



# Decision of the FIBAA Accreditation and Certification Committee

8<sup>th</sup> Meeting on November 30, 2022

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/107
<b>Higher Education Institution:</b>	Hoa Sen University
<b>Location:</b>	Ho Chi Minh City, Vietnam
<b>Study Programme:</b>	1. Bachelor of Arts in International Business 2. Bachelor of Arts in Logistics and Supply Chain Management
<b>Type of Accreditation:</b>	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 30, 2021, the study programme is accredited with two conditions.

Period of Accreditation: November 30, 2022 to November 29, 2027

### Conditions:

**Condition 1:** The HEI assures to put a stronger focus on scientific education and to introduce mandatory methods courses for all students (see chapter 3.1).

**Condition 2:** The HEI creates framework conditions that promote student mobility (see chapter 3.2).

Proof of meeting these conditions is to be supplied by August 29, 2023.

**All conditions are fulfilled.**

**The decision was made by the FIBAA Accreditation and Certification Committee on November 29, 2023**

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Hoa Sen University, Vietnam

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**Bachelor/Master programme:**

1. International Business
2. Logistics and Supply Chain Management

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**Qualification awarded on completion:**

1. Bachelor of Arts in International Business
2. Bachelor of Arts in Logistics and Supply Chain Management

# General information on the study programme

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

### **Bachelor of Arts in International Business**

The program trains students to be creative, ready to accept challenges, to have the necessary professional experience in international business to start a business in the world, and the ability to affirm their position by being different and outstanding.

Besides theoretical courses, students have a lot of chances to go on field trips to gain hands-on experience in import-export activities, international marketing, foreign trade investment, global distribution, and international business management at multinational corporations. Moreover, technological systems are integrated into courses such as core banking systems in international payment, and customs declaration systems like VNACCS/VCIS (Vietnam Automated Cargo Clearance System, Vietnam Customs Intelligence Information System).

Graduating from the International Business program, students are offered senior job positions in various national and international companies or started up successfully their own businesses.

### **Bachelor of Arts in Logistics and Supply Chain Management**

The Logistics and Supply chain management program involves managing the flow of goods and services from the point of origin to the consumer - a critical process for many businesses. It can encompass warehousing, monitoring inventory, purchasing, transport, and distribution.

Studying the Logistics and Supply chain management program at Hoa Sen University, students will learn how to manage the flow of goods and services from point of origin to consumer, focusing on the complex system of global supply that delivers products to your door or local retailer. Especially, the program curriculum includes nine FIATA courses that have been recognised and awarded by FIATA Switzerland.

Besides, during their study time, students have many chances to practice on field trips as well as receive mentoring, and complete career-focused internships in industry. Students who graduated from the program will be an innovator – who can recognize the need for change in the supply chain, in both local and international markets, and apply theory to real industry challenges.

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## **Type of study programme:**

Both programmes: Bachelor programme

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

Both programmes: 4 years, 240 ECTS credits

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## **Mode of study:**

Both programmes: full-time

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## **Didactic approach:**

Both programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

Both programmes: no

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

International Business: 50 classes, 249 students

Logistics and Supply Chain Management: 30 classes, 214 students

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**Programme cycle starts in:**

Both programmes: summer semester

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**Initial start of the programme:**

International Business: 2012

Logistics and Supply Chain Management: 2019

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**Type of accreditation:**

Both programmes: initial accreditation

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# Procedure

A contract for the initial accreditation of the Bachelor of International Business and the Bachelor of Logistics and Supply Chain Management was made between FIBAA and Hoa Sen University (HSU) on November 11, 2021. On June 3, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Andreas Breinbauer**

University of Applied Sciences BFI Vienna, Austria  
Rector (FH), Head of the Master's and Bachelor's degree programs in Logistics and Transport Management (Business Administration, Logistics, Transport Management)

**Dr. Rudolf Camerer**

elc-European Language Competence, Frankfurt, Germany  
Head of elc-European Language Competence (Foreign Language Requirements in International Professional Contexts, Intercultural Communication Skills (English and other languages))

**Dr. Hung Duong**

HCMC University of Technology  
School of Industrial Management, Vietnam  
Senior lecturer in finance (Investments, Corporate Finance, Management Accounting)

**Prof. Dr. Doris Feldmann**

University of Erlangen-Nuremberg, Germany  
Chair of English Studies, esp. Literary and Cultural Studies, (English Studies, American Studies, English Literature and Culture)

**Katharina Gessner**

Berlin School of Economics and Law, University of Applied Sciences  
Student International Business Management (B.A.)

**Ilja Kogan**

Wayfair GmbH, Berlin, Germany  
Senior Product Manager (Global Operations, e-Commerce, Project Management, Business Administration, Economics, Business Informatics, Logistics, Digital Management, Trade Management, IT and digital Analytics)

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

**Prof. Dr. Christine Volkmann**

University of Wuppertal

Professor of Entrepreneurship and Economic Development, UNESCO Chair for Entrepreneurship and Intercultural Management (Business Administration, International Business, Management, International Entrepreneurship, Emerging Markets and Innovation)

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference (because of the Covid-19 pandemic). The online conference took place on August 08-10, 2022, via the video conferencing tool Zoom. The same cluster included an appraisal of Bachelor of Arts in International Business, Bachelor of Arts in Logistics and Supply Chain Management, and Bachelor of Arts in English Language Studies. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on November 13, 2022. The statement on the report was given up on November 18, 2022. It has been taken into account in the report at hand.

## Summary

The Bachelor of International Business and the Bachelor of Logistics and Supply Chain Management offered by Hoa Sen University fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 30, 2022, and finishing on November 30, 2027, under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version, valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirements:

- **Condition 1: The HEI assures to put a stronger focus on scientific education and to introduce mandatory methods courses for all students (see chapter 3.1).**

**Condition 2: The HEI creates framework conditions that promote student mobility (see chapter 3.2).**

Proof of meeting these conditions is to be submitted by August 29, 2027.

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

- Currently, there are relatively few electives to choose from. The panel recommends offering more electives to provide a wider spectrum of knowledge (3.1.1 Logic and conceptual coherence).
- The panel recommends, although the academic qualification is appropriate at the moment, employing more professors to enhance students' motivation for research (4.1.2 Academic qualification of faculty).
- The panel recommends to expand access to international scientific databases (4.4.2 Access to literature).
- The Panel recommends to further develop the website and provide all the information in English to attract international students (5.3.1 Programme description).

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

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

- Skills for employment / Employability (see chapter 3.6);
- Practical business experience of faculty (see chapter 4.1.4);

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

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



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# Information

## Information on the Institution

### The University: Hoa Sen University (HSU)

Hoa Sen University (HSU), one of the leading private institutions in the South of Vietnam, is a multi-disciplinary University located in Ho Chi Minh City (HCMC), Vietnam. HSU was founded on August 12, 1991 as Hoa Sen School for Informatics and Management pursuant to the Decision No. 257/QĐ-UB of the People's Committee of Ho Chi Minh City. Hoa Sen School for Informatics and Management was then transferred to a Hoa Sen semi-public college pursuant to the Decision No. 115/1999/QĐ-TTg of the Prime Minister of Vietnam dated April 27, 1999. The institution was upgraded to a private University in 2006 under the Decision No. 274/2006/QĐ-TTg of the Prime Minister dated November 30, 2006. The University recruited the first cohort of undergraduates in the Academic Year (AY) 2006-2007 and the first MA cohort in 2016.

Currently, HSU has nine faculties offering two levels of higher education, namely bachelor and master, with 38 undergraduate programmes, two graduate programmes, one joint programme with Vatel, and a wide variety of short courses for professional development. Each academic year, about 4,000 students choose HSU for their degrees. The current student population at HSU is around 12,000 students supported by 460 academics and professional staff, and a community of alumni is almost 25,000. With the vision of becoming a bilingual – world-class University, upholding the spirit of a humane University, HSU provides a dynamic and creative learning environment linked to an international setting and associated with reality. HSU respects differences, develops a modern educational culture to stimulate students' creativity, innovation; and inspires students to experience liberal education and stay true to their identities. With these efforts, 85 % of HSU's students can secure employment right after graduation, according to the University survey.

In 2019, HSU was awarded as the 'Leading human resource training institution for the tourism industry in Vietnam' by the Vietnam National Administration of Tourism, Ministry of Culture, Sports and Tourism. With the aim of providing its students with a world-class education quality, HSU has strived for international accreditation with five programmes accredited by ACBSP (Accreditation Council for Business Schools and Programmes), namely Accounting, Marketing, Business Administration, Human Resource Management, Banking and Finance, and another five by AUN-QA (ASEAN University Network – Quality Assurance) namely English Language Studies, Hotel Management, Restaurant Management, Information Technology, Interior Design. The University has also been rated five stars by QS Stars for the high rate of graduate employability and arts and culture category.

HSU has developed partnerships with 76 international institutions and organisations in the fields of teaching & learning, student & teacher exchange, and cultural exchange. Among the international partners, some distinguished associates are Paris-Est Créteil Val-de-Marne University (France); VATEL International Business School Hotel & Tourism Management (France), Mod'Art International (France), PEARSON (UK). The University is also a member of the American Chamber of Commerce

in Vietnam (AmCham Vietnam), Association of Francophone Universities (AUF), European Chamber of Commerce in Vietnam (Eurocham). Concerning quality accreditation, HSU is a member of AUN-QA, ACBSP, INQAAHE, and QS-Stars.

HSU has also hosted national and international conferences. Some of the most recent conferences hosted by HSU are ‘Southeast Asia: The Strength of a Unified Bloc’ in January 2019, ‘Vietnam Tourism Human Resource Forum’ in April 2019, and the 18<sup>th</sup> AsiaCALL International Conference on Language Teaching, Learning, Assessment in November 2021.

Realising the importance of commitments to community for the development of students, HSU widely organises a large number of community engagement activities through its agencies, such as Youth Union, Labour Union, Service-Learning Centre, or by integrating into its training activities, such as field trips and projects. Some of the outstanding activities regarding community services are Green Summer, Humanitarian Blood Donation, Spring Volunteering, Exam Season Support, New Year’s Gathering of Youth Union, Fundraising for connecting arms of love, Fundraising for building houses, Fundraising for supporting disadvantaged people of Labour Union, and some other projects of the Service-Learning Centre.

### **Vision**

HSU is a prestigious, application-oriented international University that nurtures talents and creates good values for the economy, the society, and the community.

### **Mission**

HSU has a mission to provide learners with extensive knowledge, to train them to be creative and ready to accept challenges, to have the necessary professional experience to start a business, and the ability to affirm their position by being different and outstanding.

### **Core values**

- International dual language

Over 30 years of providing high-quality education and training, Hoa Sen University has received a series of titles, certifications, quality accreditations from the world’s leading educational institutions. In 2022, the school will provide 50 %, and in 2023, 100 % of training programs of all subjects in English, along with franchise programmes from prestigious universities around the world. At the same time, there have been and will be academic exchange programmes, student exchanges, international transfers, and visits of advisors, senior leaders, and lecturers from different countries worldwide.

- Respect for differences

At HSU, all barriers are broken down. The school aims to be a strong foundation for students to shine and feel happy through various creative and unique experiences.

- Actual learning – actual working

The Gen Z and “Cloud citizens” of Hoa Sen University have infinite creativity, which is demonstrated through precious creative works. To achieve that success, the students experienced a learning environment according to the principle of actual learning – actual working, developed from the philosophy of “humanization and liberation”, and respect for differences. The training programme is designed to be practical, highly applicable, and up-to-date, creating the best conditions for students to reveal their potential. Students will undergo cognitive internships, implement projects,

and be given the best conditions to develop events and programmes from their own ideas. Through those practical activities, Hoa Sen students are fully equipped with skills, a spirit of commitment, and readiness to enter the labour market.

- Enterprise spirit

HSU aims to train learners who are capable, independent, knowledgeable and creative, who have the aspiration to conquer challenges, and practical experience to apply entrepreneurship, leadership thinking into problem-solving. At Hoa Sen University, students can lead teams to implement projects and business activities.

### **Educational philosophy**

The Spirit of Liberal Education at Hoa Sen University is an educational philosophy aimed at creating spiritual people with a sense of freedom, responsibility and independent liberal thinking, accepting diversity and differences. They are a completely new generation of young people with the ability and perspective to break through and beyond all limits.

### **The Faculty of International Trade and Logistics (FITL)**

The FITL, founded in 2021, is one of the youngest-established faculties of the university and in charge of providing bachelor's programmes in International Business (IB), Logistics and Supply Chain Management (LSCM), and E-Commerce. The faculty has 2,238 students of which 1,911 students are in IB and LSCM programmes.

FITL had gained its reputation in various academic activities, student activities, and individual student support. The programme is international-oriented designed, updated, flexible, and practice-oriented. The academic staff are qualified Vietnamese academic staff who demonstrate international education and research backgrounds, diverse skills, and practical experiences. Workshops and seminars are organised on a regular basis for students in collaboration with local and foreign organisations, institutions, and specialists for research pursuits, experiences and good practice sharing, and employer connections.

All the programmes are operated in the spirit of nurturing HSU values as creating the good talents who have the necessary professional experience to start a business, and the ability to affirm their position by being different and outstanding for the economy, the society, and the community. The guiding educational philosophy is Integration – Liberal Spirits. This is strongly embedded in curriculum and practices. The FITL has achieved its prestige and quality thanks to the following key components:

- The programmes are updated and practice oriented. The programme administration is effective with practical information and clear processes.
- Academic and administrative services to students are effective and handy.
- Scholarships are offered in various forms.
- A large network of industry partners helps promote experience sharing and professional development.

