 7 | 2106449 | Business of import and export of garments | 2(2,0,4) | 2 | 0 |
| 8 | 2106443 | Visual principles | 2(2,0,4) | 2 | 0 |
| 9 | 2106461 | Product brand management | 2(2,0,4) | 2 | 0 |
| 10 | 2106500 | Consumer psychology | 2(2,0,4) | 2 | 0 |
| 11 | 2106412 | Computer-aided fashion design | 2(1,2,4) | 1 | 2 |
| **3. Specialized Knowledge and Skill Block** | | | **58** | | |
| **Required** | | | **40** | | |
| 1 | 2106404 | Apparel assembly technology for men's and women's clothing | 5(2,6,10) | 2 | 6 |
| 2 | 2106478 | Fashion design for children | 3(2,2,6) | 2 | 2 |
| 3 | 2106414 | Men and women costume pattern making | 5(3,4,10) | 3 | 4 |
| 4 | 2106475 | Apparel assembly technology for traditional costume and jacket | 5(2,6,10) | 2 | 6 |
| 5 | 2106457 | Fashion design for uniform & out - door | 3(2,2,6) | 2 | 2 |
| 6 | 2106536 | Fashion design on mannequin | 3(1,4,6) | 1 | 4 |
| 7 | 2106476 | Traditional dress and jacket pattern making | 4(2,4,8) | 2 | 4 |
| 8 | 2106408 | Applied CAD/CAM for garment technology | 3(1,4,6) | 1 | 4 |

| No. | Course code | Course name | Credits | | |
|---|---|---|---|---|---|
| | | | Total | Theory | Practice |
| 9 | 2106522 | Fashion design for special occasions & festivals | 2(1,2,4) | 1 | 2 |
| 10 | 2106432 | Make up | 3(2,2,6) | 2 | 2 |
| 11 | 2106506 | 3D design by information technique | 2(1,2,4) | 1 | 2 |
| 12 | 2106497 | Evening dresses fashion design | 2(1,2,4) | 1 | 2 |
| **Elective** | | | **18** | | |
| 1 | 2106532 | Fashion marketing | 3(3,0,6) | 3 | 0 |
| 2 | 2106530 | Making and fitting patterns | 3(2,2,6) | 2 | 2 |
| 3 | 2106525 | Materials handling | 3(2,2,6) | 2 | 2 |
| 4 | 2106538 | Fashion design for accessories | 3(2,2,6) | 2 | 2 |
| 5 | 2106539 | Fashion design by themes | 3(2,2,6) | 2 | 2 |
| 6 | 2106540 | Fashion design by seasons | 3(2,2,6) | 2 | 2 |
| 7 | 2106520 | English in fashion industry | 2(2,0,4) | 2 | 0 |
| 8 | 2106493 | Apparel assembly technology for men's advanced suit jackets | 2(1,2,4) | 1 | 2 |
| 9 | 2106494 | Fashion industry | 2(2,0,4) | 2 | 0 |
| 10 | 2106454 | Graphics design for garment technology | 2(2,0,4) | 2 | 0 |
| 11 | 2106409 | Apparel quality management | 2(2,0,4) | 2 | 0 |
| 12 | 2106647 | Technical textile products and applications | 2(2,0,4) | 2 | 0 |
| 13 | 2106433 | Garment pattern modeling | 2(2,0,4) | 2 | 0 |
| 14 | 2106425 | Pattern-making for shoes | 2(2,0,4) | 2 | 0 |
| 15 | 2106489 | Wedding costume pattern making | 2(1,2,4) | 1 | 2 |
| 16 | 2106492 | Advanced men's apparel pattern making | 2(1,2,4) | 1 | 2 |
| 17 | 2106528 | Kid clothing pattern making | 2(2,0,4) | 2 | 0 |
| 18 | 2106450 | Printing and embroidery technology in apparel industry | 2(1,2,4) | 1 | 2 |
| 19 | 2106460 | Fashion forecasting | 2(2,0,4) | 2 | 0 |
| 20 | 2106509 | Dyeing technique - shape printing | 2(2,0,4) | 2 | 0 |
| 21 | 2106648 | Dyeing and drawing fabrics techniques by manual methods | 2(1,2,4) | 1 | 2 |
| 22 | 2016517 | 3D simulation | 2(2,0,4) | 2 | 0 |
| 23 | 2106515 | Simulation data in apparel | 2(2,0,4) | 2 | 0 |
| 24 | 2106524 | Photography | 2(1,2,4) | 1 | 2 |
| 25 | 2106424 | Bag and hat pattern making | 2(2,0,4) | 2 | 0 |
| 26 | 2106495 | Industrial garment pattern making. | 2(2,0,4) | 2 | 0 |
| 27 | 2106423 | Underwear and swimsuit pattern making | 2(2,0,4) | 2 | 0 |
| 28 | 2106431 | Fashion show | 2(2,0,4) | 2 | 0 |

| No. | Course code | Course name | Credits | | |
|---|---|---|---|---|---|
| | | | Total | Theory | Practice |
| **4. Internship and Graduation thesis** | | | **13** | | |
| 1 | 2106651 | Internship 1 | 3(0,6,6) | 0 | 6 |
| 2 | 2106649 | Internship 2 (Fashion design) | 2(0,4,4) | 0 | 4 |
| 3 | 2106650 | Graduation thesis | 8(0,16,16) | 0 | 16 |

