

# Decision of the FIBAA Accreditation Committee for Programmes



**104<sup>th</sup> Meeting on 15 September 2017**

<b>Project Number:</b>	16/094
<b>Higher Education Institution:</b>	University of Economics Ho Chi Minh City Vietnam
<b>Study Programme:</b>	Bachelor of International Business (Bachelor of Arts in International Business)
<b>Type of Accreditation</b>	initial Accreditation

The FIBAA Accreditation Committee for Programmes has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation””, the study programme is accredited.

Period of Accreditation: 15 September 2017 until 14 September 2022

The FIBAA Quality Seal is awarded.

**Foundation For International  
Business Administration Accreditation**

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# Assessment Report

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**Higher Education Institution (HEI):**

University of Economics Ho Chi Minh City, School of  
International Business and Marketing (SIMB)

Ho Chi Minh City, Vietnam

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**Bachelor study programme:**

Bachelor of International Business

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**Qualification awarded on completion:**

Bachelor of Arts in International Business

# General Information on the Study Programme

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**Brief description of the study programme:**

The International Business (IB) programme aims at providing students with knowledge for management tasks and leadership roles in multicultural entrepreneurial environment, in either national or multinational companies. It is designed to focus on operation and exercises that help students gain practical experience in capitalising on global business opportunities.

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**Type of study programme:**

Bachelor programme

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**Projected study time and number of credit points assigned to the study programme:**

Four years, 120 Vietnamese CP

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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:**

6 – 16 classes/year; 300 – 800 students/year

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**Programme cycle starts in:**

winter semester (September)

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**Initial start of the programme:**

2001

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**Type of accreditation:**

Initial accreditation

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## Procedure

A contract for the initial accreditation of the Bachelor of International Business (Bachelor of Arts in International Business) was made between FIBAA and University of Economics Ho Chi Minh City on 1<sup>st</sup> of September, 2016. On 2<sup>nd</sup> of March, 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

**Prof. Dr. Vera de Hesselle**

Hochschule Bremen

Professor of Economics (Tax Law, Civil Law, Economic Law, Business Mediation)

**Prof. Dr. Christiane Prange**

Tongji University, School of Economics and Management, Shanghai, P.R. China

Professor of Global Business and Strategy (International Marketing, Internationalisation Patterns, Cross-Cultural Management, Agile Management in Asia)

**Prof. Dr. Christof Hartmann**

Universität Duisburg-Essen

Professor of Political Science (International Relations, Development Science, Development Politics and -Economy)

**Dr. Terence Alfred Clifford-Amos**

International Consultant (Consulting, Human Resources, Management, Administration)

**Prof. Dr. Jean-Pierre Izaac Van der Rest**

Leiden University

Professor of Business Economics (Business Administration, Business Studies, including management accounting, managerial economics, corporate finance, marketing management)

**Andreas Bonacina**

HAM Erding

Student Business Administration (International Management) (M.A.)  
(completed: Trade Management)

**Hung Duong, PhD**

School of Industrial Management

HCMC University of Technology

Senior lecturer in Finance (Investments, Corporate Finance, Management Accounting)

Former Vice Rector, University of Economics and Law (2013 – 2017)

FIBAA project manager:

Dr. Heinz-Ulrich Schmidt

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 10<sup>th</sup> until 12<sup>th</sup> of May, 2017, at the HEI's premises in Ho Chi Minh City, Vietnam. The same cluster included an appraisal of

- The Vietnam-Netherlands Programme for M.A. in Development Economics (Master of Arts in Development Economics)
- Bachelor of Business Administration (Bachelor of Business Administration)
- Master of Business (Master of Business Administration)

At the end of the on-site visit the panel gave 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 1<sup>st</sup> of August, 2017. The statement on the report was given on 22<sup>nd</sup> of August, 2017. It has been taken into account in the report on hand.

## Summary

The Bachelor of International Business (Bachelor of Arts in International Business) offered by University of Economics Ho Chi Minh City, School of International Business and Marketing (SIMB), fulfils 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 15th of September, 2017 and finishing on 14th of September, 2022. The programme is in accordance with the national Vietnamese and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified one area, where the programme could be further developed:

- The panel members recommend to further continue investment in textbooks and data-bases (see chapter 4.4.2).

The measures that the SIBM takes in order to implement the recommendation are to be considered during the re-accreditation.

There are several criteria in which the programme exceeds the quality requirements:

- Positioning of the study programme (see Chapter 1.3),
- Admission requirements (see Chapter 2.1),
- Counselling for prospective students (see Chapter 2.2),
- Selection procedure (see Chapter 2.3),
- Practical business experience of faculty (see Chapter 4.1.4),
- Process organisation and administrative support for students and faculty (see Chapter 4.2.2).

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

# Information

## Information on the Institution

The University of Economics Ho Chi Minh City was founded in 1976. It resulted from the consolidation of the University of Economics Ho Chi Minh City, the University of Finance-Accounting Ho Chi Minh City and the Faculty of Economics of The University of Ho Chi Minh City following Decision No. 2819/GD-DT on 09/07/1996 issued by the Minister of Education and Training (MoET). It offers curricula in economics, business, management, commerce, public policy, statistics and law in 15 schools and faculties, distributed on 10 campuses. The academic staff consists of 600 teaching staff, including 50 professors and associate professors, and 160 PhDs. The student population size is 22,274 regular full-time students, 7,079 part-time students, 4,143 graduate students and 507 PhD candidates. In 2015, UEH officially became a member of the ASEAN University Network (AUN) and is known as an AUN-Quality Assurance Associate Member University.

UEH has set its strategic goal as<sup>1</sup> “Developing UEH into a prestigious university for education, scientific research and consultancy in the science of economics and business administration in Vietnam and Asia; building faculty into high qualified and research capable educational staff; providing sufficient facilities and modern equipment to accommodate all activities of the university; constructing training programs to catching up regional standards of higher education and accessing to development trends of advanced education in the world with a high competitiveness to adapting to the global integration.”

UEH has been the first university in Vietnam to obtain approval from MoET for delivering a Ph.D. programme in English since 2015. UEH cooperates with more than 70 foreign universities and offers 15 joint international study programmes with academic partners in EU, US, Australia, New Zealand.

Currently, the UEH is one out of only 18 public higher education institutions (total: 420 HEIs) in Vietnam, which is approved by the Prime Minister to renovate their governance mechanism since the end of November 2016.

The School of International Business and Marketing (SIBM) is one of the oldest and original members of the University of Economics Ho Chi Minh City. Over the years, throughout changes, improvements and developments, SIBM has remained committed to its guiding teaching principles “Discover, Incubate, and Enrich the Entrepreneurism in you.”