## Statistical data of the programme

The International Business programme (IB) was first delivered in 2012. The Logistics and Supply Chain Management programme (LSCM) was initially a minor in the IB programme from 2015 to 2019. In 2019, the LSCM programme was separated as a major/a separate four years undergraduate programme. The IB and LSCM have been designed in a practice-oriented manner to provide high-quality human resources for emerging demand of the international business, logistics, and supply chain in Ho Chi Minh City and the southern provinces of Vietnam. The programmes shall be up to date towards global standards but adapted to the Vietnamese condition, the structure of the programmes also demonstrates academic sustainability and academic integration.

IB and LSCM programmes have undergone two latest revisions in 2020 and 2021 based on the input of various stakeholders so that graduates of the programmes can meet the need of the labour market and the programmes demonstrate the internationalised orientation of HSU. Course syllabi are periodically adjusted and updated to improve the quality of the programmes that guarantee graduates meet the demands of the labour market in the international context. The number of students enrolled in the IB and LSCM programmes has increased over the past few years.

**Table 1: Data of admission, drop-out, and graduation rate (2017 – 2021)**

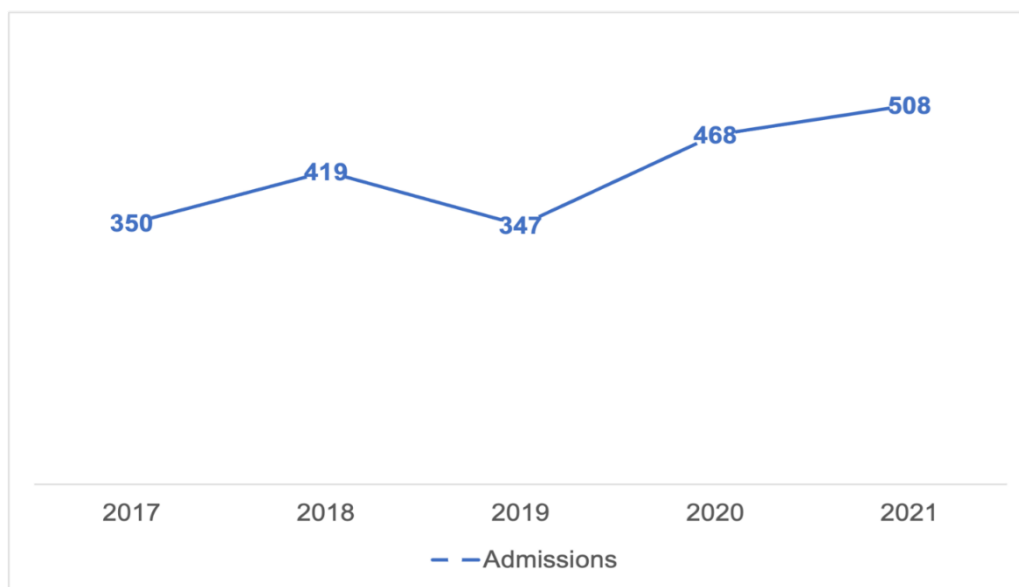
Program	Items		Cohort				
			2017	2018	2019	2020	2021
IB Program	Number of first year students		350	419	298	313	294
	Number of females		208	293	206	204	202
	Rate of female (%)		59.43	69.93	69.13	65.18	68.71
	Drop-out		69	66	11	6	0
	Drop-out rate (%)		19.71	15.75	3.69	1.92	0.00
	Graduate		99	1	12	0 – in year 2	0 – in year 1
	Graduation rate (%)		28.29	0.24	4.03	0.00	0.00
	Minimum admission score	National High School Exam	16	17.8	16	17	16
		High School results	6.0	6.0	6.0	6.0	6.0
Competency Exam <sup>++</sup>		-	-	-	-	600	
LSCM Program	Number of first-year students		-	-	49	155	214
	Number of females		-	-	28	59	100
	Rate of female		-	-	57.14	38.06	46.73
	Drop-out		-	-	2	2	0
	Drop-out rate (%)		-	-	4.08	1.29	0.00
	Graduate		-	-	0 – In year 3	0 – In year 2	0 – In

							year 1
	Graduation rate (%)		-	-	-	-	-
	Minimum admission score	National High School Exam	-	-	15	16	16
		High School Results	-	-	6.0	6.0	6.0
		Competency Exam**	-	-	-	-	600

\*\* Competency Exam is the exam held by Vietnam National University. The total score for this exam is 1200.

The first cohort of LSCM programme was in 2019. As of April 2022, they are third-year students. Therefore, none of them graduated. From 2015 – 2019, the LSCM programme is a minor in international business, therefore, the admission data were counted in the IB programme. The attrition rate at FITL has remained stable since 2019. The cohort 2021 showed the highest admission in the LSCM programme since its establishment. The admission experienced a decline in 2019. There are two possible reasons for the decline. First, in 2018 NHG (Nguyen Hoang Group (International education service provider)) acquired the university and then changed the university councils; second, the separation of two different programmes to some extent affected the student's enrolment. The enrolment increased in the academic year 2021 – 2021.

**Figure 1: Admission trend during the last five years (2017 – 2021)**



## Appraisal

Statistical data show an increasing trend in the number of first-year students. The data also show a balanced divergence in terms of student gender. The dropout rate also decreased over time and is quite low at 1.29 % in 2020. Thus, the quantitative development of the programmes has been convincing so far.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

The Bachelor of Arts in International Business and the Bachelor of Arts in Logistics and Supply Chain Management provide the learners with fundamental and professional knowledge, thinking ability, strategic vision, foreign language skills, and social responsibilities in international business and logistics and supply chain management. Especially, the programmes provide learners with an opportunity to access the practical working environment with professional trainers from leading enterprises specifying in the international business and the cutting-edge logistics and supply chain enterprises in Vietnam.

The educational objectives of the IB programme are as follows:

The educational objectives of IB and LSCM programs share the same Programmes Objective (PO) 2, PO3, PO4 as follows:

- **PO2** Train the students in critical thinking skills, international negotiations, English competency, independent working skills, problem-solving skills, and business acumen in the global economy.
- **PO3** Train the students in business ethics, social responsibility, and open-mindedness towards global citizens.
- **PO4** Provide the students with practical experiences, and internship opportunities in the actual business contexts.

IB and LSCM programs' objectives are different in PO1:

#### IB program

- **PO1** Equip students with the basic economic and advanced knowledge of the international business environment, social, culture, political, legislative system, and international investment to engage in the global business environment.

#### LSCM program

- **PO1** Train the learners with the basic knowledge of economy, society, politics, and legislation. Providing advanced knowledge in the logistics and supply chain management field and the ability to apply its knowledge to operate and manage international logistics and global supply chain activities.

The IB and LSCM programs have been developed to comply with the university vision and mission, and input from various stakeholders. The faculty surveyed the industries in IB, and LSCM of the knowledge, skills, and competencies of the curriculum. The survey was also conducted with the third- and fourth-year students and the alumni in terms of the important courses for future careers.

**Table 2: The importance of knowledge and skills of the IB and LSCM programs**

Program	Knowledge and Skills
<b>IB Program</b>	Fundamental knowledge in international business law, international business environment, and cross-cultural
	Professional knowledge: international business management, international integration, international investment,
	Soft skills: teamwork, communication skills, critical thinking
	Industrial experiences: field trips, internships in logistics and supply chain management
<b>LSCM Program</b>	Fundamental knowledge in economy, society, politics, and legislation
	Professional knowledge: Logistics, Inventory management, international transportation, Logistics IT, Customs, etc.
	Soft skills: teamwork, communication skills, critical thinking
	Industrial experiences: field trips, internships in logistics and supply chain management

In short, the programs are one of the most popular ones at HSU. It systematically ensures the qualifications objectives of the programme and targets the specific requirements of the IB and LSCM industry in providing updated teaching knowledge and practice in IB and LSCM programs. The programs are periodically reviewed for adequacy and incorporating the latest development and trends.

### Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

	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)

International orientation is the backbone in designing and operating the IB and LSCM programs because of the characteristics of the profession as integrating the business and logistics and supply chain activities worldwide. The international orientation enhances the attractiveness of the programs and the employability of students by offering both English and Vietnamese programs. This is reflected by the five following points:



First, IB and LSCM programmes are taught in both English and Vietnamese. Students are required to complete (i) six compulsory professional courses (applicable for Cohort 2021 backward) or (ii) 12 compulsory professional courses (applicable from Cohort 2022) in English with international materials from English-speaking countries. Students are encouraged to complete a Work Experience Internship, Graduation Paper, and Graduation Internship written and defended in English.

Second, the course content is internationalised. The courses are approaching those of international HEIs as RMIT University, Australia; Western Sydney University, Australia; Monash University, Australia; South Florida, USA; Washington University, USA; George Washington, USA.

Third, the internationalization of the academic staff is of priority. The academic staff are carefully selected. The academic staff have graduated from Australia, the UK, and Taiwan, to help provide students with multicultural perspectives. Foreign students are encouraged to join the programs, but so far, the programs have not been quite successful in recruiting foreign students because Vietnam is not an attractive country to study abroad in terms of the primary language used in most of the training programs.

Fourth, the programme encompasses various extra activities to enhance the international learning context, research, and practice sharing:

1. Students can participate in the international exchange programs to diverse practical experience aboard.
2. Students are required to attend seminars and industry talks frequently held by multinational corporations (MNCs) to update the cutting-edge technologies and know-how within the fields.

Fifth, the LSCM programme specifically provides a FIATA<sup>3</sup> certificate issued by FIATA Switzerland for those who complete the FIATA compulsory courses taught in English. The trainers for this course are the certified trainers by the FIATA organisation who are required to complete at least the MBA degree, the entire FIATA course, and teaching methodology in European standards.

In short, the IB and LSCM programs have been designed with international orientation in teaching and learning, and in the employment orientation as well. The language of instruction is English and Vietnamese with international materials. Some Vietnamese academic staffs have graduated and had working experiences offshore. FITL has actively collaborated with international institutions in which students can join the exchange programs. Internationalization through industrial and research activities are committed through the regular workshop and industry talks.

## Appraisal:

The programme design appropriately takes into account the required international aspects with respect, too, to its graduates' employability. The panel notes that the HSU should promote more student exchange and international research.

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<sup>3</sup> FIATA is a nongovernmental membership-based organization representing freight forwarders and logistics providers in some 150 countries

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

### 1.3 Positioning of the study programme

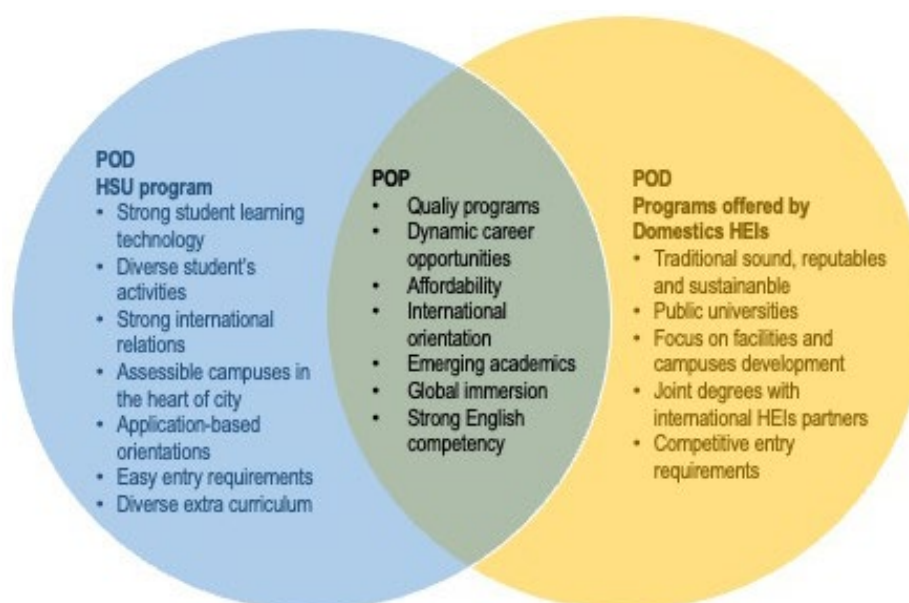
#### Positioning of the study programme in the educational market

The IB and LSCM programs at HSU are distinguished from similar domestic and international programs. The Figure below demonstrates the Point of Differences (POD) and Point of Parities (POP) of IB and LSCM programs compared to selected local and international programs.

First, the programs are attractive as they have an easy entry requirement compared to public and private HEIs in Vietnam. The programs offered various entry selection methods to prospective students. Students have four selection methods to select: the national high school exam, the academic result from high school, the competency test, and other specific selection criteria from the admission council (see admission requirements in chapter 2).

Second, the program tuition at HSU is affordable for the students. With a variety of scholarship policies and the promises of maintaining a stable tuition fee of the entire four years, students, therefore, could “study at the standardised international university by the local tuition fees.” Every year, FITL also award outstanding students and students with difficult circumstances scholarships to encourage their learning and development.