### 7.2. Matrix of integrated courses and programme learning outcomes

| No. | Course | Programme Learning Outcomes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Semester 1** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Ergonomics and sizing systems | | I | | | | | | | | |
| 2 | Physical education 1 | | | | | | | | | | I |
| 3 | Teamwork skills | | | | | | | | | I | |
| 4 | Overview of garment technology and labor safety | | | I | | | | | I | | I |
| 5 | Calculus 1 | I | | | | | | | | | |
| 6 | Philosophy of Marxism and Leninism | | I | | | | | | | | |
| 7 | Art drawing | | I | I | | | | | | | |
| | **Semester 2** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | National defence education and security | I | | | | | | | | | I |
| 2 | Physical education 2 | | | | | | | | | | I |
| 3 | Political Economics of Marxism and Leninism | I | | | | | | | | | |
| 4 | History of costume | | R | I | | | | | | I | |
| 5 | English 1 | | | | | | | | I | | |
| 6 | Calculus 2 | I | | | | | | | | | |
| 8 | **Elective group 1** (Basis knowledge) | I | | | | | | | | | |
| | **Semester 3** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Ho Chi Minh ideology | | I | | | | | | | | |
| 2 | Information technology in digital transformation | I | | | | | | | | | |
| 3 | History of Vietnamese Communist Party | | I | | | | | | | | |
| 4 | Industrial sewing machine and equipment, technical and maintenance | | | I | | I | | | | | I |
| 5 | English 2 | | | | | | | | I | | |
| 6 | Science of textile materials | I | | I | | I | | | | | I |
| 7 | Fashion drawing | | | R | | | | | I | | |
| 8 | **Elective group 2** (Basis knowledge) | | I | | | | | | | | |
| | **Semester 4** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Basic pattern-making | | | R | R | R | | | | | |
| 2 | Basic apparel assembly technology | | | I | | I | | | | | I |
| 3 | Quality control of sewing materials | | | R | | R | | | | | I |
| 4 | Academic drawing | | | R | | R | | | | I | |
| 5 | General laws | | | I | | | | | I | | |
| 6 | Scientific socialism | | I | | | | | | | | |

| No. | Course | Programme Learning Outcomes | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 7 | **Elective group 3** (Basis knowledge) | | I | | | | | | | | |
| 8 | **Elective group 4** (Intermediate knowledge) | | R | I | | | | | | I | |
| | **Semester 5** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Apparel assembly technology for men's and women's clothing | | | | R | R | | | | | |
| 2 | Research methodology | | I | | | | | | R | R | |
| 3 | Fashion design for children | | | | R | | R | R | | R | |
| 4 | Men and women costome pattern making | | | | R | R | | | | R | |
| 5 | Applied informatics for apparel industry | R | | R | | | | | R | | |
| 6 | **Elective Group 5** (Intermediate knowledge) | | I | | | | | | | R | |
| 7 | **Elective Group 6** (Intermediate knowledge) | | I | | | | | | | R | |
| | **Semester 6** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Fashion design for uniform & out - door | | | | E | | E | E | E | | |
| 2 | Fashion design on mannequin | | | | E | R | | | | R | |
| 3 | Traditional costume and jacket pattern making | | | | E | E | | | E | E | |
| 4 | Apparel assembly technology for traditional costume and jacket | | | | E | E | | | | E | E |
| 5 | **Elective Group 7** (Specialized knowledge) | | | E | | E | | | | E | |
| | **Semester 7** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Applied CAD/CAM for garment technology | R | | | R | | | | R | | |
| 2 | Fashion design for special occasions & festivals | | | | E | E | E | R | | | |
| 3 | Make up | | | R | | | | | R | R | |
| 4 | **Elective Group 8** (Specialized knowledge) | | | | E | | R | R | R | | |
| 5 | **Elective Group 9 (**Specialized knowledge) | | | | E | E | | | | R | |
| 6 | **Elective Group 10** (Specialized knowledge) | | | | E | E | | | | E | |
| 7 | **Elective Group 11** (Specialized knowledge) | | | | R | R | | | | | |
| | **Semester 8** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | 3D design by information technique | E | | | E | | | | | E | |
| 2 | Evening dresses fashion design | | | E | | | E | E | E | E | |
| 3 | Internship 1 | | E | | E | E | | | E | E | E |
| 4 | Internship 2 | | E | E | E | | | | | | E |
| 5 | **Elective Group 12** (Specialized knowledge) | | | R | | R | | | | R | |
| 6 | **Elective Group 13** (Specialized knowledge) | | | R | R | | | | | | |
| 7 | **Elective Group 14** (Specialized knowledge) | | | | R | | | | | R | |
| | **Semester 9** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| 1 | Certificate in computing | R | | | | | | | | | |
| 2 | Certificate of foreign language (TOEIC 450 or higher) | | | | | | | | R | | |
| 3 | Graduation thesis | E | E | E | E | E | E | E | E | E | E |