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<sup>1</sup> <http://www.ueh.edu.vn/news.aspx?id=707&tl=Mission-Vision>

## Statistical data

Enrolments of UEH and IB programme from the year of 2011 to 2016:

Course intake	Year	Minimum Admission score	No of Enrolments in UEH			% IB vs. Total Enrolments	Growth rate (%)
			Total	IB	For English-based IB		
37	2011	19.00	3.749	195	-	52.0	-
38	2012	19.00	3.609	224	-	62.1	+15
39	2013	20.00	3.714	208	-	56.0	-7
40	2014	21.00	3.609	318	-	88.1	+53
41	2015	23.25	4.394	586	-	133.4	+84
42	2016	21.00	4.922	814	94	165.4	+39

Batch	Number of first year student	Rate of Female		Number of the fourth year student	Graduated in year	Student success rate	
		No	% total			Number of student	Rate (%)
(1)	(2)	(3)	(4)	(5)	(6)	(7)=(6)/(4)	
36	152	116	76.3	152	2014	148	97.37
37	157	116	73.8	154	2015	151	98.05
38	156	96	61.5	147	2016	128	87.07

There were no foreign participants who took IB courses in the last three years.



## Appraisal

The statistical data show that the number of enrolments as well the admission score rose recognisably, which means that the entrance qualification of the increased students' intakes also rose correspondingly. The experts appreciated that development bearing in mind that the increasing number of students requires respective follow ups. There is significant evidence here to indicate a dynamic growth in quality, and sustainability towards the programme's ultimate achievement of high distinction.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

The International Business (IB) programme aims at providing students with knowledge for management tasks and leadership roles in a multicultural entrepreneurial environment in either national or multinational companies. It is designed to focus on operation and exercises that help students gain practical experience in capitalising on global business opportunities. Upon successful completion of the programme, students will be able to:

- understand different types of global business strategies;
- gain insights on international trade rules, regulations, and trends;
- analyse human resources and labour policies and practices that impact working across borders;
- apply risk management and hedging strategies to minimise the impact of foreign exchange markets on business decisions;
- craft international market penetration and development strategies;
- research supply chains management to identify dependencies and opportunities;
- understand behaviours of business in different cultures, socio-economic and political environment;
- develop skills and competences in strategic planning, decision-making and problem-solving;
- develop a business mindset.

### Appraisal:

The international business programme is designed to meet the knowledge and capabilities in decision-making that require an international background. The qualification objectives of the programme are in line with the National Qualifications Framework, approved on 18th of October, 2016, by the Prime Minister, and they take into account the requirements of the European Qualifications Framework, too. The principle “fitness of purpose” has obviously been followed. The objectives are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. The programme’s diversity and confidence are clearly in evidence.

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

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

The international business programme prepares students for managing human and non-human resources to achieve international business goals for their enterprise. Besides the subject contents, the education environment is a catalyst for international orientation. Student exchange has recently been incorporated, as evidenced during the on-site visit. International exposure is to be considerably enhanced.

### Appraisal:

HEI's strategy "go international" has again been reflected in recent steps developing this study programme. Since 2016, there has started a regular student exchange with a University of Applied Sciences in the Netherlands. Thus, the programme design appropriately takes into account the required international aspects, with respect to its graduates' employability. Fitness of purpose has been convincingly demonstrated. Internationality is therefore a maturing process in evidence.

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

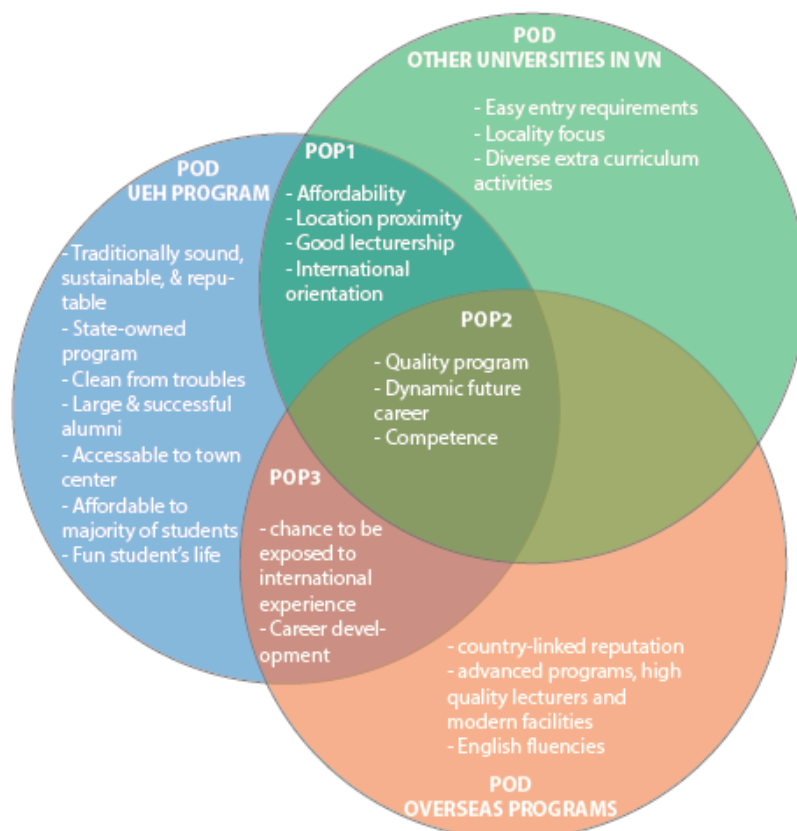
## 1.3. Positioning of the study programme

SIBM continuously analyses the education market as well as the job market in order to respectively optimise the positioning of the programme. The strategy of SIBM targets those who wish to do business in Vietnam and/or abroad now or in the future. SIBM positions the programme as an affordable quality programme that students could benefit from in building their competence particularly for the labour market in Vietnam. The „Bachelor of Business Administration“, offered by UEH's International School of Business, is not seen as a competing programme, since it is oriented towards a totally different target group, though both share several teaching resources. Based on the results from the on-site visit, both the International School of Business and the School of International Business and Marketing are operating under different frame conditions.

According to UEH, the diagram below presents the similarities and differences between the IB programme and those of other universities.

## Points of Difference (POD) and Points of Parity (POP)

UEH's International Business Program vs that of other Universities



SIBM continually monitors and updates its programme in order to satisfy job market demands. For example, according to a survey conducted in October 2016 on student's business competencies, knowledge and skills, the school found out that the most important skills that businesses require from graduated students are: a positive attitude and critical thinking at work, team work skills, and effective communication (listening/speaking/writing/ reading) skills. Other skills, which were rated as very important including problem-solving skills, self-study, goal setting skills, interpersonal skills, and adaptability with the average rating approximately 4.0 points out of 5. When organisations asked if they were satisfied with graduates from the school, the interviewees rated those skills at an average point of 3.5 out of 5.

The IB programme curriculum is developed to providing innovative, high quality instruction that empowers students to become lifelong learners and responsible citizens who value professionalism and quality works. As explained during the on-site visit by the Vice-President, the programme is totally in line with the overall strategy of UHE/SIBM.