**Figure 2: Point of Differences (POD) and Point of Parities (POP) of IB and LSCM programs compared to those of selected private Vietnamese HEIs**



Third, the differences in the number of credits offered and the program duration. The credits offered at some HEIs in Vietnam are between 120 – and 140 credit points (240 – and 280 ECTS). Specifically, general education courses are from 44 to 57 credit points (88 – 114 ECTS). The general educational knowledge of IB and LSCM programs accounts for 27 credit points (54 ECTS). The

fundamental knowledge at HSU has 33 credit points (66 ECTS), which is relatively high when compared to other Vietnamese HEIs (18 – 37 credit points) (36 – 138 ECTS). In terms of advanced knowledge, the programs offer 60 credit points while other Vietnamese HEIs offer 42 – 69 credit points (84 – 138 ECTS).

Fourth, there are some similarities in credit points offered at HSU and other international HEIs. The faculty benchmarked IB and LSCM programs at HSU and those offered by some international HEIs with the vision to develop as a world-class university. The selected international HEIs offered the IB and LSCM programs having a strong logistics and supply chain and international business industry in the United States, Australia, and Southeast Asia. In general, IB and LSCM programs offered by international HEIs offered 3 – 4 years of learning which is equivalent to a minimum of 120 – 160 credit points.

Table 3. Selected international HEIs offered IB and LSCM programs

No.	Name of HEIs	Country of origins	Credit points
1.	University of Wollongong	Australia	144
2.	Sunway University	Malaysia	120
3.	Amsterdam University of Applied Sciences, Amsterdam	Netherlands	160
4.	Embry-Riddle Aeronautical University	USA	120

In short, the faculty realises the fierce competition as an emerging HEI offering the IB and LSCM programs. It is therefore actively thoroughly examining the educational market both local and global via collecting data from other HEIs and used the results in establishing its competitive profiles by regularly reviewing the IB and LSCM curriculum, offering ist specialties such as language competency, international collabourations, and curriculum activities.

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

There are three main directions in the prospective careers of the IB and LSCM programs. First, graduates can work as instructors at colleges, and vocational schools. Second, they can work as researchers, consultants, and specialists at international/logistics enterprises and/or businesses. Third, the graduates can do management roles; or the graduates can start up and operate their own business in logistics/international business services or find a job aboard. The table below demonstrates the prospective careers for IB and LSCM graduates, but are not limited to:

### **The prospective careers for IB & LSCM graduates**

International Business	Logistics and Supply Chain Management
<ul style="list-style-type: none"> <li>• International business management consultant</li> <li>• International financial planner</li> </ul>	<ul style="list-style-type: none"> <li>• Supply Chain Manager</li> <li>• Documentation executive department or import-export freight forwarding executive</li> </ul>

<ul style="list-style-type: none"> <li>• International market research specialist</li> <li>• International Marketing Specialist</li> <li>• Supply chain management specialist</li> <li>• International investment consultant</li> <li>• Trade promotion specialist</li> <li>• Import-Export staff</li> <li>• Business staff shipping, aviation</li> <li>• Business staff Logistics, forwarder</li> <li>• International trade law consultant</li> </ul>	<ul style="list-style-type: none"> <li>• Customs brokerage agents</li> <li>• Freight sales representatives of shipping lines or airlines, or international logistics enterprises.</li> <li>• Warehouse manager</li> <li>• Seaport Executive/Manager</li> <li>• Airport Executive/Manager</li> <li>• Multimodal transport and forwarding executive/manager</li> <li>• Teaching staff/Researchers at logistics schools/enterprises.</li> </ul>
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FITL has examined the employability of the alumni after their first year of graduation and regularly every three years. During the last four years, the employability rate is 84 % on average showing the IB program meets the demands from the industry. The results also showed that the curriculum to some extent fits the demand of the actual business. Graduates from IB have currently worked in well-known enterprises in the countries in diverse fields.

**Table 4: Employability rate of graduates in IB program (2016 – 2021)**

Year	No. Of employed graduates	Employability rate (%)
2016 –17	94	72.5 %
2017 –18	95	90.8 %
2018 –19	172	88.7 %
2019 –20	122	86.6 %
2020 –21	151	89.2 %

LSCM students have not graduated yet, therefore, the employability rate for this programme is currently unavailable.

**Table 5: Graduates’ destinations of IB program (2017-2021)**

Category	Company/Organisation
International institution	WTO in Vietnam
Shipping line	Maersk, CMA, ANL
Airlines	Vietnam Airlines, Vietjet Air
Port	Tan Cang, CMIT
Insurance	Bao Viet, Generalli

Logistics, Forwarder	Expedito, Sagawa, Vaga, DKSH, Schenker, Kuehne Nagel
Education	HSU
Banking and Finance	Vietcombank, Sacombank, HSBC

Although the admission score of HSU is lower than that of other public HEIs and that of similar segment private HEIs, the employability rate of IB graduates is relatively high. It demonstrates the IB program to some extent meets the requirement of the labour market and graduates from the IB program can get a job.

**Table 6: The employability rate after 1-year graduation of HSU and that of local HEIs**

HEIs	Average admission score	International Business
HSU	16	89.2 %
<b>Public HEIs</b>		
National University of Economic – Hanoi	27.9	95.8 %
Foreign Trade University – Hanoi and Ho Chi Minh	28	94 %
University of Economics Ho Chi Minh City	27	89.7 %
<b>Private HEIs</b>		
HUFLIT University	23	95.6 %
SIU University	17	100 %
HUTECH University	18	95 %

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

The mission and the strategic plan of HSU are dedicated to providing learners with extensive knowledge, training them for creative solutions and accept challenges, to have the necessary professional experience to start a business, and the ability to affirm their position by being different and outstanding to contribute to the development of the society. Diverse training methods to capture business acumen are applied. The curriculum shows the diverse training contents and skills to capture the internationality.

HSU educational philosophy and its strategic plan as well as that of the FITL insist on the internationalization of all the undergraduate programs. The IB and LSCM programs are tailored with the learning outcomes capturing the internationalization of the program. The program content, faculty members graduating aboard, and international seminars/workshops empower and immerse students to be more confident and to break through and beyond all limits to get ready for global career opportunities.

The core values of the University are also respected. The IB and LSCM are designed with five main core values of quality assurance, independent thinking, creativity, integrity, diversity, and social responsibility. Although FITL is a newly established faculty, the IB and LSCM programs receive a large number of applicants and are the key programs to attract the students. Specifically, the IB and LSCM programs are the first two programs of the faculty in the University applied to be accredited by FIBAA.

In short, the two programs reflect HSU's overall mission and strategic planning in its diverse learning courses, practical content, and internationalization. The IB and LSCM programs have developed sustainably with a large number of applicants.

## Appraisal:

The reasons given for the positioning in the educational market of these study programmes are plausible.

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

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

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

## 2. Admission

### Admission requirements

The admission procedure follows the Undergraduate Academic Enrollment Scheme 2021, which is issued by the Academic Council (AC) (available online at: <https://tuyensinh.hoasen.edu.vn/tin-tuyen-sinh/truong-dai-hoc-hoa-sen-cong-bo-de-an-tuyen-sinh-nam-2021-1392.html>).

The enrollment plan is applied to students who have (i) graduated from high school (in the form of formal education or continuing education); or (ii) completed the general subjects in high school as prescribed by the Ministry of Education and Training (MOET); and they meet the health conditions to study in accordance with the current regulations. For disabled students who are legally recognised by the local authorities, the President of the University shall consider and decide the appropriate enrollment methods in appropriate majors.

In 2021, the University organised the admissions for IB and LSCM programs according to the enrollment methods as follows:

**Method 1:** Admission is based on the results of the National High School Examination in 2021. This admission method accepts 1,400 enrollments.

The University Admission Council decides the admission score based on the total score of the combination of examination subjects according to the regulation of MOET as follows:

- According to the University Admission Regulations, the University uses the reserved high school graduation exam scores based on the regulations in the Regulations on Consideration and Recognition of Graduation of MOET.
- The University does not apply the results of candidates' exemption from foreign language exams in the national high school graduation exam to calculate admission scores.

**Method 2:** Admission is based on high school academic transcript. This admission method accepts 1,400 enrollments. This method has received a large number of applicants. It consists of three sub-methods as follows:

**Method 2A:** The admission is based on the academic transcripts of grade 10, grade 11 and grade 12 but excluding the second semester of Grade 12. The admission score is calculated by the average score of all semesters in grade 10, grade 11, and the first semester of grade 12.

**Method 2B:** The admission is based on the high school academic transcripts. In this method, the University calculates the average score of all semesters in grade 10, grade 11, and grade 12.

**Method 2C:** The admission is based on the average score of 3 subjects in high school. They are grouped into 4 categories: **A00** (i.e., Math, Physics, and Chemistry), **A01** (i.e., Math, Physics, and English), **D01/D03** (i.e., Literature, Math, and English or French), and **D09** (Math, English, and History). The average score of these 3 subjects is of 6.0 or higher. The average score of the individual subject is calculated by the average score of all semesters of grade 10, grade 11, and the first semester of grade 12.

**Method 3:** Admission is based on the results of the competency test conducted by the Vietnam National University-Ho Chi Minh City annually. This method accepts 350 enrollments. Candidates take the competency exam organised by VNU-HCM in 2021 with at least 600 points out of 1200 points. The admitted scores including priority points must not be lower than the entrance quality assurance threshold set by the university.

In short, the admission requirements consider the requirements of the MOET. They are oriented to attract students by allowing diverse admission methods. In addition, all candidates who are eligible for direct admission are encouraged to apply to the programs. Based on the data at the end of 2021, most of the candidates choose method 2 which accounts for more than 70 % of total applications. The IB and LSCM programs are two programs that attract a high number of applications in 2021.

### **Counselling for prospective students**

Each year, academic staff of the IB program, LSCM program, and HSU admission staff conduct direct consultancy from November until May of the upcoming year. These campaigns are mainly conducted by lecturers from all departments and the admission office. These campaign activities are illustrated below

- Conduct career counseling with Thanh Nien, Tuoi Tre, and Giao Duc newspapers. Each session will be conducted by the academic staff and the Office of Admissions. This program is conducted from November until May of the upcoming year.
- Invite high school students to HSU for a campus tour. Accordingly, high school students are encouraged to participate in one day acting as a university student. The campus tour is conducted five times, which was held at Nguyen Van Trang, Quang Trung, and Thanh Thai campuses. These sessions will be arranged from December to May of the upcoming year.
- Sign agreements with high schools to provide regular career consultancy for their students.
- Conducts livestream to introduce the majors at HSU from March to June annually. In each session, alumni who achieved outstanding performance in the workplace and experts in that major are invited to discuss the importance of career orientation and learning experiences at HSU.
- Vocational guidance and education consulting are organised from December to May of the next year. Admission staff and academic staff will visit high schools in the south, middle and remote regions.
- Tele-sales are conducted in September. Students are consulted about the training programs and about HSU via telephones by the academic staff who are assigned a list of prospective candidates based on the given database.
- Provide a scholarship for talented students who received confirmation of enrollment from HSU. The students must obtain an International English Language Testing System (IELTS) certificate of at least 5.5, outstanding academic record at high school, and pass an interview from Admission Committee.



The Office of Admissions advises potential candidates via social networks, hotlines, and emails. Furthermore, prospective candidates can explore more information through the Office of Admissions which is located on the ground floor of Nguyen Van Trang campus.

### **Selection procedure**

First, students apply for admission. Students can choose one of the following application methods: (i) directly at HSU; (ii) via email; or (iii) by post. Second, the Office of Academic Affairs checks the eligibility of the applications. Third, students are required to pay the admission fee directly at HSU (applied for direct applications at HSU), or via bank account (applied for applications via email or by post). Fourth, applicants can adjust the information (if any). Fifth, the University then develops a scoring plan. Sixth, admission committees are organised. Seventh, the admission score is released.

In short, the selection procedure consists of three main stages, including receiving the application form, building up a score grading plan, and announcement of admission score. Specifically, receiving application forms is in-charged by the admission office. In terms of developing the score grading plan, the Office of Academic Affairs is responsible for doing that. The Office of Academic Affairs announces the admission score of the applicants via text after five-working days.

### **Ensuring foreign language proficiency**

The two programs, IB and LSCM, do not require any specific English entry standards. Students, who have graduated from high school, are supposed to have an English competence equivalent to an A2 level under the Common European Framework of Reference for Languages (CEFR) framework.

In IB and LSCM programs, students are asked to complete 5 levels of English according to HSU University's requirements. They are also required to complete 6 advanced courses in English, or 12 advanced courses teaching in English (from 2021).

Although most of the courses are delivered in Vietnamese, the IB and LSCM programs require students to read materials in English. All the learning materials such as textbooks, case studies, and lecture notes are extracted from English-written materials. Some lecture notes (presentation slides, case studies) are translated into Vietnamese to help students learn the knowledge easier.

In short, both IB and LSCM programs aim at providing a learning environment where students can learn and practice their English. They are asked to complete compulsory advanced courses in English, and they also have an option to obtain the FIATA certificate requiring 9 compulsory courses taught in English.

### **Transparency and documentation of admission procedure and decision**

HSU issues an announcement of enrollment plan on the brochure, social media networks, and the HSU website: <https://www.hoasen.edu.vn/tuyensinh/dh-hoa-sen-thong-bao-tuyen-sinh-dai-hoc-chinh-quy-dot-1-nam-2022/>

The content of the enrolment announcement mainly includes the admission requirements including selection criteria, admission quota for each selection method, an enclosed application document checklist; announcement of enrolment results date; course start time and duration; tuition fee; and contact information.