## 7.3. Curriculum map




## 7.4. Outline of the courses

### *7.4.1. Basis courses*

**Philosophy of Marxism and Leninism**

- Provides basic comprehensions, system of philosophy of Marxism and Leninism.
- Builds the materialistic world and the dialectical materialistic method as the foundation for the perception of issues and content of other disciplines.
- Promotes the awareness of the essential values, scientific and revolutionary nature of the Marxist and Leninist philosophy among students.

**Political Economics of Marxism and Leninism**

- Provides students with basic and core knowledge of political economics of Marxism and Leninism in the context of economic development of the country and the world today. Ensuring the basics, systems, science, updating new knowledge associated with reality, creativity, skills, thinking, student quality, interconnection, overcoming duplication, intensifying integration and decreasing the load, cutting down the contents that are no more appropriate and too academic.
- Equips students with skills to analyze, evaluate and identify economic interest relationships in socio-economic development and help students build social responsibility that is suitable for job positions after graduating.

- Builds up students' attitude towards the Marxist - Leninist stance and ideology.

**History of Vietnamese Communist Party**

- Equips the students with systematic knowledge of the forming process and the revolutionary leadership of Vietnamese Communist Party from the nationalist revolution to the socialist revolution. On that basis, students clearly understand the policy, discipline and leadership process, implementing innovation, bringing the country in transition to the Vietnamese Socialism from 1975 to present time.
- Equips students with scientific thinking of history, document selection skills and the ability to apply historical awareness to practical work; train students' critical thinking and enable them to criticize misconceptions of the history of the Communist Party Vietnam.

**Ho Chi Minh Ideology**

- Provides students with knowledge of the foundation, the formation process and the development of Ho Chi Minh Ideology of the national liberation revolution, national independence associated with socialism, Vietnamese Communist Party, national solidarity, international solidarity as well as the country, culture, moral values and people.
- Build trust and enable revolutionary ideas among students.

**General laws**

- Prepares the learners with the fundamental knowledge of legal issues of the state in general, and basic knowledge of legal branches in the Vietnamese legal system in particular;
- Creates the learners more favourable conditions to approach subjects related to laws;
- Builds a sense of community and civic awareness when living, working and behaving in accordance with the Constitution and Law.

**Calculus 1**

- Function continuous, derivative, differential function of a real variable;
- Function continuous, derivative, differential function of a real variable;
- Integral and integral applications;
- Differential, extreme function of two variables.

**Calculus 2**

- Matrix;
- System of linear equations;
- Rn vector space, linear mapping;
- The course also equips the learners with a number of means of computation and the method of solving problems, which are useful for learning other subjects and jobs in the future.

**Teamwork skills**

- The knowledge of teamwork skills; Performing a lot of skills, how the group works effectively;
- Application of teamwork skills in an effective learning and working;
- Building a positive attitude in group activities in order to achieve a high effectively in working and life.

**Research Methodology**

- Provides students with basic knowledge of scientific research, methods of scientific research and logical sequence performing a scientific research;
- Equips students with a number of research, reading, academic writing skill and critical thinking skill;
- Raises students' awareness of positive learning and responsible attitude in scientific research.

**Physical Education 1**

- Provides students with basic knowledge of athletics;
- Equip students with basic skills of short distance runs, high jumping;
- Equip students with background knowledge of sports and prepares them for knowledge and skills of more professional sports.

**Physical Education 2**

- Provides students with basic knowledge of sport they chose;
- Equip students with basic techniques of sport chosen;
- Equip students with knowledge of competition rules, mode of competition and how to organize a sport competition.

**National Defence Education and Security 1**

- This course provides students with basic knowledge of military line of Vietnamese Communist Party, the policy and law of State about national defence and security in new context;
- This course helps build students' awareness, attitude and responsibility in protecting Vietnamese people's and the country's security.