### Appraisal:

The SIBM has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile, and SIBM has also analysed the job market for graduates and comprehensively incorporated the results in the study programme.

The results of the survey prove that the curriculum fits some requirements from the real-world of business. As far as the programme content is concerned, IB considers the strategic priorities of international trade development of Vietnam as its framework and uses it to develop the specialisation focus of the programme. The programme and its detailed module descriptions represent the common goal which is consistent with the mission, educational objectives and

functions of the University and the School. Thus, it fits into the overall strategic concept of the UEH. The study programme's qualification goals constitute the core of the school's strategy and are sustainably implemented. Fitness of purpose has been convincingly demonstrated and points of difference have been articulated in an incisive, comparative and informative manner.

		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

By regulation of Ministry of Education and Training (MoET), since 2015, UEH admits its students based on their high school graduation scores. On a determination day regulated by MoET, UEH uses a top-down approach (based on the student's scores) to assemble the list of successful candidates that fits the "quota" number pre-approved by MoET for the year.

Score sets of student candidate for UEH's admission:

- Score of the national high-school graduation exam (either one of the three):
  - A1 category: inclusive of Math, Physics and English
  - A: Math, Physics and Chemistry
  - D1: Math, Literature and English
- Score of the national high-school graduation exam must be higher than UEH admission score approved by MoET
- English Score (from National High-School Graduation Exam) must be higher than 5.0 marks (applied for regular classes) and;
- Minimum TOEIC 500 or equivalent (applied to classes teaching all courses in English)

From time to time SIBM organises student counselling activities throughout the year to interact and exchange information with candidates. Key lecturers and management staff participate in such events together with other functional personnel to provide quality counseling to the candidates. Every year, inter alia, UEH stipulates a policy that clearly defines requirements of entrance examinations, number of admission students, and priority policies, based on the MoET's annual pre-approval. Information on the policy is published and updated in the annual college admission guidelines, UEH's website (all information relating to admission process is published on the website, document all of UEH's annual admission consulting and other relevant online websites. The policy is also clearly communicated. Annually, in March, UEH undertakes admission consulting with students and parents on policies related to entrance admission and classifying in specific major to ensure students understand clearly before deciding to apply.

Candidates are evaluated on their results based on the national high-school graduation examinations in one of three block A, A1 and D, which allow to admit candidates who have higher university entrance examination scores and counsel out candidates who have less competitive results. An applicant lists along in their admission possibilities are updated hourly and disclosed through the University website. Approximately one month after the submission deadline, the University launches its admission score as a benchmark, meaning that candidates who have admission entrance score higher than the benchmark will be accepted. The selection process to majors is clearly promulgated in the Regulation on Full-time Students' Affairs in the Credit System. This process is announced on the UEH's website and printed in Student Handbooks, which are distributed to all students. In addition, UEH always organises an introduction day to present each academic major to students, and re-announces the selection process to ensure that the students clearly understand about it.

In order to gain admission to the study programme, with regard to the level of English competency students are required to take an English placement examination held by the Institute of Foreign Languages and Country Study in cooperation with the School of International Business and Marketing. The scores, if achieved, confirm the passing of the entrance English examination.

Foreign students only take placement English tests. In case there exists a gap in the level of English competency the School will offer an extra English evening class to those students to

ensure a qualifying entrance regarding foreign language proficiency. In its policy of entrance admission for first year students, UEH complies with the regulation of the MoET, and accepts enrolment nationwide, using one unified entrance score.

University admission policy at both University level and the School level is officially posted on UEH's website and publicly documented. Information posted on this website ranges from all intake policies and their changes to candidates' status (e.g. the possibility of acceptance). According to the university, UEH is regarded by local media as a university with the most efficient intake process due to its continuously up-to-date information.

## Appraisal:

The admission requirements and procedures follow national regulations. In addition, UEH/SIBM requires a high school score above the UEH/SIBM score agreed by the ministry in order to attract highly qualified and committed students. Thus, the admission requirements are oriented towards the strategic goals of the study programme.

Students were totally satisfied with the procedure and its transparency, since the admission requirements are clearly defined and comprehensible.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the University, for clarification of specific questions, concerning personal aptitude, or of career perspectives and other related areas.

The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target groups' needs.

The selection procedure is transparent and ensures that qualified students are admitted. The admission requirements ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible to interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure. The admission of students is evidenced as fair, yet competitive within the University's interest to maintain and increase academic standards.

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



### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

The curriculum content concentrates on building competence for the students helping companies to integrate effectively into the world's supply chain and execute marketing activities at remote markets. The students will be equipped with data analysis, communication and performance monitoring skills. These are the contents of the programme:

Module	Code	Credits	Category	Exam type
Semester 1				
Mathematics for economics and management	MAT508001	3	G	Exam paper
Principles of Marxism - Leninism P1	PML510001	2	G	Exam paper
Business Law	LAW511001	3	G	Exam paper
English P1	ENG513001	4	G	Exam paper
Microeconomics	ECO501001	3	C	Exam paper
Semester 2				
Principles of Marxism - Leninism P2	PML510002	3	G	Exam paper
Physical Education I	PHY514001	2	G	
Defense Education	SDE599001	5	G	
English P2	ENG513002	4	G	Exam paper
Applied Statistics for Business and Economics	STA508005	3	C	Exam paper
Macroeconomics	ECO501002	3	C	Exam paper
Semester 3				
Ho Chi Minh Thought	HCM510004	2	G	Exam paper
Physical Education II	PHY514002	2	G	
Introduction to Business & Enterprise	BUS503003	3	C	Exam paper
Principle of Accounting	ACC507001	3	C	Exam paper

English P3	ENG513003	4	G	Exam paper
Principle of Marketing	MAR503001	3	C	Exam paper
Introduction to Management Science	BUS503007	3	C	Exam paper
Semester 4				
Revolution Policy of Communist Party of Vietnam	RPC510003	3	G	Exam paper
Foundations of International Business (EN)	BUS503004	3	M	Exam paper
English P4	ENG513004	4	G	Exam paper
Legal Aspects of International Business	BUS503015	3	M	Exam paper
Principle of Financial Management	MAN502005	3	C	Exam paper
Semester 5				
Strategic management	BUS503006	3	C	Exam paper
Governing International Business (EN)	BUS503005	3	M	Exam paper
Operations & Supply chains Management P1 (EN)	BUS503009	3	M	Exam paper
English P5 – Business Letters	ENG513052	3	M	Exam paper
Business to Business Marketing (Optional)	MAR503030	3	M	Exam paper
International Marketing (EN) (Optional)	MAR503019	3	M	Exam paper
Semester 6				
Organisation Behavior	MAN502006	3	C	Exam paper
Performance measurement and control	ACC507011	3	C	Exam paper
Business Project	BUS503013	3	M	Project proposal + poster exhibition

International Business Simulation (EN)	BUS503014	3	M	Online quizzes, online peer reviews, online simulation performance-based results
Operation & Supply chains Management P2 (EN)	BUS503010	3	M	Exam paper
Semester 7				
Marketing Research	MAR503017	3	M	Exam paper
Import – Export Management (EN)	BUS503012	3	M	Exam paper
Human Resource Management in MNCs	MAN502046	3	M	Exam paper
Foundation of International Financial Management	BUS503011	3	M	Exam paper
Management Information Systems (Optional)	INF509008	3	M	Exam paper
Digital Marketing (Optional)	MAR503033		M	Marketing plan Proposal
Semester 8				
Personal and Professional Development (Extracurricular)	BUS503016	3	M	Report
Internship/Dissertation	BUS509053	10	M	Internship Report

G = General Education, M = Major, C = Core business, EN = in English

The programme was named “International Business” and the graduation certificate is called “Bachelor of Arts in International Business” to follow the practical trend in business training field in the world. The name of the programme originates from its learning objectives.