The Board of Presidents and the Office of Admissions are the units which are responsible for monitoring and supervising the implementation of the admission process in accordance with the admission regulations of the Ministry of Education and Training (MOET) and the HSU's enrollment scheme. The Office of Admissions and the Office of Academic Affairs will be responsible for implementing the admission scheme and coordinating with other units to receive, check, and guide the prospective candidates about the application procedures, and admission processes. Candidates' admission examination is in accordance with the list of candidates approved by the Academic Council (AC) of HSU. The Office of Finance and Accounting, the Office of Facilities, the Office of Information Technology, and relevant faculties and centers are the offices that coordinate to create all favorable conditions for parents and students to submit admission documents, pay tuition fees and use other resources during the formalised admission period at HSU. All the applicants' documents are stored at the Office of Academic Affairs on the PeopleSoft system.

The president signs to approve the list of successful candidates and announce them publicly on the website of HSU at least five days after the due date of each application method. The confirmation of enrollment shall be sent to the students based on the scheduled date available on the HSU admission website. Students receive confirmation of enrollment directly at the Office of Admissions when they have completed all the application requirements. Then, the president shall issue the decisions to recognise successful candidates who have registered for admission and report the list to the MOET.

The data are kept forever (in both hard copy and soft copy) on the Edusoft system of HSU. The recruitment decision is provided on the website of HSU. The results are reported to MOET as well.

## Appraisal:

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

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives. HSU and FITL at their best ensure a constant availability for prospective students, take good care of students and parents as well react quickly to incoming inquiries via a variety of communications for the IB and LSCM programs. The counselling's options are diverse to reach out to as many prospective students as possible.

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

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
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 undergraduate programs of International Business and Logistics and Supply Chain Management are 120 credit points programs (240 ECTS equivalent), four-year degree program taught in eight semesters. There are 40 courses in IB and LSCM programs. The content of each course is described in the course syllabus. Detailed delivery methods and assessments for each intended learning outcome are also included in the syllabi.

**Table 7: Curriculum overview IB (see next page)**

**1<sup>st</sup> Semester**

Course No	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	Extra Semester	5.	6.	7.	8.	Hours in Class	Hours Self-Study			i.e. lecture course, seminar
1	English for International Intergation 1	0									135	135	Lecture, Group work, public speaking	Exam Paper (90 Min) + Oral test: 5 min face to face interview with a teacher	40%
2	English for International Intergation 2	0									135	135	Lecture, Group work, public speaking		
3	Introduction to management	3									45	90	Lecture, Group work present case study	MCQ + short answers/case analysis, closed book	60%
4	Introduction to international Business	3									45	60	Lecture, Group discussion, presentation	Group work, Case study, Quiz, Presentation, Final Report	60%
5	Liberal education course 1 (choose 1 of 6 liberal education courses)	0									45	90	Lecture, Group work		
<b>2<sup>nd</sup> Semester</b>															
1	English for International Intergation 3		0								135	135	Lecture, Group work, public speaking	Exam Paper (90 Min) + Oral test: 5 min face to face interview with a teacher	40%
2	English for International Intergation 4		5								135	135	Lecture, Group work, public speaking		
3	Business Ethics		3								45	90	Lecture, Group presentation	Doing exercise in textbook, Case analysis, Written test, Oral presentation, MCQ	50%
4	Business Statictics		3								45	90	Lecture, practice	Homework, assignment, Group project, Final exam	50%

5	Introduction to accounting		3								45	90	Lecture, Group work	Mini-test, Mid-term test, Final test	50%	
<b>3rd Semester</b>																
1	English for International Intergation 5			5							135	135	Lecture, Group work, public speaking	Exam Paper (90 Min) + Oral test: 5 min face to face interview with a teacher	50%	
2	Introduction to marketing			3							45	90	Lecture, Tutorials, Guest speaker/Fieldtrip, Self-study	Mini test 1 Mini test 2 Final test	50%	
3	Human Resource management			3							45	90	Lecture, Group work	Group assignment, individual assignment, Fianal test	60%	
4	Microeconomics			3							45	90	Lecture, Tutorial	Group project, Homework/Practical exercise, Final test	50%	
5	Marxist - Leninist Philosophy			3							45	0	Lecture, Fieldtrip	Presentation, Report, Final Exam	50%	
<b>4<sup>th</sup> Semester</b>																
1	Introduction to management Information Systems				3						45	90	Lecture, Practicum	Test 1, Test 2, Final project	40%	
2	Marxist - Leninist Political economy				3						45	0	Lecture, Fiedltrip	Presentation, Report, Final exam	50%	
3	Information technology in Business				3						45	90	Lecture, group work, Self-study	Individual assignment, In-class test, Final project	40%	
4	Macroeconomics				3						45	90	Lecture, tutorial	Group project, Homework/Practical exercise, Final test	50%	
5	Coporate Finance				3						45	90	Lecture, Seminar, class discussion	Mini test, presentation, class discussion, case study, mid-term test, final exam	40%	
6	Liberal education course 2 (choose 1 of 6 liberal education courses)				0						45		Lecture, group work			
<b>Extra Semester (Summer Semester)</b>																

1	Working Experience Internship						3					7 week		Practicum	Report	100%
<b>5<sup>th</sup> Semester</b>																
1	International trade						3					45	60	Lecture, case study, group discussion	Presentation, Individual test, Final exam	50%
2	Scientific Socialism						2					45	0	Lecture, Fieldtrip	Presentation, Report	50%
3	International Investment						3					45	60	Lecture, group work, presentation	Presentation, in-class exercise, Final project	60%
4	Principle of Logistics and supply chain management						3					45	90	Lecture, group work, presentation	Mini-test, Group presentation, final examination	50%
5	Digital technology in Global business						3					45	90	Lecture, group work	Case study, final examination	50%
<b>7.8</b>	<b>Choose 2 of 6 electives courses</b>						<b>6</b>					<b>90</b>				
	Procurement Management						3					45	90	Lecture, work group	Presentation, MCQs, Final exam	60%
	E-Commerce						3					45	90	Lecture	Presentation 1, Presentation 2, Final Presentation	50%
	Franchise						3					45	60	Lecture, work group, presentation	Writing test, Presentation, Final project	50%
	Forwarding and Customs Declaration						3					45	90	Lecture, group work, Fieldtrip	Group presentation, Quiz test or Writing test, Final exam (MCQs or writing test)	50%
	E-Business						3					45	90	Lecture	Case studies, Assignment	50%
	International Marketing						3					45	60	Lecture, Group work, Presentation	Quiz or Group, presentation, Final group report	60%
<b>6<sup>th</sup> Semester</b>																
1	Import - Export Management											45	60	Lecture, group work, Fieldtrip	Group work, on-site test, Final exam (MCQs)	50%
2	International payment											45	90	Lecture, group work, Exercise	Exercise, presentation, praticum, final exam (essay)	50%

3	Negotiation and International Business contract									3			45	60	Lecture, group work	Presentation, Assignment, Final projects	60%	
4	International business management									3			45	120	Lecture, Group work, presentation	Group work, Quizzes, Final Individual report	50%	
5	Ho Chi Minh Ideology									2			30	0	Lecture, Fieldtrip	Presentation, Assignment, Final Exam	50%	
6	International trade and business law									3			45	60	Lecture, group work	Individual Assignment, Group assignemnt, Final report	60%	
<b>7<sup>th</sup> Semester</b>																		
1	Vietnam Communist Party's history												2	30	0	Lecture, Fieldtrip	Presentation, Report, Final Exam	50%
2	International Transportation & Insurance												3	45	60	Lecture, group work, Case studies	Presentation, Quizzes, On -site test, Final Exam (MCQs + Exercise)	50%
3	International Business project												3	45	0	Coaching and consulting	Final Report	100%
4	International Invesment market												3	45	60	Lecture, group work	Presentation, Assignment, Final exam (writing test)	50%
5	International Market Penetration												3	45	90	Lecture, Group work, Fieldtrip	Presentation, Assignment, Case studies, Final exam (MCQs)	50%
6	<b>Elective course (Choose 1 of 3 courses)</b>																	
	Managing International Business risk												3	45	60	Lecture, Group work	Presentation, Assignment, Final Project	50%
	International Finance												3	45	60	Lecture, Group work, Presentation	Group, Presentation, Quiz test or Writing test, Final exam (MCQs or writing test)	50%
	Strategic Management												3	45	0	Lecture, Group work, Presentation	Presentation, in - class exercise, Individual written assignment	50%
<b>8<sup>th</sup> Semester</b>																		





**Table 8: Curriculum overview LSCM**

Course No	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	Extra Semester	5.	6.	7.	8.	Hours in Class	Hours Self-Study			i.e. lecture course, seminar
	<b>1<sup>st</sup> Semester</b>	6													
1	English for International Integration 1	0								105	105	Lecture, Group work, public speaking	Exam Paper (90 Min) + Oral test: 5 min face to face interview with a teacher	40%	
2	English for International Integration 2	0								105	105	Lecture, Group work, public speaking			
3	Business Ethics	3								45	90	Lecture, Group presentation	Doing exercise in textbook, Case analysis, Written test, Oral presentation, MCQ	50%	
4	Introduction to international Business	3								45	90	Lecture, Group discussion, presentation	Group work, Case study, Quiz, Presentation, Final Report	60%	
5	Microsoft Office - Level A	0								45	90	Lecture, Group work			
6	Liberal education course 1 (choose 1 of 6 liberal education courses)	0								45	90	Lecture, Group work			
	<b>2<sup>nd</sup> Semester</b>		17												
1	English for International Integration 3		0							135	135	Lecture, Group work, public speaking	Exam Paper (90 Min) + Oral test: 5 min face to face interview with a teacher	40%	
2	English for International Integration 4		5							135	135	Lecture, Group work, public speaking			
3	Marxist - Leninist Philosophy		3							45	90	Lecture, Fieldtrip	Presentation, Report, Final Exam	50%	
4	Business Statistics		3							45	90	Lecture, practice	Homework, assignment, Group project, Final exam	50%	

5	Introduction to accounting		3							45	90	Lecture, Group work	Mini-test, Mid-term test, Final test	50%
6	Human Resource management		3							45	90	Lecture, Group work	Group assignment, individual assignment, Final test	60%
	<b>3rd Semester</b>			<b>2</b>										
1	English for International Integration 5			5						135	135	Lecture, Group work, public speaking	Exam Paper (90 Min) + Oral test: 5 min face to face interview with a teacher	50%
2	Marxist - Leninist Political economy			2						30	60	Lecture, Fieldtrip	Presentation, Report, Final exam	50%
3	International trade and business law			3						45	90	Lecture, group work	Individual Assignment, Group assignment, Final report	60%
4	Introduction to marketing			3						45	90	Lecture, Tutorials, Guest speaker/Fieldtrip, Self-study	Mini test 1 Mini test 2 Final test	50%
5	Introduction to management			3						45	90	Lecture, Group work present case study	MCQ + short answers/case analysis, closed book	60%
6	Microeconomics			3						45	90	Lecture, Tutorial	Group project, Homework/Practical exercise, Final test	50%
7	Introduction to management Information Systems			3						45	90	Lecture, Practicum	Test 1, Test 2, Final project	40%
	<b>4<sup>th</sup> Semester</b>				<b>1</b>									
1	Information technology in Business			3						45	90	Lecture, group work, Self-study	Individual assignment, In-class test, Final project	40%
2	Scientific Socialism			2						45	90	Lecture, Fieldtrip	Presentation, Report	50%
3	Principle of Logistics and supply chain management			3						45	90	Lecture, group work, presentation	Mini-test, Group presentation, final examination	50%

4	Macroeconomics					3						45	90	Lecture, tutorial	Group project, Homework/Practical exercise, Final test	50%
5	International trade					3						45	90	Lecture, case study, group discussion	Presentation, Individual test, Final exam	50%
6	Liberal education course 2 (choose 1 of 6 liberal education courses)					0						45	90	Lecture, group work		
	<b>Extra Semester (Summer Semester)</b>					<b>3</b>										
1	Working Experience Internship					3						7 week		Practicum	Report	100%
	<b>5<sup>th</sup> Semester</b>					<b>17</b>										
1	Ho Chi Minh Ideology					2						30	60	Lecture, Fieldtrip	Presentation, Assignment, Final Exam	50%
2	Corporate Finance					3						45	90	Lecture, Seminar, class discussion	Mini test, presentation, class discussion, case study, mid-term test, final exam	40%
3	Digital technology in Global business					3						45	90	Lecture, group work	Case study, final examination	50%
4	International Transport					3						45	90	Lecture, group work, presentation	Presentation, in-class exercise, Final exam	50%
5	Procurement Management					3						45	90	Lecture, work group	Presentation, MCQs, Final exam	60%
6	<i>Choose 1 of 2 electives courses</i>															
	International payment					3						45	90	Lecture, group work, Exercise	Exercise, presentation, practicum, final exam (essay)	50%
	Aviation Logistics (FIATA)					3						45	90	Lecture, group work, presentation	Presentation, in-class exercise, Final exam	50%
	<b>6<sup>th</sup> Semester</b>															
1	Vietnam Communist Party's History											30	60	Lecture, group work, Fieldtrip	Group work, on-site test, Final exam (MCQs)	50%
2	Techniques of International Trade (FIATA)											45	90	Lecture, groupwork, presentation	Group presentation,	50%



																		exam (opened questions)		
5	Free elective course									3			45	90						
	<b>8<sup>th</sup> Semester</b>																			
1	Graduation Internship/ Graduation Paper																	Coaching and Consulting	Presentation, Thesis report defense	100%