**National Defence Education and Security 2**

- This subject equips the students with basic knowledge of civil defence and practical military skills and understand the history and traditions of a number of military units, Vietnamese people who are ready to perform military service, police service to protect the Socialist Vietnam Fatherland.
- The course provides students with awareness and strong commitment to bravery, strong sense of responsibility, agile and scientific behaviours, a sense of high discipline in community activities and willingness to participate in Vietnamese people's armed forces regardless of any working positions.

**English 1**

The course helps students understand and comprehend the listening, speaking, reading and writing skills of English. In addition, the subject also has skills lessons accompanied by speaking activities that provide opportunities for students to acquire and practice vocabulary and grammar.

**English 2**

The course helps students to expand and acquire the listening, speaking, reading and writing skills of English. In addition, the subject also has skills lessons accompanied by speaking activities that provide opportunities for students to acquire and practice vocabulary and grammar.

**Applied Mathematics**

- Method of solving linear planning problems;
- Random variable;

- Evaluating, testing hypotheses for statistical parameters;
- Statistical methods of multi-dimension: correlation regression, ANOVA, PCA;
- Methods of mathematical model, methods to solve some optimization problems and methods of evaluating and testing statistical hypotheses.

**Numerical Methods**

- Method of finding approximate root and systems of linear and nonlinear equations;
- The method of approximate calculation of integral problems that cannot be solved by the correct solution;
- Discrete data continuous method;
- Learners will be able to apply this knowledge to solve in major problems;

**Laplace Complex Functions and Laplace Transforms**

- Concept of complex variable functions, complex function integrals, series and surplus;
- Laplace transform and its application.

**General Physics**

- The course provides students with basic concepts, laws of thermology and electromagnetism, creating a foundation for students to study major areas of knowledge of the field and related cases happening in real life situations;
- The course prepares students with knowledge and skills to solve physic problems related to specialized knowledge.

**Logics**

- Concepts of common judgments, inferences and proofs of logic.
- The course qualifies learners skills of presenting their own arguments closely and consistently and demonstrating the ability to give critical and logical reviews, remarks, arguments towards an issue or other arguments; identifying and bringing out the fallacy.
- The course qualifies learners skills of identifying and reasoning correct and logic inferences.

**Fundamentals of Management**

- Fundamental knowledge related to management operations so that the students are able to adapt to an active business environment at enterprises.
- Background knowledge of management function so that they are able to apply, propose solutions to deal with primary management situations in at enterprises.
- Skills of collecting and processing data, writing reports, making presentations;
- Soft skills such as teamwork skills to complete the assigned tasks effectively;
- Positive attitude to promote students to take part actively in making thematic reports, group discussing and solving management situations;

**Business Administration**

- The course equips students with basic knowledge of business operations of the enterprise helping them to apply basic function of management such as planning, organization, leadership and inspection into the management and administration of production activities of the enterprises.

- The course also guides the students the way to evaluate the importance of enterprise culture and ability to apply corporate culture and assessment activities and quality inspection in production and business operations
- The course equips students with communication skills, proper behaviour, and more confidence in working environment to enter the real work in the business, dealing with administration situations, corporating teamwork and presentation skill to cope with issues arising in business activities.

**Skills of using keyboard and office equipment**

- This course provides students with fundamental knowledge about how to use a computer and office equipment as a foundation to help learners understand the importance and role of 10-finger typing skills.
- The course also helps learners identifies and categorizes common office equipment as well as users' responsibilities to maintain, detect common errors and repair these equipment to make full use of them for office work in the future.

**Environment and Human**

- The course provides learners with basic concepts of environment, roles of natural environment to human, pollution and the consequences caused by polluted environment and suggested methods to treat these consequences;
- The course also provides learners with environment programs, policies of environmental protection employed.
- This course is to raise students' awareness of environmental protection.

**Planning skills**

- Synthesize fundamental knowledge of planning skills such as: concepts, categorization of plans, structure of a plan, planning process and methods to develop a plan.
- Apply planning skills in learning, self-development, and making their own planning for their future business and production activities.
- Develop skills toplan, do, analyse, evaluate and check the results of the implementation of the plan and modify where possible.

**Sociology**

- Gain fundamental knowledge of sociological concepts, categories, sociological theoretical perspectives and sociological research methods.
- Understand the differences in culture, social adjustment mechanisms, process of stabilization and social change; the relationship between individuals, groups/ social organizations and society;
- Analyse and evaluate a number of social phenomena that have been occurring in the social life of Vietnam from a sociological perspective.

**Introduction to Vietnamese culture**

- Gain fundamental knowledge about culture in general and Vietnamese culture in particular.
- Have the love, respect, preservation and promotion of the national cultural traditional values.

**Vietnamese language in use**

- Identify and analyze the basic characteristics and structure of Vietnamese.

- Identify and evaluate different types of errors when speaking, writing, using words and making sentences.
- Produce coherent texts and Vietnamese speech coherently and confidently.