According to UEH, the integration of theory and practice is always taken into account. The IB programme covers a total framework of modules which focus on up-to-date international business theories and practices. Module descriptions have been updated yearly with new learning methods, theories and case studies on international business. Additionally, in some modules, field trips are organised to help students visit and observe practical business activities with companies. Theories and practical issues are combined throughout the modules. A range of

examples, case studies were imported from the real business world to illustrate theories. Students are also required to use theoretical frameworks to analyse the real situations of companies and suggest solutions for their problematic issues.

The included internship is envisaged to link theories and practice. During the internship, students have chance to apply theoretical and practical knowledge to analyse realistic problems at organisations and recommend solutions to overcome challenges at businesses. Students also need to prove their working capabilities by showcasing their working attitude and skills during the internship.

Regarding interdisciplinary thinking, UEH explains that students have the opportunity to approach a series of modules that vary from marketing, finances, human resources, sales to supply chain, manufacturing and services management. Even though in a module, the interdisciplinary thinking will be encouraged, the 'Business Project' module requires students to apply a synthetic professional knowledge from the results of their market research and analyse customer behaviour (marketing field) in relation to budgeting (finance), and human and resources assignment (HR and logistics management). In terms of working skills, teamwork, leadership and time management are typically necessary skills to implement a business project.

The IB's academic code of conduct requires academic integrity for all students. The school has a strict regulation for the prevention of plagiarism, which clearly explains to students what actions and behaviours are considered as cheating or unethical as announced by the UEH (UEH's culture). Business ethics is taught in modules of international business as well. Students will have awareness of Corporate Social Responsibility, Environmental Sustainability in businesses and other areas too.

An intensive research training module is provided in semester 7, in which students are equipped with knowledge and skills on research methods and the need to undertake a market research project to finish the module.

There are three different types and levels of examination in the programme for both mid-term and final examination, including closed-book, open-book and oral interview/ presentation. The types/levels of examinations depend on the purpose of the test. The closed-book examination tests general knowledge that was provided in the course and the open-book examination requires students to have analysis, synthesis, comparing and contrasting, planning and problem solving skills. The oral interview focuses on examining soft business skills, such as those of presentation skills and interpersonal skills.

In the final semester, students take an internship for 3 months and finish their internship report, which is the final dissertation. Students are required to apply the knowledge as well as practical skills acquired from the programme into jobs in the internship enterprises, and solve realistic problems experienced by companies. The SIBM has detailed requirements for internship assessments. For example, the school requests the companies which offer internship to feedback on students' capabilities during the internship; and academic supervisors will assess students under their supervision in three aspects - knowledge, skills, and attitude. The internship dissertation as final thesis is to be assessed based on its contents and format and the criteria for thesis assessment are developed and provided by the School Board of Academic / Board of Scientific Advisors.

## Appraisal:

The programme focuses on training practical skills such as critical thinking, problem solving skills by giving group assignments/ projects, and students are required to practice information analysis, synthesis and apply theoretical frameworks and models for decision making. The

curriculum contents and learning objectives definitely focus on transnational business activities, attested through module names, such as International Business, International Marketing, Human Resources Management in MNCs, Foundation of International Financial Management, Export-Import Management and International Business Simulation. These modules provide knowledge on international business activities that help to equip students with capabilities to work with international business functions such as creating strategies, undertaking marketing, finance, human resources, import-export and other related activities. In summary: the programme combines a balanced approach to teaching business featuring case studies, problem solving, modelling, and incorporating a strong focus on current marketing, finance and operations issues.

Thus, the curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills. The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theoretical questions are explained by means of practical examples. There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications are appropriately communicated, in particular in chapter 5 of the module descriptions.

Students acquire methodological competences and are enabled to do scientific work at the required level.

All examinations, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The examinations are characterised by a wide variety of test formats and the internship dissertations are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students, across the programme, but especially in their internship dissertation, demonstrate their ability to undertake scientific work and to achieve the the study programme's qualification objectives.

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

## 3.2 Structure

As explained during the on-site visit, UEH and its schools must not apply ECTS according to the ECTS Users' Guide. UEH has to apply workload measurement and calculations based on national legal regulation. Following the respective national regulation, the academic load of each curriculum must not be less than 120 credits, applicable to 4-year university programmes.

Vietnam law recognises "courses" or "units". It does not mention anything about modules. A "course" or "unit" means a defined amount of knowledge and learning outcomes that students shall accumulate and achieve during the study process. Most courses carry 2 to 4 credits, training contents are provided completely and evenly during a semester. Knowledge and skills in each course shall be corresponding to a level according to the course design and shall be structured as a part of a subject or a collection of subjects.

Courses are divided into compulsory courses and elective courses:

- A compulsory course is the course containing the main knowledge contents of a curriculum that a student must accumulate;
- An elective course contains the necessary knowledge that students are allowed to select themselves according to the guidance of their schools to diversify the specialities or select freely to accumulate sufficiently courses as required.

Credits are used for calculating the academic load of students. A credit shall be equivalent to 15 theory periods; 30 - 45 periods of practice, experiment or discussion; 45 - 90 hours of internship; 45 - 60 hours of coursework or graduate thesis. Regarding theory courses or practical courses, students shall spend at least 30 self-preparation hours to acquire a credit. The minimum CPs is regulated by the regulation regarding the Vietnam Qualifications Framework. The analysis of student workload takes place on a regular basis within the framework of the national regulation, which allows and requires a certain flexibility according to the experience (e.g. stakeholders' feedback) or need (e.g. curriculum review twice a year).

In order to ensure the international standards of the programmes as well as to prepare for students mobility, UEH has already planned to introduce a relative grade. UEH has just reviewed the period (2014-2017) for implementing a respective pilot autonomous mechanism. Thus, there will be a relative final grade for the next graduates to be included in the diploma supplement.