<b>Total</b>																				<b>120CP</b>
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L: *Lecture*  
S: *Seminar*  
T: *Tutorial*

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Liberal education courses											Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
											Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
Study Skill in College and University											45	90	Lecture, group work, Home work	Participation, In-class exercise, Homework, Final report	40%
Vietnamese writing skill											45	90	Lecture, praticanum	Participation, mid-term test, Final report	50%
Introduction to research methods											45	90	Lecture, group work	Report, presentation	40%
Intercultural Communication											45	90	Lecture, Group work	Participant, Multiple choice question, writing test, final examination	40%
Critical thinking											45	90	Lecture, class discussion, group exercise, case studies	Participant, Individual assignment, group project	40%

## **Logic and conceptual coherence**

IB and LSCM programs' graduate competencies (also known as graduate qualities/attributes) are interwoven into the program objectives. The Intended Learning Outcomes (ILOs) are in two forms:

1. Program Learning Outcomes (PLOs)
2. Course Learning Outcomes (CLOs)

Both the IB program and LSCM program share 10 common PLOs:

- **PL01.** Demonstrate the understanding of basic social, political knowledge and fundamental economic knowledge such as microeconomics, macroeconomics, management studies, marketing, business statistics apply in real-world and persuade another related major.
- **PL04.** Apply knowledge to contribute to the policymaking within government agencies in international business and logistics and supply chain management.
- **PL05.** Develop critical thinking skills, argumentation skills, planning skills; evaluate business processes and opportunities, and propose sensible solutions.
- **PL06.** Persuade and negotiate with partners in global business contexts.
- **PL07.** Work in a group, make a decision and leadership skills
- **PL08.** Proficiently use IT and professional software.
- **PL09.** Communicate in English (equivalent to B1 level).
- **PL010.** Recognise and adapt quickly to emerging changes of the environment and society.
- **PL011.** Conduct research, self-study, and accumulate work experience for future career orientation.
- **PL012.** Demonstrate social and personal responsibility; comply with Vietnamese and international laws.

IB program has two unique PLOs:

- **PL02.** Demonstrate advanced knowledge of international business such as international trade, international negotiation, international market penetration, and international payment to carry out international transactions and handle international documentation.
- **PL03.** Demonstrate specialised knowledge to assess the feasibility, manage the risks of international investment projects, trade agreements, international cooperation, and manage international business activities.

LSCM program has two unique PLOs, they are PLO2, PLO3

- **PL02.** Manage the supply chain process effectively from forecasting demand purchase, production, warehouse design and management, and transportation of goods from the initial production agents to the destination and to the global agents whilst maintaining the lowest cost and optimizing the business performance.
- **PL03.** Maximise logistics service activities by applying international supply chains know-how (e.g., warehouse management and operations, import and export goods forwarding; multimodal transports, cargo insurance, and cutting-edge IT services).

### **Rationale for degree and programme name**

In accordance with MOET's regulation the level IV category in Education and Training, a program is a system of specialised knowledge and skills related to a certain scientific field and/or a desired professional career activity. IB and LSCM programs have complied with Vietnam Qualifications Framework (VQF) level VI. IB program was opened in 2012 under the management of the Faculty of Economics and Business and currently is under the management of FITL. LSCM was opened in 2019 under the same management following the regulations of MOET in opening a program and the demand of the society.

The name of the programs aligns with the learning objectives as mentioned in section 1.1. The programs aim at providing learners with the theoretical and practical knowledge to analyse real business problems and propose strategic recommendations and solutions. The students have chances to practice their critical thinking skills, analytical skills, negotiation skills, and manage professional tasks effectively.

To comply with the above regulation and the international trend in business program education, HSU offered two programs. The program code is a continuous sequence of seven digits, in which from left to right is specified as follows: the first initial digit specifies the training qualification; the second and third digits specify the training field; the fourth and fifth digits specify the training industry group; the last two digits specify the training code.

### **Integration of theory and practice**

IB and LSCM programs combine 16 theory-oriented courses, 24 courses are devoted to the integration of theory and practice and two courses are the combination of theory, practice, and research.

The 24 practice-oriented courses mentioned above include both theoretical and practical elements. They can comprise theories and practice parts such as International Payment, Import and Export Management, Techniques in Foreign Trade, Logistics Services, Forwarding and Customs Declarations. Academic staff use a variety of teaching activities such as presentations, assignments, projects, case studies, field trips to provide students with the opportunities to apply theoretical concepts to various in-class contexts.

The practice-oriented courses include Logistics Project (applied for LSCM program) and International Business Project (applied for IB program), Work Experience Internship, and Graduation Internship (duration of 15 weeks). Students have opportunities to work in the actual business contexts in which they use knowledge and skills learnt in professional working environments. One of the unique features of IB and LSCM programs are the Work Experience Internship course. In this course, students work as full-time employees for any firms/ organisations for seven weeks.

Every year, FITL organises seminars and workshops for students with speakers sharing the topics or working experiences in logistics, supply chain management, and international business fields. Students also can undertake professional courses with local and international partners.



### **Interdisciplinary thinking**

The characteristics of IB and LSCM programs are interdisciplinary. For most of the teaching activities conducted in class, the academic staff combine the knowledge and skills from various subject areas from marketing, finance, human resources, e-commerce, and cross-cultural.

Interdisciplinary thinking is reflected via compulsory and elective courses such as Transport Law and International Conventions, Logistics Information systems, Study Skills in Higher Education, Vietnamese Writing Skills, Critical Thinking, Intercultural Communication, economies, and societies. In each course, the interdisciplinary thinking is always maintained and encouraged, for example, the modules of Logistics/ International Business Project or International Business Management require students to apply a synthetic professional knowledge from the results of the market research to analyse customer behavior (in marketing), forecast budgets (in finance), and manage human resources HR and logistics management). The courses, via problem-solving assignments, seminars, or workshops, require students to apply interdisciplinary thinking and skills. Students once engage with these fields, then develop the experience of the connections and skills.

### **Ethical aspects**

First, the ethical aspects are addressed in the academic aspects and professional ones. Academically, HSU requires all students and academic staff to demonstrate responsibility to pursue academic research and learning honestly and ethically. At the program level, the program objectives of the IB and LSCM programs stated in PO3 require students to comply with business ethics, social responsibility, and open-mindedness toward global citizens. Specifically, PLO12 requires students to demonstrate personal and social responsibility as well as to comply with Vietnamese and international laws.

Second, the professional ethics in IB and LSCM is embedded throughout the courses. Professional ethical aspects play a crucial role in IB and LSCM training programs. The business ethical aspects are integrated into all classroom activities. The programs are offered in the curriculum such as Business Ethics, Introduction to International Business, International Trade and Business Law, International Business Management, and Human Resource Management. These aim at enhancing the students' awareness of the ethical manners in doing business locally and globally.

Third, the ethical manners in conducting research are highly respected. Students and academic staff must demonstrate the responsibility to pursue academic research and learning honestly and ethically. The programs offer several courses which communicate academic ethical issues to the students in direct and indirect ways such as Introduction to Research Methods and Vietnamese Writing Skills. The regulations of HSU also state the responsibilities of the students and what is expected from their academic work are all communicated in the e-handbook available on the Hoa Sen app.

Fourth, HSU and FITL insist that all behaviors that lead to academic dishonesty are strictly forbidden. Plagiarism is controlled by Turnitin (plagiarism detecting software), and all students must enclose the Turnitin report when submitting their papers and thesis. Students must ensure that the participant gives their consent before taking part in a study. Students are required to sign and accept the consent form in their report. While conducting group work, the participants must

fairly contribute to the group’s work. Students are asked to complete the peer evaluation form to evaluate the honesty of each student in groupwork.

In short, the ethical aspects are highly respected and taken into consideration at HSU. Students are asked to comply with academic integrity during their learning at the University. IB and LSCM programs are designed with ethical aspects to raise the student’s awareness for the importance of ethics and integrity in the academic environment and business contexts.

### **Methods and scientific practice**

Students in IB and LSCM programs acquire some research methodological skills in both teaching and research across different courses, particularly Study Skills in College and University, Vietnamese Writing Skills, and Critical Thinking. These courses provide students with the methodological knowledge and practical experience to conduct research in IB and LSCM programs.

Students are required to submit their report which normally comprises of a mini-research or their essays as their final assessment for some courses in the program such as in International Business Management, Principles of Logistics and Supply Chain Management, Forwarding and Customs Declarations, Franchise courses). During the online visit, it became apparent that only students who opt for the final thesis receive adequate scientific courses respectively education.

As for Graduation Paper, students are stepwise guided throughout the courses in the program and guiding documents. They also had orientation sections by supervisors on selecting the research themes. Students are guided during the courses in the program and guidebook. They also had orientation sections by supervisors on how to select research topics.

IB and LSCM programs also encourage students to form a research group to attend annual scientific competitions such as the Eureka competition organised by Ho Chi Minh City Youth Union, Vietnam Young Logistics Talents contest supported by the Vietnam Logistics Business Association and the Agency of Foreign Trade – Ministry of Industry and Trade and Trade Battle competition hosted by FITL. Specifically, students in IB and LSCM programs have achieved remarkable awards in Eureka and Vietnam Young Logistics Talent contests. The table below demonstrates some achievements that students in IB and LSCM programs obtained last year.

**Table 9: List of winners in 2021**

Year	Program	Name of the competition	Total	Description
2021	IB	Eureka	2	1 Consolidation prize
				1 Topic was selected to get into the final
2021	LSCM	Young Logistics Talents	2	1 Consolidation prize per 547 teams nationwide

### **Examination and final thesis**

IB and LSCM programs are delivered with 40 courses. All the course syllabi have objectives and course learning outcomes. Each course syllabus specifies the objectives of the course, course learning outcomes in line with program learning outcomes. Depending on the intended learning outcomes of the course, contents and different assessment methods are designed, including written/oral presentations, homework or in-class individual/group assignments, quizzes, case studies, classroom discussions, and thesis writings. The assessment criteria are informed by the in-charged academic staff. Feedback of the assessments/midterm exams will be provided by the academic staff to the students directly. Based on this feedback, they can understand their strengths and weaknesses to improve in the next assignments and exams. Both summative and formative assessments are used to gauge students' performance.

The final exam is organised followed by the examination regulation issued by the Office of Academic Affairs. Normally, the exam venue size is limited to a maximum of 30 candidates under the surveillance of the invigilators. In terms of the exam schedule, students will be notified at least two weeks prior to the exam date via students' accounts. To ensure the fairness of the grading process, the grade distribution report will be analysed in the event of certain differences between the lowest and the highest score.

Students have two alternatives for graduation: those who achieve high grades with a GPA of 2.8/4 or below. Students with a GPA of 2.8 or above will be able to conduct a Graduation Paper under the supervision of a supervisor after completing all coursework or having less than 12 credit points uncompleted; the others will participate in graduation internships in which students work as full-time employees at the actual business contexts at a relevant enterprise/organisation to their major.

The evaluation of the Graduation Paper and Graduation Internship defense is strictly implemented. Each thesis defense committee consists of two or three assessors who are academic staff in the programs. The results and feedback are announced to individual students after the defense.

As for the graduation internship, this course is allocated with nine CPs and requires students to conduct a defense including a 15-min oral presentation followed by 5- to 10- minute questions and answers section. In this defense, students' performance is evaluated by an internship graduation defense committee of three members in the subject area, including a chairperson, committee member, and secretary. The students' evaluations are based on three assessment components: evaluation from the host company, internship report, and oral presentation.

- The evaluation sheet from the host company: students are evaluated based on their performance weekly by the supervisor at the host company. By the end of the internship, students are required to submit the evaluation sheet from the host company, and it contributes 20 % of the total mark.
- The internship report and the oral presentation: these components demonstrate the students' understanding of the host company, the tasks undertaken during the internship, connections between the learning at the university and tasks performed, and how the internship developed students' employability skills. The internship report and oral presentation account for 20 % and 60 % of the total mark, respectively.

As for the Graduation Paper, students demonstrate their ability to conduct scientific work under the supervision of academic staff in the subject area. Students work with the supervisor to develop

an appropriate research focus, conduct a literature review, and establish a research methodology. The student prepares, research, and writes the thesis within week two and 13 and submits the thesis in week 14. The thesis writing is marked by the supervisor and two reviewers. This is followed by the thesis defense which includes a ten to 15 minute presentation and five to ten minute questions and answers section.

In the thesis defense, a student's ability in carrying out research independently is evaluated by a thesis defense committee of three members in the subject areas, including a chairperson, committee member, and secretary. Committee members will evaluate the thesis based on the thesis rubrics provided by FITL, in which the content and methodology account for 60 % of the total mark.

The requirements for a thesis, about which the students are informed in the Student Handbook available on Hoa Sen app and in the Regulations are as follows

- A thesis is a scientific report to discover problems/ issues within the relevant majors.
- A thesis must comply with current provisions of intellectual property law. The use of citation of the research results of other persons or co-authors must be cited fully and clearly at the quoted position and in the reference list. The research results in the thesis must be the results of the author's work, not published by any person in any research work.
- A thesis is presented scientifically, clearly, coherently, precisely, and not erased.

## Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents are well-balanced, logically connected and oriented towards the intended learning outcomes. The contents enable students to acquire additional competences and skills. The panel notes that the modules should better adapt and define learning outcomes. During the visit, it became apparent that there are relatively few electives to choose from. Hence, the panel **recommends** offering more electives to provide a wider spectrum of knowledge.

The degree and programme names correspond to the contents of the respective curriculum and the programme objectives.

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

There is evidence that the programmes qualify for interdisciplinary thinking.

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated.

All exams, as they are defined, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

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

The panel criticises the academic qualification levels of the students as they do not acquire methodological competences in a systematic approach to acquiring scientific knowledge. Due to the separation into internship reports and final thesis, the students are divided into two cohorts, which means that only one cohort acquires scientific competences. Therefore, the panel recommends the following **condition**:

**The HEI assures to put a stronger focus on scientific education and to introduce mandatory methods courses for all students.**

In its statement on the report the HEI states that special project courses are offered in the degree programmes, which are mandatory for all students. In these courses students learn how to conduct research and write reports. According to the HEI, under the guidance of faculty, students are encouraged to learn and perform research (e.g., surveying). In addition, the study programmes offer a variety of courses for all students to learn research methodology and how to conduct research. In addition, faculty and degree programmes frequently host workshops and seminars for students with renowned academic speakers. Faculty-led seminars are regularly organised, and an academic research unit has been established to further develop students' research activities. Students who choose the graduate internship are required to analyze a case study and write a report during their internship. They must also present their reports and face an evaluation committee, similar to the Graduation Thesis.

The panel recognized that several workshops and academic talks have been organized in the past to provide students with an understanding of research methodology. These academic events, however, are not mandatory for all students. The panel also recognized that all students are required to complete a special project in a 'Professional Project' course. However, these projects are group projects which are primarily concerned with professional skills and practices (conducting surveys and formulating practical solutions to problems); accordingly, they are not sufficient for students to gain scientific knowledge and to thoroughly train methodological competences. Only few students prove the ability to do scientific work in their final thesis because most students choose an internship project rather than writing a graduation thesis. Apart from an introductory course, there are no courses to ensure the acquisition of methodological competences and the ability to do scientific work. Therefore, the panel continues to recommend the condition that the HEI place a greater emphasis on science education and implement mandatory courses on crafting research questions and finding and reviewing secondary sources, on scientific paradigms, research designs and types of research methods for all students.

		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

**Table 10: Structure of the programme**

	<b>IB Program</b>	<b>LSCM Program</b>
<b>Projected Study time</b>	Programs are provided in minimum four years	
<b>Number of Credit Points (CP)</b>	120 national credit points	
<b>Workload per CP</b>	15 working hours in class, 30 hours for self-study. The total workload is 45 working hours per CP.	15 working hours in class, 30 hours for self-study. The total workload is 45 working hours per CP.
<b>Number of modules</b>	40 modules, including 34 compulsory and 6 elective courses (students choose 2/6 liberal education courses, 3 among 9 courses in the major stage, and 1 free elective among any courses offered in HSU)	40 modules including 34 compulsories and 6 elective courses (students choose 2/6 liberal education courses, 3 among 6 courses in the major stage, and 1 free module among any courses offered in HSU)
<b>Time required for processing the final thesis and awarded CP</b>	Graduation Paper/Graduation Internship report will be written in 15 weeks and submitted in the final week of the final semester.  *Graduation Paper is applied for students with a GPA $\geq 2.8$	Graduation Paper/Graduation Internship report will be written in 15 weeks and submitted in the final week of the final semester.  *Graduation Paper is applied for students with a GPA $\geq 2.8$
<b>Number of contact hours</b>	Total: 120CPs x 15hrs = 1800 (including 9CPs of Graduation Paper/Internship report, 3CPs Work experience report, 3CPs of IB project)	Total: 120CPs x 15hrs = 1800 (including 9CPs of Graduation Paper/Internship report, 3CPs Work experience report, 3CPs of Logistics project)

### **Modular structure of the study programme**

The IB and LSCM programs follow the conventional mode of delivery by MOET, i.e., face-to-face. The program could be a four-year (eight – 16 semesters) instruction with an add up to 120 HSU credit points (240 ECTS equivalent). Each academic year comprises two main semesters and two extra semesters. The extra semesters are used for students who failed courses in the previous semester; students who want to speed up their learning progress; students who do not follow the study plan. Each regular semester takes place for approximately 17 weeks with the final two weeks given to the final exams.

## Study and exam regulations

The tests and examinations are used in several types which depend on the objectives of the courses. It can be either a closed-book examination, or opened-book examination, or presentations or reports. At the beginning of each course, the academic staff will announce the course syllabus including the assessment types and contents required in the mid-term tests and the final examinations. Examination regulations are provided by the Office of Educational Testing and Quality Assurance and are published to students. In each semester, students are required to complete 12 – 24 credit points (applicable for main semester) or a maximum of 12 credits points (applicable for extra semester). The detailed information and schedule of the test and exams are available in the course syllabus enabling the students' proper track. According to the exam regulations, students must attend all the tests and exams organised. In the event of having an injury or illnesses which demonstrates their true level of competency in a set assessment or significantly impairs their preparation or attendance at the exam they shall be approved to take other examinations arranged by the Office of Academic Affairs.

The Office of Academic Affairs, which oversees organising all the mid-term examinations (if any) and final examination and informing students' grades. Students can retrieve their results from their accounts. Students can submit their appeal for the scores of the exams to their academic staff and send their notice to the Office of Academic Affairs in case they want to appeal the overall score of the courses.

Examination schedules are individually sent to students via student email by the Office of Academic Affairs. The exam schedule is set by the Office of Academic Affairs and presented in the testing regulation. The table below shows the exam schedule and the roles of relevant people.

To receive a bachelor's degree, students have to meet all these requirements:

- Complete successfully all the courses required with a cumulative grade point average (GPA) of 2.0/4.0 or above;
- Complete the English competency at least B1 level (or equivalent);
- Have certificates in physical education, liberal education, and National defense education.
- Must have a FIATA certificate (applicable for LSCM students enrolled in nine FIATA courses in the LSCM curriculum only).

HSU applies the 10-scale grading which can be converted into two ways as regulated by the MOET: (1) the letter grade (A, B, C, D, F, P) with the corresponding descriptor (excellent, good, and average) for the courses on their transcripts, and (2) the 0-4 scale as a final cumulative grade of the degree program in line with the letter scale, in case students request to have their transcript that way.



**Table 11: Official conversion of 0-10 and 0-4 scale (applied for courses at HSU)**

	10-scale grading	The letter scale for courses	Descriptors	4-scale grading
Grade corresponding for accumulated and non-accumulated credit points courses				
Accumulated credit points courses	8.5-10	A	Pass	4.0
	7.0-8.4	B		3.0
	5.5-6.9	C		2.0
	4.0-5.4	D	Pass with condition	1.0
	0-3.9	F	Fail	0
Non-accumulated credit points courses (e.g., physical education, national defense)	5.0 or above	P	Pass	
	Below 5.0	F	Fail	
Grade corresponding for Graduation Classification				
Graduation Classification			Excellent	3.60 – 4.0
			Very Good	3.20 – <3.60
			Good	2.50 - <3.20
			Average	2.0 – <2.5

During the online visit, it became apparent that it is not possible, or only possible with difficulty, to transfer credits or to change to other majors or universities, thus making student mobility difficult or even impossible.

### **Feasibility of study workload**

HSU evaluates student workload using a credit point system. The number of credit units and course workload are designed upon the current regulations of MOET and HSU in reference to some similar well-established programs of domestic and international HEIs. The program workload of IB and LSCM programs are shown in the table below.

Each program is normally completed within four years, with a maximum of six years. Over the past five years, students normally take five years to complete the program. There are technically four semesters per academic year; however, the two extra semesters are normally used for exceptional circumstances, such as (i) students want to enrol their failed courses; (ii) students temporarily drop the program in previous semesters; (iii) students want to shorten the learning duration. On a case-by-case basis, FITL may consider opening a course for students' enrolment.

## Equality of opportunity

Advocating the principle of lifelong learning in education and respecting the differences, HSU adopts the gender equity and non-discrimination policy. Specifically, HSU does not discriminate based on gender, marital status, economic social background, religious affiliations, or disabilities in admission. Policy on students with the poor condition is covered in decisions and regulations.

Furthermore, in compliance with MOET regulations of the entrance examination to the Undergraduate level, HSU also has priority schemes (bonus marks) in the admission policies for applicants who:

- have lived in rural/remote areas;
- are war invalids, beneficiaries of policies like war invalids;
- are children of martyrs;
- are heroes of armed forces, labour heroes; are ethnic minority people;
- are children of people taking part in resistance war and are victims of toxic chemicals

As for disabled students, depending on the level of disability, HSU has special considerations in admission, in the support of their study, assessment waive, and the financial support. The campus facilities are fully equipped for disabled students as well.

In general, HSU appreciates potential students who are committed to pursuing undergraduate programs. Because most of the students in the IB programs are females 2019 (70.8 %), 2020 (68.6 %), 2021 (67.1 %) while the number of females in LSCM is lower than its counterpart in 2019 (50.0 %), 2020 (46.7 %), 2021 (40.0 %).

## Appraisal:

The programme structure supports the smooth implementation of the respective curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules/courses and assigns Credit-Points (CP) per module/course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements.

With regard to the credit transfer system, the HEI states that the regulations are in accordance with the national requirements of the Ministry of Education and Training (MOET). The HEI's regulation on undergraduate education indicates that students can change majors or transfer to another university. The regulation specifies the conditions and procedures for changing the major or transferring from/to another university. However, students are not allowed to change their major or transfer to another university in the first and fourth years of study. In addition, according to the HEI, there is a list of equivalent courses for each major that allows students to transfer their credits and receive a course fee waiver. This list is communicated to students who transfer to another

university. In accordance with the Ministry of Education and Training (MOET) and HEI regulations on course management, course exemptions may not exceed 50 % of the total credits in the programme. Course exemptions are reviewed based on the courses taken by each student and the list of equivalent courses. In addition, students may transfer their grades or be exempt from the programme. For students who wish to change majors, there are general courses that are the same in all majors so that they can be accepted when changing majors.

The HEI's credit system and grading are subject to the Ministry of Education and Training (MOET) regulations, so there are no problems converting credits or grades when students transfer to another faculty or university.

The Lisbon Convention is not ratified by Vietnam.

The panel notes that the HEI is operating within the national regulations. However, it criticizes that the offered framework for student mobility is still limited. The programme provides a course exemption rule for the exchange activities, but the rule is based on the 1-1 course matching system, which creates difficulties for student mobility because the exchange students cannot take the courses they like to study overseas. In addition, the HEI should consider adding more elective courses or electives in the area of study/general education and to make the students freely choose the courses they like when they participate in the exchange programme. Currently, there are only 9 elective credits in the area of study, and there is no free elective credit at all. The lack of free elective courses and the shortage of electives in the area of study/general education are the main barriers to student mobility. Therefore, the panel recommends the following **condition**:

**The HEI creates framework conditions that promote student mobility.**

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

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

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

### 3.3 Didactical concept

#### **Logic and plausibility of the didactical concept**

HSU is dedicated to contributing and promoting knowledge to society by offering the utmost flexible and accessible methods of delivery. As such, the didactical focus of the IB and LSCM programs is based on the student-centered approach which is delivered via practice-oriented, learning-centered, and employability-centered ways.

A variety of learning and teaching methods are used. The delivery strategies are the combination of, but are not limited to lectures, reading assignments, presentations, discussions (pairs, group work, and in-class), seminars, flipped classrooms, case studies, and fieldwork. All the lecture notes, textbooks, and other materials are introduced in a classroom of the course as printed copies or as a soft copy online.

Group discussions are designed in all IB and LSCM courses in which students are allocated into groups to discuss and present the answers to problems given in the lectures. The field trips are conducted in Forwarding and Customs Declaration, Logistics Services, and Import-export management courses which also require them to complete the on-site practice exercises after the field trips. Analysis of case studies that are widely used in almost IB and LSCM courses, such as Multimodal Transport, International Business Management, Corporate Finance, and Digital technology in Global business are the ideal learning methods to provide students the actual business situations. Practicum via professional software is applied via courses such as MS-excel in Principles of Logistics, Logistics Services, etc.; ECUS 5 in Forwarding and Customs Declaration; Core Banking Systems for International Payment course; statistic programs in Graduation Paper course. Workplace experience in the actual business contexts is reflected in the Work Experience Internship and Graduation Internship course, which required students to work as full-time employees at the designated/chosen enterprises.

HSU has a strong infrastructure to offer courses online. It is especially useful during the COVID-19 pandemic. HSU has implemented the Mlearning system (e-learning platform) to provide teaching materials, assignments and giving feedback or discussions to students. Mlearning system is further used as a tool to manage most of the learning and teaching activities at HSU. Before each semester, learning materials such as course syllabi, lecture notes, quizzes, and assignments are uploaded by the respective academic staff.