**Music theory and Guitar basics**

- Grasp basic music theories to read music sheets, as a foundation for solfeggio and practice musical instruments.
- Apply musical knowledge to enjoy and perceive musical works.
- Apply the techniques learnt in the course and play the instrument (guitar).

**Fine art**

- Demonstrate their understanding on the basics of some types of paintings and content about the principles of layout and color;
- Analyze to read some types of painting;
- Apply basic art knowledge to draw some basic pictures such as portraits, still life paintings and landscapes;

Develop the aesthtic appreciation, good sense of discipline and responsibility among the learners.

*7.4.2. Intermediate courses*

**Overview of garment technology and labor safety**

- Demonstrate and understanding of the production technology process diagram of the garment industry, the content and job placements of the industry;
- Analyse the content of labor safety and apply some safety regulations when using equipment during production;
- Identify and overcome hazardous and harmful production factors that affect workers through technical safety and occupational health solutions;
- Analyse specific job positions for future careers;

**Ergonomics and sizing systems**

- Demomstrate their understanding about the human body morphology, costume features, and a basis for science-based apparel design;
- Analyse the strengths and weaknesses of the human body to find a solution to find the right outfit;
- Apply the theory of bio-statistical probability creatively to build a system of garment sizes to meet the demands of the industrial garment industry;
- Collect, categorize and analyze information; communicate and work in teams.

**Applied informatics for apparel industry**

- Analyse basic characteristics of clothing patterns.
- Understand the methods of drawing seams, assembly lines, garment product specifications…
- Apply the CorelDraw software creatively to illustrate costume patterns.
- Know how to present technical documentation in the garment industry.

**Industrial sewing equipment and maintenance**

The course provides students with knowledge about the operating principles of various types of machinery and equipment in the garment industry; classifies different types of stitches and seams used in industrial sewing. From there, students can apply this knowledge to operate basic sewing equipment and repair common malfunctions.

**Science of textile materials**

- Gain fundamental knowledge about textile and garment materials, some standards and methods to assess the quality of garment products.
- Practice skills to work in textile lab to test and analyze statistics of the textile materials;
- Demonstrate the understanding and compliance with labor safety and industrial hygiene during practice.

**Art drawing**

- Demonstrate an understaning of the features of art, rules of coloring, and the stylized methods to create decorative motifs and patterns;
- Practice the skills to practice realistic drawing of nature.

**Basic pattern-making**

- Gain fundamental knowledge about pattern designing, marker making and cutting of basic men's and women's clothing, kid clothing.
- Apply fundamental knowledge and analyse product designs to choose the right design process.
- Have the ability to assess types of technical failures, propose and choose the optimal solution.
- Develop the ability to search and synthesize information and the ability to communicate and work in teams.

**Basic apparel assembly technology**

- Equip learners with knowledge about assembly processes, technological processes, types of failures, causes and solutions of component assemblies, basic types of clothing such as suits, shorts and kid clothing.
- Train skills to assemble homeware products according to technical requirements.
- Develop a passion for the job, a positive attitude in learning as well as a sense of responsibility in learning and in future job.

**History of costume**

This course provides students with knowledge about costumes in the past and today's fashion trends. Students are expected to gain knowledge of the development of costumes, beauty and aestheticism in order to improve their aesthetic level; in the mean time, students can develop their ability to evaluate and enjoy the beauty in life, from which they learn how to choose the materials, styles, colors to apply in making costumes.

**Apparel anthropometry**

- Students grasp the basic knowledge about the anatomic features of the human body.
- Students can explain the causes of some flawed features on the human body based on anthropometric knowledge.
- Students learn to figure out solutions to minimize the potential weakness of each human body with costumes.

- Students can apply some research methods to build a system of body measurements in order to design better apparel products.

**History of fine art**

- The course provides the students with the knowledge of the development process as well as the aesthetic value of works of art.
- The course develops students' way of thinking about art works, as a premise for the History of costume course.

**Aesthetics**

- Provides students with theories about perception and enjoyment of beauty in nature, art and in society through the three values "The truth, the goodness and the beauty".
- Develops students' ability to tune to, keep up-to-date with current fashion trends and even reshape it.
- Develops students' thinking methods to approach other subjects better.

**Product brand management**

- Provides students with general knowledge about marketing environment, branding, brands and the levels of the product.
- Distinguishes the differences between products and brands.
- Develops students' skills of working in groups and skills to communicate at business working environment.

**Computer-aided fashion design**

- Equips students with the skills to use some drawing and graphic designing softwares such as Photoshop, Illustrator, Kaledo Style.
- Students are expected to be able to analyse basic characteristics on clothing patterns: materials, style, lines, patterns, and colors;
- The course helps develops students' ability to apply Photoshop and Kaledo Style softwares creatively to design outfits, catalogs, or packaging labels for Fashion Design and Art Design Industry.
- Students are encouraged to work in groups, discuss and solve problems related to the use of the drawing and graphic designing softwares such as Photoshop, Kaledo Style with a positive attitude, discipline, high sense of responsibility and professional manners.