Projected study time	4 years
Number of Vietnamese Credit Points (CP)	120 CP
Workload per Vietnamese CP	15 working hours in class, 30 hours for self-study. Total work load is 45 working hours per CP.
Number of modules	42 modules, including 38 compulsories,
Time required for processing the final thesis and awarded CP	Internship report will be written in 3 months and submitted in the final semester after the internship at an organization, student will be awarded the graduate certificate when finished all required 120 credit points
Number of contact hours	15 contact hr/ CP * 110 CP= 1650 contact hours (not including 10 CP thesis.)

The IB programme is divided into three learning phases, with total 120 credits. In the first learning phase, most of general business subjects are taught, because they are the pre-requisite subjects to core and major modules in the second learning phase. The third phase is reserved for internship and writing internship report only:

#### PHASE 1: GENERAL EDUCATION

- 1 BUSINESS & ENTERPRISE
- 2 PRINCIPLES OF MARKETING
- 3 INTRODUCTION TO MANAGEMENT SCIENCE

#### PHASE 2: MAJOR COURSES

- 4 FOUNDATIONS OF INTERNATIONAL BUSINESS
- 5 GOVERNING INTERNATIONAL BUSINESS
- 6 MARKETING RESEARCH
- 7 STRATEGIC MANAGEMENT
- 8 BUSINESS TO BUSINESS MARKETING
- 9 INTERNATIONAL MARKETING

- 10 OPERATIONS & SUPPLY CHAIN MANAGEMENT P1 & 2
- 11 IMPORT-EXPORT MANAGEMENT
- 12 LEGAL ASPECTS OF INTERNATIONAL BUSINESS
- 13 HUMAN RESOURCE MANAGEMENT IN MNCs
- 14 BUSINESS PROJECT
- 15 MULTINATIONAL FINANCIAL MANAGEMENT
- 16 INTERNATIONAL BUSINESS SIMULATION
- 17 DIGITAL MARKETING

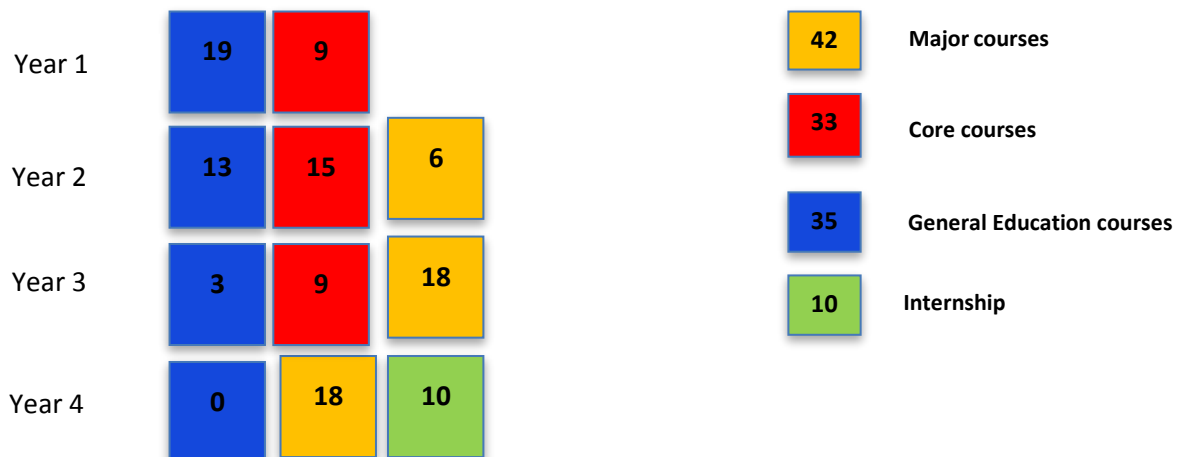
PHASE: INTERNSHIP

- 18 PERSONAL AND PROFESSIONAL DEVELOPMENT (EXTRACURRICULAR)
- 19 INTERNSHIP/REPORT

The IB programme is structured in a course/block system, which means a group of courses, which aims to balance the amount of general education, major and core business subjects throughout the 3 learning phases. Along the programme, competency skills as well as foreign languages (mostly English, and French to some extent) are widely applied in subjects via project-based group/individual assignments.

On request SIBM explained the study programme, which is designed so that students can study for a certain period of time at other HEIs.

International business programme structure and credit points:





It is compulsory for students to be present in class for a certain number of hours in a module (at least 80% of the total number). The requirement shall ensure the content of the course is provided properly, and the activities in the class help students to learn effectively. This is obligatory by the school. Depending on the objectives of the modules, different types of examinations and tests are used. It can be either closed-book examination, or open-book examination, or oral interview/ presentation or poster exhibition.

The IB curriculum and module descriptions present the type(s) and content(s) required in the mid-term tests and the final examinations of the modules. Examination regulations are provided by the Department of Scheduling - Testing and are made public to students via the Department's website.

In each semester, students are required to finish 6-7 courses in two periods (the first and the second stage of the semester). Therefore, students have to complete approximate 3-4 courses in one stage.

In the module descriptions, there are detailed advices and a clear timetable for students, which enables them to keep the track. Students who have trouble with study workload may have the assistance from academic support services, and have the rights to re-take the credits of a module/subject in the next semesters, should they fail. Thus, the study programme can be completed within the projected study time. According to the national requirements, the unit descriptions include also all necessary and detailed examination regulations.

When the incoming students apply to UEH in the 2<sup>nd</sup> year or the 3<sup>rd</sup> year, they need to meet the requirements from the UEH regarding its policy and the respective curriculum. It is the UEH, which has to demonstrate that they don't meet the respective requirements.

The IB programme is generally applied to all students without discrimination on gender and ethnicity. Students with disabilities and ethnic minority students are given priority by school supporting services and policies through facilities at campus such as dormitory, elevators. Ethnic minority students are also entitled to a concession system on the qualification admission, based on the government regulation in supporting ethnic minority people.

Students who are in financial hardship, but have high rankings in academic achievement, may apply for the scholarship programmes or preferential credits from the fund of Vietnam Bank for Social Policies and companies as well.

## Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course based on students' workload. The course descriptions provide detailed information of intended learning outcomes and all the necessary information. Thus, a course is equivalent a module.

UEH and its schools apply workload measurements and calculations as a nationally regulated workload currency. Based on the national regulation regarding the allocation of credit points, the workload of the study programme has been checked by the panel members. The workload of 120 Vietnamese CP x 45 hours is equivalent to the workload of a Bachelor programme with 180 ECTS x 30 hours. Thus, the workload of the study programme is approved. And it was agreed by the students as confirmed during the on-site visit, in particular since the undergraduates do not engage in part-time work. 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. As explained during the on-site visit, the analysis on student workload (with consequences) regularly takes place within the framework of the national regulation, which allows a certain flexibility according to the experience or need (further development of the curriculum).

The support mechanisms available to students effectively complement the operational curriculum and its academic concomitants.