**Table 12: Overview of the teaching methods**

PLO	Teaching and Learning methods							
	Lectures	Assignments	Presentations	Discussions	Seminars	Case studies	Project	Fieldwork
1	x	x	x	x				
2	x	x	x	x			x	
3	x	x	x	x			x	x
4	x	x	x	x			x	x
5			x	x		x	x	
6			x	x		x	x	x
7			x				x	x
8			x				x	x
9			x	x	x			
10		x	x				x	x
11		x	x				x	x
12	x				x		x	x

**Course Materials**

All course materials are selected by assigned lecturers to meet the course objectives. For each course, there are two common types of materials: required textbooks, references, and some websites and/ or software. The required textbooks and references are published by leading publishers, local and international such as McMillan, Cengage Learning, McGraw-Hill, Wiley, UEH, Vietnam Statistics, and Vietnam Social and Labours. They are all up to date, i.e., published after 2010. There are 110 books related to IB and LSCM programs at the library. These books are all available in hard copies in the university's library.

**Guest Lecturers**

FITL has a strong relationship with guest lecturers who are from well-reputable local and foreign institutions. Some of them are working for other universities or firms relating to logistics and international business. These lecturers have good practical experience.

**Table 13: List of guest lecturers of 2021-2022**

No	Guest lecturers	Institutions/Enterprises	In-charged course	No. of sessions
1	Ms. Sophia Hang	Customer Service Manager – Kintetsu world Express Vietnam	Logistics (FIATA)	1
2	Ms. Hailey Hoai	Assistant Key Account Manager – ITL Corporation	Logistics (FIATA)	1
3	Mr. Ly Quoc Thang	Senior Manager – Everest international logistics	Logistics International Transport and Insurance	1
4	Ms. Nguyen Thi Tuyet Nhung	Manager – Hoa Sen Group	Import-Export Management	1
5	Mr. Tran Tan Loc	Marketing Manager – STC Tan Cang	Forwarding and Customs Declaration	1

### Appraisal:

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

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, but also, for example, from culture and politics.

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

## 3.4 Internationality

### International contents and intercultural aspects

The IB and LSCM programs focus on the international integration of international content and intercultural aspects throughout the courses. One of the key objectives of the program is to equip graduates with working skills to perform tasks required in an international and intercultural environment.

First, the international contents are most reflected in **IB courses** such as International Business Management, Franchise, International Trade, International Transportation, International Investment, Import-Export Management, International Transportation and Insurance, and International Market Penetration; **in LSCM courses** such as Seaports Management and Operations, Sea Transport, Multimodal Transport, Distribution Management, Aviation Logistics, Procurement Management, Warehouse and Inventory Management. These courses are taught in English with the internationally adopted learning materials from reputable international publishers. In the LSCM program, students learn and have FIATA international certificate when they complete 9 required FIATA courses.

Second, the intercultural aspects are addressed such as Cross-cultural communications, Introduction to International Business, International Business Management, Import-export Management, Franchise, Logistics services, etc. Students can learn and discover some issues in the cross-cultural perspectives such as the differences in national cultures, the cultural taboos, customs and etiquettes, cross-cultural communications with low context and high cultural contexts via case studies and experiences of the academic staff who have intercultural experiences. Seminars and conferences held on campus also allow students to work with people from diverse cultures, and gain knowledge of the field from international experts.

Third, FITL organises exchange programs for students in IB and LSCM programs. For example, students in the LSCM program who have outstanding academic results and English competency are selected to attend the Supply Chain Finance course held by Windesheim University, Finland. This course creates cross-cultural competency for LSCM students by working and communicating with different students from diverse cultural backgrounds.

**Table 14: International conferences and seminars**

Date	Conference Details
10/12/2020	Trade, business, development toward sustainability in Viet Nam

**Table 15: Number of Inbound and Outbound students at HSU (2017-2020)**

Academic year	Number of Outbound students	Number of inbound students
2019-2020	3	16
2018-2019	8	29
2017-2018	8	23
2016-2017	4	21

Total	23	89
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In short, the international contents of IB and LSCM programs are reflected by the professional courses taught in English and the international materials from well-known publishers. Students have obtained the intercultural aspects via the cross-cultural content which provides the opportunities for students to learn and adapt to the cross-cultural perspectives. Exchange programs also enhance students' intercultural awareness.

### **Internationality of the student body**

FITL always tries to recruit foreign students, FITL also gives chances for students to go abroad to study under an exchange program.

FITL also cooperates with foreign universities to help students have good chances to learn international knowledge and intercultural experience. Although FITL is a newly established faculty, the programs and the faculty have always tried their best to promote the university and the programs to attract international students. The number of both inbound and outbound students has increased steadily over the years excluding the 2019-2020 when the Covid-19 pandemic has impacted tremendously the educational sector worldwide. However, the number of international students studying at FITL would increase after travel restrictions are lifted. FITL aims to attract international students, which is one of the strategic developments of the faculty. To meet this target, both IB and LSCM programs have continuously updated the learning materials and enhanced the collaboration with different international partners. The exchange students are also awarded a certificate after their learning at HSU.

### **Internationality of faculty**

As for the internationality of the academic staff, FITL has recruited and invited employees who have international experience in studying and working. Furthermore, FITL also encourages lecturers to study some professional courses such as FIATA, teaching and learning methods by international institutes. The below table describes the percentage of the international status of FITL's lecturers.

**Table 16: Status of internationality of the academic staff**

Lecturers	Place of graduation		Total	Percentage of graduation abroad (%)
	Local	Abroad		
Full time	47	28	75	37.3%
Guest	0	0	0	0

Approximately 37.3 % of academic staff at FITL graduated from overseas countries such as the United Kingdom, Belgium, Taiwan, and Australia. With the diverse learning backgrounds in intercultural environments, the academic staff could provide the students not only just the knowledge



but also international working experiences and attitudes which could help them be well-prepared for international employability.

### **Foreign language contents**

As regulated by MOET, students can choose German, English, Russian, Japanese, and Chinese. Students in both IB and LSCM programs normally choose English as a foreign language. While Vietnamese is the medium language of instruction, students are required to take two English courses, six advanced courses in English from 2021 backward, and from the cohort 2022 the number of advanced courses taught in English increase to 12 courses, which show the emerging improvements of the internationalization of IB and LSCM programs in teaching and learning.

In terms of the learning materials, although Vietnamese is the language of instruction, students are learnt with international textbooks, case studies, and lecture notes. Students are encouraged to research the reference materials in their reports within the course and their Graduation Paper.

### **Appraisal:**

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The panel notes that the target culture should be changed from time to time, as internationality goes far beyond language. For example, different regions, countries and continents should be addressed in the courses and examples in order to convey the content in a multi-perspective and international way.

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

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes.

		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)

At the program level, five PLOs are related to multidisciplinary competencies, they are PLO5, PLO6, PLO7, PLO8, PLO9. To align with the PLOs, in general courses are delivered such as: Intercultural communication, Critical thinking skills, and Study skills in college and university. In advanced knowledge, some courses are delivered such as International Investment Market, Negotiation and International Business Contract, Logistics Services, Forwarding and Customs Declarations, Warehouse and Inventory Management. Students are encouraged to participate and debate in class discussions. Presentation is often a requirement for group work, which plays a very important role in evaluating students' studies. Students are required to present their work in front of peers and then receive feedback afterward. Furthermore, students are also required to raise questions to the audience so that all the class members can join the topic and pay more attention to the presentation.

Additionally, students have developed communication skills and conflict handling skills during groupwork. Students are allocated group assignments randomly which creates the environment for students to work with new members. In the end group assignments students evaluate the performances of each member within the group via peer evaluation feedback. In that feedback, some criteria are used such as engagement, teamwork, negotiations, leadership skills.

#### Appraisal:

The students acquire soft skills in accordance with the module/course descriptions. This is supported by means of suitable didactical and methodological measures.

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

	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)

There are three main directions in the prospective careers of the IB and LSCM programs. First, graduates can work as instructors at colleges and vocational schools. Second, they can work as researchers, consultants, and specialists at international/logistics enterprises and/or businesses. Third, the graduates can do management roles; or the graduates can start up and operate their own business in logistics/international business services.

Employability is a key factor in the success of HSU. The IB and LSCM programs ensure employability through the incorporation of the different dimensions of this field into the curriculum that will supply the students with the essential knowledge and skills to take part in the global labour market in various areas, and in different capacities. The employability of alumni from the programs is based on the following key elements of the program.

First, Work Experience Internship and Graduation Internship takes place in seven weeks and 15 weeks, respectively. The Work Experience Internship required students to work in the actual business environment to get familiar with the professional operations of real enterprises. Students must be in their second year to enrol in this course. The Graduation Internship asked the students to work as full-time employees for 15 weeks in the relevant majors in IB and LSCM fields. Students complete the internship with the internship defense.

Second, the extra-curricular activities include career workshops (e.g., CV writing skills, interview skills), career fairs, webinars from industries, and the training modules.

Third, the program orientation is delivered via a set of activities including

- The combination of theory and practice (both curricular and extracurricular activities)
- The promotion of multidisciplinary competencies and skills,
- International and intercultural content,
- The promotion of self-dependent and systematic work, and
- Training in social skills
- Adaption to the flexibility of global business.
- Field trips

During the online conference, it became apparent that there is a high proportion of external teaching with intensive and extensive insights into practice.

In short, over the past four years, the employability rate of the IB is 84 %. LSCM students have not graduated yet, therefore, the employability rate for this program is currently unavailable.

## Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and through the promotion of multidisciplinary competencies and skills – runs as a common thread of the study programme through all its courses. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market. HSU regularly invites lecturers from industry and offers the students an environment in which the students can solve problems and handle projects with firms.

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements

The FITL has 61 full-time academic staff and 14 visiting academic staff from other faculties, universities, industries, and cooperative training centres (a total of 75 academic staff). FITL academic staff have received education from either top-tier worldwide HEIs or top-tier domestic HEIs. Most of the academic staff have working experience in international firms or holding executive positions in business corporations. The ratio of lecturers to students is one teaching staff holding a master's degree manages 24 students, and that of in a doctoral degree manages 50 students.

The responsibilities of academic staff within the FITL include, but are not limited to:

- Teaching the relevant courses to the majors.
- Academic research
- Academic advising
- Student recruitment
- Conducting seminars and workshops
- Supervising student projects
- Contribute to the Department's Operational Development
- Membership in committees upon nomination by the Program Director or the Dean
- Community involvement and University services
- Other tasks assigned by Dean and/or Program Directors

**Table 17: Total FITL academic staff in 2020-2021**

Title	Number of staff	Percentage
Associate professor	01	1.3%
Doctoral degree	16	21.3%
PhD candidate	05	6.7%
Master's degree	53	70.7%
Subtotal	75	100%

**Table 18: Breakdown of academic staff by programs and functions at FITL (2020-2021)**

Title	Number of staff		Percentage
	Full-time	Visiting	
<b><u>IB program</u></b>	37		100%
Associate professor	1	0	2.7%

Doctoral degree	4	4	21.6%
Master's degree	22	6	75.7%
Total	27	10	
<b><u>LSCM program</u></b>	38		100%
Associate professor	0	0	00%
Doctoral degree	8	0	21.1%
PhD candidate	5	0	13.2%
Master's degree	21	4	65.8%
Subtotal	34	4	

### **Academic qualification of faculty (Asterisk Criterion)**

All academic staff of IB and LSCM programs obtain the qualifications required by the MOET and HSU. The selection criteria include:

- Must hold at least a master's degree in the relevant field from a recognised university;
- At least two years of experience in teaching major;
- English proficiency in academic communications;
- Proficient in professional communication and presentation skills;
- Advanced computer literacy; and
- Strong social engagement
- Candidates with practical experience in relevant majors are encouraged to apply.

The visiting lecturers of the FITL are the experts coming from well-known international and/or local corporations as well as universities. The academic staff are assigned to teach courses that are the most connected to their current fields of research and/or experiences.

HSU sets professional development as a requirement for the faculty. Academic staff have to actively engage in a variety of professional workshops, meetings, and conferences, which could benefit them in their teaching and research capabilities. For example, a basic e-learning course is compulsory for all academic staff. They are required to complete and are awarded the e-learning certificate. This course helps the academic staff with the capabilities to teach and design the course online. Additionally, academic staff who are in-charge of the FIATA courses are required to complete the FIATA<sup>4</sup> Train the Trainer certified by the FIATA organisation.

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

HSU has its recruitment procedure, including applications screening, shortlisting, interviewing, and teaching demonstration. The recruitment council is established for the teaching demonstration,

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<sup>4</sup> FIATA is a nongovernmental membership-based organization representing freight forwarders and logistics providers in some 150 countries

including the Dean, the respective Program Director (PD), senior lecturers, and the representative of the HR Office. The prospective applicants are asked to prepare the lecture and demonstrate their teaching in a 15- 30-minute lecture in front of the recruitment council, followed by questions and answer section.

Besides general recruitment selection criteria, all lecturers who apply as full-time academic staff must demonstrate teaching experience as well as extensive practical involvement in their related fields and in accordance with the module(s) they teach. For the academic staff, from 2010, all academic lecturers are required to have a Certificate of Teaching for Higher Education.

At the end of each semester, students' feedback on the faculty's teaching is collected to help ensure the teaching quality of the program and to accelerate the devotion to the teaching of the faculty. Students evaluate the contents and teaching methods of the academic staff. The feedback of FITL's academic staff is categorised from A to E (from the highest to the lowest rate). In some specific circumstances, the faculty shall arrange teaching observations for academic staff who receive negative feedback from students.