**Industrial fine-art**

The course offers students the knowledge of the history of branches of industrial fine arts, most general rules of industrial decoration, and methods of arranging motifs in industrial production conditions. The course also helps students develop a view towards industrial fine arts.

**Consumer psychology**

The course equips students with the skills to conduct research on human psychology in general and research on consumer psychology, consuming behavior of consumers, factors affecting buying behavior of consumers as well as equipping content related to the communication skills of the sales person in particular. The course also helps students understand the trends in customer behaviours and be able to make survey to investigate the factors affecting the buying behavior of consumers.

*7.4.3. Specialized courses*

**Fashion design for children**

The course provides fundamental knowledge of the psychology and physiology of children, their clothing characteristics according to age, and contemporary fashion trends; thereby forming a basis for designing fashion collections that meet customer needs.

**Fashion design for uniform & out-door**

This course provides fundamental knowledge of concepts and classifications in fashion, and the characteristics of street style and uniform fashion segments; thereby forming a basis for designing fashion collections that meet customer needs.

**Fashion design for special occasions & festivals**

The course provides impressive and festive fashion design knowledge, from finding and analyzing ideas to developing and presenting collections. Students will practice creativity through group and individual assignments combined with modern tools and techniques in the fashion industry. The course emphasizes practical application and the ability to commercialize collections while helping students develop sustainable design thinking and meet the professional requirements of the Fashion Design industry.

**Fashion design for accessories**

This course provides students with knowledge of the history and importance of accessories in life; methods for designing various types of accessories such as handbags, shoes, hats, and jewelry; skills to think critically, evaluate, and come up with design ideas for aesthetically pleasing accessories suitable for the context of use.

**Make up**

This course provides students with knowledge and professional skills in female makeup and popular beauty trends. Skills to analyze face features, eyes, nose, and mouth in order to select makeup styles that match the style of the collection or model. Skills in evaluating cosmetics trends, proposing and selecting the best makeup trend for a group of models. Skills in information retrieval and synthesis, as well as communication and teamwork.

**Materials handling**

This course provides students with knowledge of textile processing techniques for garments, enabling them to apply these techniques to process fashion products according to their design ideas.

**Fashion design by themes**

The course provides students with knowledge and research skills on a specific topic, from which they can create a moodboard according to the research topic. Ability to build a design diagram (mind map), sketch ideas and propose design solutions suitable for the topic, skills to build and present a research paper on ideas according to the topic in a logical, creative and restorative manner.

**Fashion design by seasons**

The course provides students with general knowledge about the main fashion seasons of the year, seasonal clothing design methods, methods of researching subjects, developing designs and making products.

**Printing and embroidery technology in apparel industry**

- Decorative technology on garment products such as drawing, printing, embroidery and beading. The principle and structure of embroidery equipment in industrial garment production.

- Apply printing and embroidery method of shaping design on industrial and fashion products.
- Students reinforce their skills to work in groups and reasoning, skills to analyse and propose solutions to some problems related to embroidery design and operating embroidery equipment.

**Dyeing technique - Shape printing**

This course provides students with knowledge about the textile materials, theory of colors and dyes, color schemes and guidance in pretreatment technology, dyeing, shape printing and completing the textile materials.

**Graphic design for garment technology**

The course provides students with knowledge about setting up technical drawings and skills to grasp and understand symbol systems, parameters in garment technical drawing. The knowledge of graphic design for garment technology helps standardize the fashion garment manufacturing industry and promote production rapidly.

**English in fashion industry**

- This course provides students with English vocabularies and terms to read technical documents in the Garment and Fashion design industry.
- The course equips students knowledge and skills to apply the specialized English terms to interpret documents of foreign partners, improve designing skills and knowledge of the fashion industry.

**Apparel quality management**

- Gain fundamental knowledge about the general concepts of product quality, quality management, ISO standard, product quality inspection methods and the role and the importance of apparel quality management.
- Acquire the advanced professional knowledge of apparel quality inspection methods, raw materials inspection methods, preparation and production stages, final inspection and assessment of sewing product physical properties. Through the course, students also learn about product quality inspection using statistical acceptance method.
- Develop students' ability to work in groups, discuss, present, analyse, propose, solve issues related to quality and quality management in accordance with practical requirements and customers.

**Fashion design on mannequin**

This course helps students grasp the structure of costumes and improve their designing skills: fabric wrapping and making 3D patterns. Students will be enriched with diverse modeling skills, and apply flexibly in solving technical problems in costume design.