Practical components are designed and integrated in such a way that credit points can be acquired. The module descriptions provide detailed descriptions of intended learning outcomes and all the necessary information.

There are national, legally binding study and examination regulations which contain all necessary rules and procedures. The study programme is designed so that students can study for a certain period of time at other HEIs, as explained during the on-site visit. The recognition of periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention.

The final grade is supplied with a relative grade. Whenever reviewing the workload, the SIBM takes into account evaluation findings, including student feedback.

The SIBM ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted by SIBM staff members.

		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

A combination of multiple teaching methods is employed throughout the programme, which includes class lectures, case studies, discussion, presentation, seminars, business games and internship.

As students progress through the modules, teaching approach is designed to change from knowledge-focused method to problem-based and experiential-based learning. Acquired theoretical and practical knowledge is strengthened and deepened through practical and seminar classes. Practical classes are conducted and various methods are used and involve active and interactive forms (seminars in a dialogue mode, discussions, computer simulations, business and role plays, case studies, group discussions, students' research societies' work outcomes) in combination with extracurricular activities to evolve and form the professional skills of students. The latest information technologies are widely applied in training. All types of training taken by the students in the course of Bachelor-degree studies (internship) are also seen as a link between theoretical knowledge and their practical application.

In addition to the academic knowledge, the curriculum also concentrates on attitude and professional- and personal-development skills' training, which helps students to meet the employment requirements from businesses and industry. There is an extracurricular module, in which seminars and workshops are organised through the presentation and working experience sharing of guest lecturers/guest speakers from universities, companies and industry. In addition, entrepreneurs and managers who have practical experience in an international working environment such as multinational corporations are often invited to provide lectures or participate in seminars e.g. Nguyen Bao Ngoc (HR Manager Kimberly-Clark VietNam), Le Ngoc Dung (Logistics Manager Kimberly-Clark VietNam), Nguyen Minh (GE global growth, market manager).

All textbooks and other teaching materials such as instructors' manuals, lecture slides, and case studies used in the programme are sourced from international and reliable publishers such as McGraw-Hill and Pearson. Most of the textbooks have been translated into Vietnamese and available for purchase. The original English version of each textbook is stored in the school mini-library and available for borrowing. Instructors are also receptive to study cases or mini-cases from multiple sources that take into account conditions and application of both international and local practices. All course materials are digitally distributed to students.

For courses which were considered further teaching assistance may be needed to help students achieving the learning objectives, a system similar to lecturing tutors has been implemented. In these courses, there is a team of lecturers, who join together to guide students throughout the courses. Students come to class for lectures and are divided into smaller groups for closer guidance from and interaction with the lecturer assigned to their group.

## Appraisal:

SIBM relies more on Problem-based learning (PBL) as a key method for the IB programme. The most typical method used is dealing with business case studies in modules.

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

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up-to-date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work.

Lecturing tutors successfully support the students in the learning process and help them develop competences and skills. The didactical concept offers sufficient rigour and variety for student achievement at the highest levels, which means at the level of the stated learning outcomes and, for outstanding students, beyond that level.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept			X		
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

With a focus on international business, international contents are emphasised throughout the courses. One of the key objectives of the programme is to equip graduates with working skills to perform tasks required in an international and intercultural environment. In the programme students learn to make effective management decisions in a competitive environment of global economy and international business and to form skills that are necessary for conducting international business, social activities, analytical and advisory work in business organisations or global international corporations. Updated business information and management issues regarding multifaceted aspects of international business, including intercultural issues, are strongly encouraged to be used as teaching cases and examples for in-class discussion and group work, especially in internationally-focused courses, such as International Marketing, International Business, Human Resource Management in Multinational Corporations, and Import-export Management.

UEH has admitted a number of students from other countries and is ready to accommodate visiting students from other universities who come through the university's international exchange programmes (managed by the Department of Research Administration and International Relations). Through these programmes, SIBM has hosted students from other countries such as The Netherlands, Korea and Germany i.e. 2008: 01 student, Int'l School of Management, German; 2009: 03 students, Chosun University, Korea; 2010: 04 students, Chosun University, Korea; 2017: 13 students – Alfa School – Holland. The number of international incoming students is expected to increase with the new collaboration between SIBM and Stenden University of Applied Sciences, Netherlands. The School will enroll international students under both 2-years or 1-year exchange schemes.

More than 80% of the teaching staff received their degrees (Masters or PhDs) from international institutions. Most of them have experience living abroad and are able to incorporate their knowledge and experience in their lectures and in-class discussion.

Most of the textbooks used in the programme are adopted from North America with a focus on international business environment. All text books used in the first two years are translated into Vietnamese while original textbooks in English are used for students from third year of the programme. Four modules are completely delivered in English. The purpose to have several English courses as a part of the programme is to prepare skills and competences for students to work in an English speaking environment.

### Appraisal:

Internationality is a permanent dimension in the whole programme, recently enhanced by a cooperation agreement with Stenden University in the Netherlands. This refers to the courses taught in English.

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the student body increasingly corresponds to the programme concept and the measures taken to promote internationality are goal-oriented, but their success will also depend on increasing the number of modules taught in English language.

The international composition of the faculty (teachers with international academic and professional experience) promotes the acquisition of international competences and skills.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme. The panel members encourage the SIBM to further develop English taught courses. Internationality sits at the heart of the programme.

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

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Communication and public speaking skills as well as cooperation and conflict handling skills are emphasised throughout the programme. Students are encouraged to participate in in-class

discussion to practice expressing their ideas in an effective way. Presentation is often a requirement for group work and always takes a major part in student in-class evaluation. Students are required to present their work in front of peers and then receive feedback afterwards.

### Appraisal:

A key objective of the programme is to prepare working skills for students so they are ready to continue working upon following completion. The criteria for evaluating communication and public speaking skills are frequently communicated to students as a way to guide them as what skills they should develop.

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

The acquisition of further multidisciplinary competences, such as leadership skills, is ensured. The 'rounded' student is what the programme increasingly desires to develop, and in this it is experiencing success.

		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)

According to UEH, the graduates have a high employment rate as 93% of the students are able to find jobs from 6 months to one year after graduation. This rate is claimed to be higher than the average rate of the whole university.

The school commissioned surveys and feedback from employers indicated that people skills or interpersonal competencies are very important to companies recruiting new workers. SIBM has complemented its training programmes to include the so-called soft skills.

According to UEH, the programme places emphasis to educate the students to

- be good communicators that act as ambassadors of their company, engage in contract and deal making with client abroad.
- have a good understanding of cultural differences and adapting to challenges of a diverse social and economic environment.
- be able to acquire new language, keep up with new practices and technology
- pursue further studies that enable them to stay abreast and maintain their personal competitive edge with international business matters.

As the result of this training UEH/SIBM graduates have had an advantage in finding suitable employments in the field of economic & business in the past years. They have enjoyed priority hiring with both local and foreign companies.