**3D simulation**

- Acquire theoretical knowledge of simulation, updated knowledge about 2D and 3D simulation methods.
- Develop their skills in collecting and analysing input data, verifying, validating and analysing 3D simulation outputs.
- Apply the apparel Optitex software to 3D simulate body measurements from collected data.
- Develop skills to search, synthesize information, communicate and work in teams.

**Business of import and export of garments**

- Knowledge about the features and how to use Incoterms;
- Ability to analyse the international payment methods and choose the appropriate method;
- Skills to apply the learned theory creatively to calculate and build quotations of exported products, collect payment reports and payment for imported products.
- Write garment export processing contracts according to given requirements.
- Develop skills to search, synthesize information, communicate and work in teams.

**Simulation data in apparel**

- Advanced knowledge about 3D special costume design theory, the basis of the relationship between the human body, sewing materials and costume design.
- Updated knowledge about new design methods and design product assessment methods.
- The ability to search, synthesize information; communication and teamwork skills.

**Organization and management of production processes in apparel industry**

- The course provides students with knowledge of business concepts and classification, types of production, production divisions, labor management, materials management, engineering management.
- The course also prepares students skills to organize the implementation of the team's production plan, calculate product costs and propose methods to reduce product costs.
- The course also brings students knowledge of process analysis and implementation improvement for workers, lean production to reduce production costs, increase labor productivity.

**Garment pattern modeling**

- This course provides both general and advanced knowledge of principles for creating advanced costumes.
- Garment pattern modeling also qualifies students the ability to use basic blocks to design different types of costumes like tops, pants, dresses, complex costumes.

**Pattern-making for shoes**

- Specificialized knowledge of measurement, pattern-making of some basic shoes.
- Ability to apply creatively and analyze product styles to choose the suitable design process.
- Ability to evaluate technical problems, propose and choose the optimal solution.

**Pattern-making for bags and hats**

- Specialized knowledge about pattern-making, maker making and cutting hats, bags.
- Ability to apply creatively and analyze product designs to choose the suitable pattern-making process.
- Ability to evaluate technical problems, propose and choose the optimal solution.

**Pattern-making for underwear and swimsuit**

- Specialized knowledge about pattern-making, making diagrams and cutting for basic underwear and swimsuit.

- Ability to apply creatively and analyze styles of product designs to choose the suitable pattern-making process.
- Ability to evaluate technical problems, propose and choose the optimal solution.

**Costume sanitary**

Knowledge about the relationship between the body, clothing and its surroundings. The requirements are about sanitary and ecological conditions for clothes. How to define and evaluate the sanitary and ecological criteria of clothes.

**Pattern-making for men's and women's clothing**

- Specialized knowledge about pattern-making, marker making and cutting for men's and women's clothing
- Ability to apply creatively and analyze styles of product designs to choose the right pattern-making process.
- Ability to evaluate technical problems, propose and choose the optimal solution.

**Pattern-making for traditional costume and jacket**

- Specialized knowledge about pattern-making, marker making and cutting traditional costume and jacket
- Ability to apply creatively and analyze styles of product designs to choose the pattern-making process
- Ability to evaluate technical problems, propose and choose the optimal solution.

**Apparel assembly technology for men's and women's costume**

The course provides students with knowledge about technological processes of producing products: shirts, trousers, jeans, skirts, dresses to serve the actual production process. The causes of common defects and proposed methods to improve: shirts, trousers, jeans, skirts, dresses.

**Apparel assembly technology for traditional costume and jacket**

The course provides students with knowledge about sewing process, technical standard about 1 layer jacket, 2 layers jacket, 1 layer women's vest, 2 layers women's vest in industrial garment production. The course also provides students with the knowledge about the process of making traditional clothes.

**CAD/CAM in apparel industry**

- Basic specialized knowledge: Equipping students with specialized design software knowledge.
- Advanced specialized knowledge: Applying specialized design software in the process of designing complete technical samples to meet production requirements.
- The ability to analyze, calculate, test samples, and propose solutions related to the production preparation based on software
- Ability to analyze products, sewing steps to calculate time, norms and propose improvement options suitable for business conditions.

**Apparel assembly technology for advanced suit jackets**

- Basic knowledge of techniques and general process of sewing and manufacturing men's suits and vests;
- Skills of analyzing and constructing technical standards, assembly and completion process of men's suits and vests in accordance with technical regulations.

**Knitted fabric manufacturing process**

- General knowledge about knitted fabrics, styles of equipment in the actual knitting fabric production process, knowledge about designing patterns for industrial knitted fabric products, knitting apparel assembly techniques, knitting apparel production process, building technical standards, design and assembly process, completion of all products according to technical regulations.
- Contents related to the causes of defects arising in the product assembly process and propose corrective solutions.