### Appraisal:

The programme is oriented towards developing working skills for students to strengthen employability for graduates. The survey mentioned earlier in chapter 1.3 has revealed that the newly-graduated students have met organisation's expectations in English, interpersonal skills, creativity and integrity at the starting points of their career.

The promotion of employability through the integration of theory and practice and through the promotion of multidisciplinary competences and skills runs as a common thread of the study programme through all its modules.

		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

At SIBM, there are 45 full-time lecturers at undergraduate and post graduate teaching level, and 7 lecturers from other faculties, as well as visiting lecturers: all together 57 teaching staff. Nearly 50% of them hold a doctorate degree and have received a high-quality education from top world universities. Some lecturers are taking additional administrative roles at SIBM, such as membership of Department of Training Management & Student Affairs, Department of Research Administration and International Relations, Centre for Student Assistance and Centre for Entrepreneur Development or even holding executive positions in business corporations.

The total students per IB' lecturer:  $814/45 = 18$ ; total students per UEH lecturer teaching for subjects of IB programme:  $814/52 = 16$ .

All lecturers are full-time lecturers at the university with expert knowledge and diverse practical business experiences, creating a long-standing cooperation with numerous business entities and professional institutes for enhanced international business practices. The staff have been appointed in accordance with the national Vietnamese general recruitment procedures. This includes a public job advertisement on the University's website and a committee of highly qualified staff from the University's Management board as well as many professors and doctorate staff in related field. The recruitment process takes place in accordance with criteria concerning academic qualification, research interests, work experience in research and teaching as well as competency skills (including public speaking and computer skills). All lecturers on the course are experienced in teaching at university level as well as extensive practical involvement in their relative fields and in accordance with the module(s) they teach.

Furthermore, for the teaching staff, as from 2010, it is a legal requirement for all academic lecturers at higher education institutions to have a national certified teaching qualification; the majority of the School's lecturers have joined and completed the Higher Education Teaching Training Certificate Programme licensed by Ministry of Education.

There are many different ways in which SIBM and UEH in general support the academic staff to learn, develop, and move forward in their careers by offering a wide range of workshops and courses, which can be seen on the website. As for on-the-job training, every newly recruited lecturer joining the programme needs to spend one year shadowing and supporting a senior lecturer in classes. The lecturer training period focuses on fields such as developing course curricula and learning outcomes, in-class teaching skills, examination writing and evaluation, assisting senior lecturers in related modules, other skills and competency based learning, as well as giving academic and social advices to students within the programme.

A number of the core lecturers have years of experience working in companies, multinational corporations and/or government organisations. Many other lecturers even have experience in starting and running their own companies in various fields such as logistics, import-export trading, digital marketing, marketing research, business consulting services and hospitality.

The Department of Research Administration and International Relations acts as a facilitator in securing regular communication with all lecturers on matters of organisation of weekly teaching schedule and the development of the curriculum. There are at least two meetings every semester in which members of the School's Management board and all lecturers are present to discuss technical issues related to academic content or teaching approaches to the subject. Feedback from students are also shared and discussed to improve teaching quality.

Internal cooperation is supported through cooperation of teaching (including to a certain extent co-teaching) and non-teaching staff when organising academic and social events for both



staffs and students at the School, through regular meetings of staff members, department and inter-departmental meetings, project week excursions and regular social events organised by students.

The SIBM Coordinating Office, together with internal staff, often organise various student support services and communications. Specifically, students can always contact the Coordinating Office for all general queries concerning course details, as well as all other organisational and administrative matters. Likewise, they can contact individual lecturers directly via email and/or appointment at the School's public office.

The School follows an open door-policy, meaning that students can find all staff easily accessible during office hours on the days. In addition, both the online system and the email system allow students to contact the right staff who can handle/resolve their problem(s).

## Appraisal:

Although there are more than 136 students currently enrolled per intake, SIBM manages to running the programme smoothly, as the students confirmed during the on-site visit. Structure and, according to the students, lecturer's relation, the quantity of faculty in relation to curricular requirements are sufficient. Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach their intended qualification objectives.

The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification and the pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The SIBM verifies the qualifications of the faculty members by means of an established procedure. The SIBM ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented. The faculty members have above-average business experience and use them in their teaching activities.

The internal cooperation of SIBM is characterised by a close contact amongst staff and between staff and students.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. The review team encourages better coordination of co-teaching, since students mentioned some overlap during the on-site visit. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The academic, professional and support environment continues to mature as the programme continues to develop.

		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

Until now, the IB programme has been managed by the School's Scientific Board, whose chairman is the Dean of International Business and Marketing School. Decisions about programme management are made on the basis of a consensus of the Committee. Core members of the Committee from the School consist of the Dean of the School, two Vice Dean, Head of Division, subject leader, subject leader assistant as well as all the lecturers who are responsible for the courses offered and the coordinating office staffs.

In general, the programme management has been divided into two areas, teaching and administration. The teaching and programme development is managed by the Undergraduate Programme Coordinator, who falls under the command of the Academic Dean, and the administration of the programme is managed by the subject leader. The two of them are mainly coordinating the activities of everyone involved in the programme and ensure that the programme runs smoothly.

The students are provided with counselling services and support by both the School's teaching staff as well as the University's responsible supporting departments such as Student Assistance Centre and Department of Training Management & Student Affairs. It is offered on a regular basis (at least twice per semester, plus additional meetings if necessary) and serves to help students learn more effectively.

## Appraisal:

The Scientific Board, the Undergraduate Programme Coordinator and the subject leader coordinate all activities of everyone involved in the programme and ensures that the programme runs smoothly. Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative support is available. Decision-making processes, authority, and responsibilities are clearly defined.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The administrative staff act as a service provider for students and faculty. As the programme continues to grow in scale, management must be increasingly responsive to the complexities of day-to-day challenges.

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

## 4.3 Cooperation and partnerships

The SIBM cooperates with foreign partners like Saitama University (Japan), Stenden University (Netherlands) or UNWS (Switzerland) with the aim of e.g. creating possibilities for IB students to continue their studies overseas. The School has recently signed a MOU with Stenden University of Applied Sciences and will enroll international students under 2-years or 1-year exchange schemes. Between the School and the partners, cooperation agreements are laid down and the duties of both partners, execution of the cooperation and reporting, are defined.

Taking initiatives to build strong relationships with real-world enterprises and institutions, the School maintains an extensive network of contacts to individuals from the business world. A number of these individuals are regular lecturers on IB programme. In addition, there are round about 20 companies that IB has often cooperated with for student site visits and internships, collaboration research or seminars.

## Appraisal:

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

The School has created an impressive network of business contacts, which it not only draws upon in the planning and realisation of its programmes, but through it also receives support as

an institution. The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented during the on-site visit. The agreements forming the basis of the cooperation have convincingly been explained by representatives of the companies during the on-site visit. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. International cooperation underpins the work of the programme and is seen as an appropriate aspect of enrichment in its various dimensions.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships			X		
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

The Department of Facilities is responsible for maintaining and updating equipment and facilities at the University. Students and lecturers can also contact this department if they concern about problems with the university's equipment. A detailed table about facilities of the University at all campuses was presented to the expert panel. The respective facilities of SIBM have been shown during the on-site visit. There are 86 lecture rooms, 13 IT rooms, 4 English learning rooms: equipped with respective media and IT equipment. They are handicapped accessible. Wireless LAN is available not only in the classrooms and in the library, but on all floors.

There are two types of literature that students can access:

- Offline literature: this kind of material includes learning materials that lecturers bring at classes, textbooks that students may decide to buy or borrow at libraries. The University has two general libraries (ca. 144530 books) along with special libraries for each school placed at school's office. The School of International Business and Marketing has also its own library with textbooks.
- Online literature: the university offers a wide-range of materials with basic and advanced knowledge. The university also has e-learning system that students may find materials for the courses. The library also has online materials (e.g. electronic media, databases) that students can access remotely using their granted account (<http://lib.ueh.edu.vn/>).

The UEH Library is open 10 hours daily from Monday to Friday, and a little bit shorter on Saturday. When asked during the on-site visit, the students consider the opening hours as sufficiently for their needs.

## Appraisal:

SIBM offers a wide range of facilities focusing on teaching and activity in classroom. The quantity, quality, media and IT facilities of the teaching rooms, as far as seen by the expert panel, meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs into account. When asked during the on-site visit, the students consider the opening hours as sufficiently for their needs. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library, but not always kept up to date. The panel members recommend to further continue investment in textbooks and databases.

		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

The Centre for Student Assistance is to assist all UEH business students to not only find employment but to become career ready. This career office offer a range of services, including the following: coordination of visits of employers to campus; aptitude and vocational testing; personal counselling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment; establishment of a permanent reference folder; career resource materials. Every year, the School organises at least one Career Day for students, with the help of many different companies, incorporated in this activity; the School has conducted discussions with the employers on the study programme curriculum and the training results of graduates.

UEH created UEH Alumni for cultivating fellowship among alumni and fosters mutually productive relations between alumni and the school community. SIBM plans, engages and assists in activities that strengthen the bonds between alumni, students, faculty and staff.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. An alumni organisation has been set up. The HEI provides sufficient resources. Students and graduates have gratefully appreciated these offers during the on-site

visit. The same is true regarding the alumni association. Both of these support facets continue to develop and grow.

		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)

UEH/ISB is a public Vietnamese HEI. Therefore, this criterion, which refers in particular to private HEIs, the experts judged as fulfilled. The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

## 5. Quality assurance and documentation

The Department of Quality Assurance - Curriculum Development and the School work with a Quality Handbook which sets out the University's mechanisms for assuring academic quality and standards, supported by the team within Registry. The handbook includes academic legislation, procedures and review mechanisms, all of which are overseen by sub-committees of the University Council. Central to the handbook are e.g. the following quality assurance processes:

- Programme approval and review: All proposed programmes of study go through a rigorous two-stage approval process. During the first stage, the proposal is considered at school level. The second stage is the preparation of a much more detailed Proposal for consideration at University level which includes evidence of market research, external revision and a skills audit. Once programmes are approved, they are reviewed annually and as part of a periodic, strategic review process.
- External examiner system: The University often requires feedback from external examiners aiming to form a vital part of the University's quality assurance processes. External examiner recommendations report to the quality assurance committees both at University and School level.
- Educational enhancement: UEH is always committed to the continuous enhancement of the quality of its provision, and enhancement is its main education strategy. Enhancement arises both from routine quality assurance processes (through which examples of good practice in teaching delivery and related areas are identified and shared annually) and from specific quality enhancement and development activity through every single academic year.

Annually SIBM measures the stakeholders' satisfaction about the services that are provided. The surveys include:

- Satisfaction of students from undergraduate programmes on teaching activities. The survey is conducted twice a year.
- Satisfaction of students including undergraduate students, master students, PhD candidates, lecturers and staffs about the quality of services that is provided by the support staff.
- Satisfaction from alumni on the training and education programmes and employers on performance of graduate students at work.

It is University policy to evaluate the lecturers at regular intervals. This evaluation happens annually at the end of each academic year. Criteria for evaluation includes a wide range of different articles, including teaching method, teaching ability and style, students' consultation, researches and publication, and also feedback from their students. At the end, the SIBM has to submit a plan for improvement to Quality Assurance – Curriculum Development Department for managing the quality of training and education programmes and training services as well.

UEH also requests information from the recent alumni (e.g., those who graduated two years ago and/or five years ago). Alumni will have a perspective for evaluating both individual faculty members and the department's programme. Alumni have the additional advantage of being able to judge the relevance of course work to their present situation.

At the end of the reviews, the Department of Quality Assurance - Curriculum Development will work with both the school and lecturers to figure out what should be improved in next semester.

The data has been collected from stakeholders from 2013 to 2015 as shown in the following table.

Stakeholder's feedback	Channel getting feedback	The way getting feedback	Survey content
Employer	- Job fair - Career workshop	Survey via email Survey via paper	- Knowledge, skill, training program - Employer's satisfaction
Student	- QACD - SIBM - Academic advisor	Survey questionnaire	- Teaching activities - Curricula and Materials - Facilities for teaching and learning
Alumni	- Academic advisor - Contact by phone and email.	Survey questionnaire Interview	- Training programme - Support activity - Knowledge and skill
Lecturer and support staff	- Meeting, Seminar - Conference at school and division. - Contact directly Dean of School - QACD	Staff's comments Survey questionnaire Interview	- Training programme - Human resource development policy

The school publishes all kinds of information about course module, outline and structure on its website. At the beginning of every semester, lecturers are responsible for informing their students about requirements of the courses, criteria for evaluation and examination regulation. Students can also access the information themselves. The school provides students with a handbook for studying at the beginning of their studying period. In this handbook, students can find all sources for accessing information they may need during their studies at the school.

The SIBM aims to create a "living room" for the campus by providing the following key resources that enhance the student experience:

- Website: the key tool for students to access information on upcoming activities during studying time.
- Student Office: students can visit the student office to get information about students' events.

According to UEH, tutors take an important role in developing a network for connecting students with upcoming activities.

### Appraisal:

A quality-assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload (see chapter 3.2.3), success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective



committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. The University keeps abreast of quality assurance developments within the region and also in European contexts.

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

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. module descriptions and exam regulations). The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

# Quality profile

HEI: University of Economics Ho Chi Minh City, School of International Business and Marketing

**Bachelor programme:** Bachelor of International Business

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)		X			
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			
3.	Contents, structure and didactical concept					

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body			X		
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation			X		
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		