**Factory design and installation of sewing equipment**

- Equips students with knowledge of workshop concepts in general and sewing workshops, in particular, to supplement the basic knowledge to support the design of industrial sewing lines.
- Students gain basic knowledge about standards of factory construction, regulations, requirements for factory design. Students are expected to analyze and evaluate the factors that affect the industrial garment production environment, from which students propose technical solutions as well as the solutions to improve the working environment to increase efficiency in the garment factory.

**3D design on computers**

The course gives students knowledge and skills in using some garment softwares such as Opitex. Students are equiped with skills to use the tools on the software to design patterns, giving standards parameters, selecting types of fabrics/ materials for the 3D models of the finished products and then add on decorative items for these 3D models in accordance with students' own design ideas.

**Industrial garment pattern making**

- Acquire the specialized knowledge of industrial pattern making for mass production from the provided parameters of the finished products or product samples.
- Apply and analyze product designs to choose the right pattern-making process.
- Evaluate the problems related to technical defects, then propose and choose the optimal solutions.

**Graduation thesis**

- Research and propose solutions to improve issues related to fashion collection design and implementation.
- Skills of searching documents for needed information, presenting and arranging the information in the research in a way that is extensive, emperical and logical.
- Possitive attitude: being ethical, progressive, self-motivated and cooperative.

## 8. ACTIVITIES IN THE TRAINING PROGRAMME

Teaching and learning activities for both faculty and students are continuously improving to enhance quality. Beyond traditional methods, FGD utilizes active teaching methods that promote interactive communication and engagement, encouraging student participation through discussions and questions, creating a vibrant classroom environment. Faculty employ diverse approaches, including lectures, flipped classrooms, and practical exercises. Learning is no longer confined to the traditional classroom; it occurs anywhere that is convenient and effective for students. Theory-based courses are taught in classrooms, while practical skills are developed in workshops, factories during internships, and laboratories at both the institution and partner enterprises. Learning activities can be individual or group-based, and take place both during and outside of scheduled class times.



Figure 6. FGD's students with wedding dress products

FGD has always been cooperating with businesses so that FD programme students can begin their fieldtrips right from their first year of study after finishing the course, “Overview of garment technology and labor safety”. After the fieldtrips, students will have to make a report on how an actual production process look like and what they learn from the actual process. In addition, FGD annually organizes exhibition tours and textile industry seminars, which help students update on the most advanced machinery as well as diverse fields of operation of the industry.




Figure 7. Fieldtrip at American Fashion in 2024




Figure 8. Participation in the Vietnam International Textile & Garment Industry Exhibition 2024

Through a strong collaboration between FGD and businesses and organizations in the textile and fashion industry, fourth-year students will be introduced to internships at these companies. After seven semesters of foundational and specialized training, students will have the opportunity to apply their knowledge and skills in a real-world setting. This internship period, on the one hand, allows learners, training institutions, and employers to evaluate the effectiveness of the training, and on the other hand, helps students better orient themselves for future career choices.




Figure 9. Students internship at enterprises

Beside the tasks of teaching and learning, teaching staff and students of the FDP involve themselves in community service activities. Taking part in these activities is where students learn more about the needed soft skills required by enterprises and society.




Figure 10. FGD students with different activities on IUH campus

## 9. OUTSTANDING ACHIEVEMENT

Over a quarter of a century, with the vision and mission of providing high-quality human resources, promoting scientific research, international cooperation, and technology transfer with partners in the fields of Garment Technology and Fashion Design, FGD has continuously strived to improve both its human and material resources.

With a foundation of advanced technology and modern aesthetic knowledge, students majoring in Fashion Design at FGD have a wide range of career opportunities in the fashion industry. Specifically, in addition to becoming talented designers, creating unique collections, and leading trends, students can also develop their careers in production, brand management, styling, fashion editing, and many other roles.

Since 2023, FGD has started hosting large-scale graduation project presentations for Fashion Design students, attracting much attention from professionals and the press. In addition, FGD has also signed cooperation agreements with art organizations such as the Global Student Fashion Week (GFSW) and the Ho Chi Minh City Design Association (VDAS) to expand international cooperation opportunities, enhance the position of students, and create conditions for young Vietnamese talents to integrate into the global fashion market.




Figure 11. IUH Graduate Fashion show 2024



Figure 12. FD's students at Design Festival 2025




Figure 13. Mou signing ceremony between FGD and GSFW

Accompanying the sustainable development of FGD, the faculty is also constantly striving to improve their expertise and perfect their professional skills.




Figure 14. FGD's lecturers won the award for Excellent lecturer 2023

## 10. APPROVAL OF PROGRAMME SPECIFICATION

Programme specification was checked, approved and revised according to the process and regulations of the Inductrial University Industry of Ho Chi Minh City./.

Ho Chi Minh City, January 2025

Dean of FGD



PhD. Nguyen Mau Tung