**Table 19: Feedback result of FITL academic staff in the extra semester (2021-2022)**

Feedback Level	Percentage
A	80 %
B	19 %
C	1 %
D	0 %
E	0 %

### **Practical business experience of faculty**

Most of the academic staff have obtained professional practical experience by working in companies, multinational corporations and/or governmental organisations, which let them bring their integrated knowledge into classes. In addition, several core lecturers even have experiences in managing and consulting businesses in various fields such as E-commerce, management information systems, business English training, and taking part in national/governmental projects as specialist consultants. Besides teaching in class, every semester, full-time lecturers at FITL supervise students on field trips to provide them with real-world experiences, as well as supervising students during their internships at businesses. The academic staff who teach the FIATA course in the LSCM program and have strong working experience for enterprises; some of them are entrepreneurs in their majors.

### **Internal cooperation**

Cooperation among the FITL faculty members can be observed in regular academic activities throughout the year. They have worked together to discuss some academic issues, curriculum review, and optimise the programs based on the feedback from stakeholders. There are two

meetings every semester which provide an open discussion for the faculty members to present issues such as teaching methodologies, extra curriculum activities, corporates' engagement, and student advisory tasks in IB and LSCM programs.

Furthermore, academic staff also cooperates on research projects for the expansion of specialised knowledge and contribution to higher education in international business. Internal cooperation across faculty members is also exposed through organizing conferences, seminars, workshops, and student contests in college. Visiting academic staff are invited to important meetings and events, including school opening and closing ceremonies, updates on new regulations, policies as well as teaching improvements.

### **Student support by the faculty**

HSU has proved its reputation in academic quality and individual support. All students of IB and LSCM programs are effective and handily supported by the academic staff in

- Consultancy, Counselling
- Academic advising
- Learning plan management and approval

According to the academic advisor regulations, each advisor is rostered maximum of 40 teaching hours on student counseling and student's learning supports. Academic advisors will meet their advising students at least three times per semester. Students may come over to the faculty during office hours for inquiry, discussion, or guidance related to the course, or directly get help from individual lecturers via emails and/or online meetings.

On average, one regular teaching staff is assigned as an academic advisor to support about 50 to 110 students throughout the academic year. The duty is to provide students with the necessary guidance in their courses, study plan, registration plan, and extra-curricular activities, and help them handle study problems. The academic advisors are responsible for monitoring the academic progress of the students in charge and encouraging them to improve their GPA.

There are at least three official meetings between students and their academic advisors each semester so that the lecturers can receive students' feedback on the quality of teaching and learning services and record their suggestions on student support services or academic matters. Academic staff can also remind students about updates on the university regulations and timelines of their study progress on these occasions. The relationship between students and the faculty is ensured to be transparent and effective.

### **Appraisal:**

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. However, the panel **recommends** employing more professors to enhance students' motivation for research.

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

The faculty members have above-average business experience and use them in their teaching activities. Motivating teachers from industry bring their experience to the table and teach in a highly practical and application-oriented manner.

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

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

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

## 4.2 Programme management

### Programme Director

HSU has set certain requirements the Programme Directors must meet:



- Qualification: Master or Ph.D. (preferred) in a relevant major
- Other certificates: Certificate of Teaching for Higher Education
- Foreign languages: English/French/Japanese/Chinese

The IB and LSCM are led by the program director (PD) who is a faculty member appointed by the University. The PD performs the following tasks:

First, PDs are responsible at the program level, including:

- Build up and develop a major training program; propose development directions and measures to expand the assigned sector or program; Proactively regularly update scientific achievements in the foundation and development of training programs; innovate teaching methods and methods of testing and assessing learners' learning and training results.
- Lead and coordinate the development and update of detailed outlines of each subject/module belonging to the assigned program.
- Organizing and compiling textbooks and building reference materials suitable to the subject/module content in the training program.
- Organizing and compiling textbooks and building reference materials suitable to the subject/module content in the training program.
- Responsible for implementing accreditation at the program level according to the plan approved by the president.
- To be responsible for the content, quality, and teaching progress of the assigned subjects/modules in the program, as well as the general teaching plan of the university and the faculty.
- Ensure enough qualified lecturers to teach subjects in the training program.
- Implement learning activities associated with empirical practice at the module level.

Second, they manage their team, including:

- Assign lecturers to be a coordinator of project subjects, work experience internship, and graduation internship after getting approval from the dean.
- Propose plans for the development of the program team; Participate in training and fostering a team of lecturers and researchers.
- Actively arrange the implementation of tasks to ensure efficiency and timeline.
- Assign the academic advisors; monitor and evaluate the effectiveness of the work of the academic advisors.
- Has the right to refuse to do illegal or improper works actions which mismatch with the opinion of the direct manager or the principal.
- Request to be provided with suitable working facilities and working conditions to complete the task;
- Suggest the FITL Dean on the tasks in charge to improve or upgrade efficiency in works.
- Propose to the FITL Dean reward/discipline for academic advisors and personnel in charge.

Third, they lead the student in their major to

- Study to innovate teaching methods, organise examination and evaluation of the learning process and results of students according to the regulations of the university.
- Organise the assessment of management, training activities, scientific and technological activities of individuals, and the program according to the request of the dean.
- Responsible for implementing and coordinating the academic advising of the assigned major. Ensure 90 % of students do not drop out; 80 % of students register for the right course; 90 % of students graduate on schedule, no students complain about the duties of the lecturers as well as academic advisors.

### **Process organisation and administrative support for students and faculty**

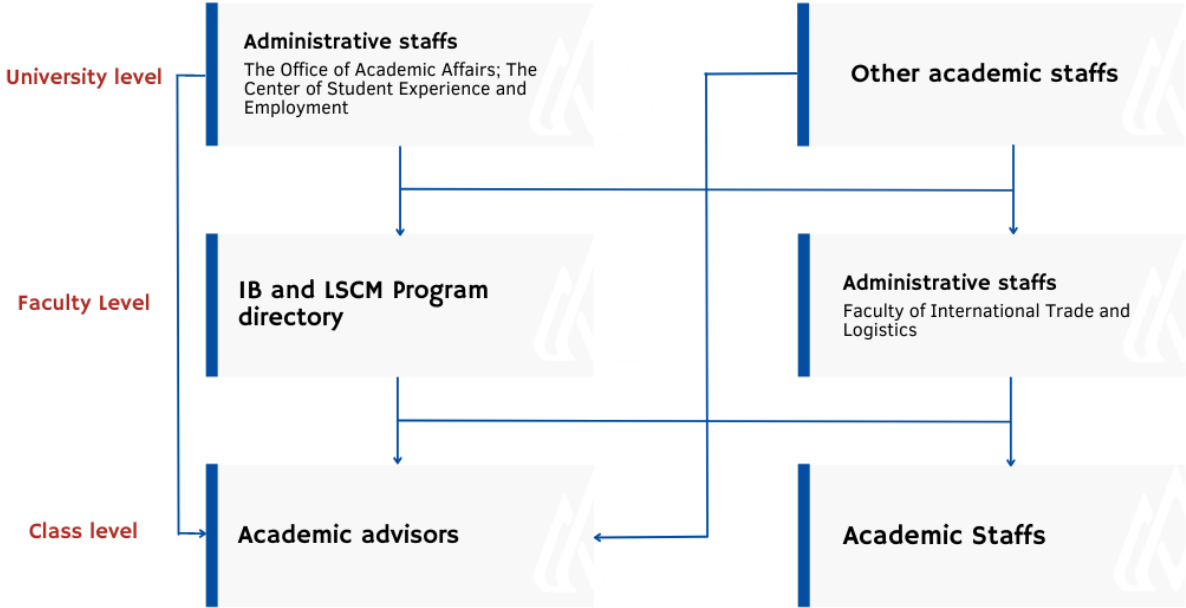
The faculty is structured with one Dean, one Vice Dean, and PDs in charge of each major. All lecturers report their work to their corresponding PD. The administrative staff also includes two administrative officers for assisting both academic staff and students' activities. As mentioned, a minimum of two formal meetings are carried out per semester to assess work performance, emphasise achievements, share experience, and discuss challenges in improving educational quality. Besides, additional meetings within the IB Program or LSCM Program are organised for every decision-making process. Academic staff can openly talk over the issues concerning their courses and activities.

Administrative support for students is provided with counseling services by both the teaching and administrative staff of the faculty, along with assistance from the Center of Student Experience and Employment.

In both IB and LSCM programs, when students have any academic requirements, they can meet the staff of the Office of Academic Affairs. The staff of the Center of Student Experience and Employment support students related to uniforms, health insurance cards, finding internships, or job placement upon graduation. For students with difficult circumstances, this center will support the process for applying for a Lotus scholarship for students with difficult circumstances and a Golden Lotus scholarship for outstanding students.

The supporting services are evaluated via Key Performance Indicators (KPIs) to continuously improve the quality. The result of KPIs will be considered for rewards and incentives. In addition, HSU also has some prizes to recognise the supporting staff called “the best employee of the year” organised at the year-end party.

**Figure 3: Administrative support offered to students and faculty members**



**Appraisal:**

The programme directors coordinate the activities of everyone involved in the programmes and ensures that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff seems to be available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling.

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

**4.3 Cooperation and partnerships**

**Cooperation with HEIs and other academic institutions or networks**

FITL corporates with numerous international HEIs, e.g., Ingwe Immigration (Canada), Universite de PAU et des Pays de l’Adour (France), University of Hawai’I at Mānoa (United States of America)

or Sapienza University of Rome (Italy). FITL is implementing the Erasmus+ project, which creates the opportunity for students at FITL to have the summer exchange program at Windesheim University in Finland.

### **Cooperation with business enterprises and other organisations**

With the focus on practice, FITL works very closely with industry, professional bodies, local authorities, organisations, and business organisations, both local and international.

**Table 20: Cooperation with other organisations**

No	Organisations	Countries	Main activities
1	VietVictory	Vietnam	Training and practicum
2	Tan Cang-STC	Vietnam	Training and practicum
3	FIATA	Switzerland	Training and practicum

The IB and LSCM programs have created an partnership network with middle and large-sized business enterprises in the Ho Chi Minh City area. Several agreements were signed in various fields, including foreign trade, transport, logistics, and supply chain management.

The objectives of building the cooperation with businesses are to provide students with more practical training opportunities, exchange case studies and learning lessons, and attract industrial companies by giving internships, co-hosting events, and co-branding. In return, businesses get a wide selection of potential, qualified candidates for recruitment. All these activities contribute to the development of the students' qualifications and skills, as well as preparing them for their careers.

### **Appraisal:**

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes 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 programmes. All such activities contribute to the development of the students' qualification and skills.

Cooperation with business enterprises and other organisations is actively promoted, especially by means of regular internships and good networking. Such cooperation has a formative impact on the contents of the programmes and on the profile of the graduates. By means of specific measures (e.g., cooperation through internships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

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

## 4.4 Facilities and equipment

### **Quantity, quality, media and IT equipment of teaching and group rooms**

The University has 1,401 computers, excluding laptops provided for leading faculties and academic staff. To satisfy the needs of administration and education, each computer is equipped with specialised software. Furthermore, each faculty is equipped with specialised software for teaching.

Regarding IT supporting services, the Office of Information Technology always supports academic staff and employees in any issues related to IT. All the IT facilities are regularly maintained and enhanced to meet the University's needs. PeopleSoft with wireless networks with 200 APs (Access Points) is installed on all campuses, allowing 17,000 users to connect at the same time. To ensure the Internet's stability, the bandwidth was boosted from 490 Mbps in 2014-2015 to two Gbps in the 2019-2020 academic year. In 2011, the University invested in developing a PeopleSoft system for integrating management, which allows a single sign-in to access all HSU's Information systems and sites, from E-learning to the library for lecturers and staff and for HSU students.

The University created an e-learning system called Mlearning.hoasen.edu.vn in 2019, and the website was launched in 2020. It supports all the academic staff and students during the University shutdown time due to the pandemic, the development of this online teaching platform is regarded as a great achievement for the entire University. The Office of Information Technology has been working to resolve all issues that have arisen, ensuring a smooth operation for both students and employees. They have created Mlearning handbook for learning and teaching, which may be used by both students and lecturers in any programs.

Both IB and LSCM programs use PeopleSoft for student attendance check, score input, timetable check, and course enrolment. Furthermore, FITL has a Customs Declaration Lab at the Cao Thang campus for practicing online customs declaration using ECUS software.

Hoa Sen University has one main campus and four campuses, all located in the center of Ho Chi Minh City, Vietnam.

- Nguyen Van Trang Main Campus
- Quang Trung 1 Campus
- Quang Trung 2 Campus
- Cao Thang Campus
- Thanh Thai Campus

**Table 21: Functional Rooms**

No	Room type	Quantity	Equipment
1	Classroom	234	Projectors, glass boards, microphones, amplifiers, recorders, cassettes, tables, chairs, power sockets, etc
2	Computer Lab	25	Tables, chairs, air conditioners, computers, cameras, glass boards, etc
3	iMac Computer Lab	3	Tables, chairs, air-conditions, iMac computers, cameras, glass boards, etc
4	Laboratory: - Environmental Lab - Chemistry and Biology Lab	2	
5	Laboratory: restaurant, hotel, graphic design lab, fashion design lab, etc	25	Computers, projectors, air-conditioners, cameras, glass boards, tables, chairs, etc
6	Interior design Lab	2	Cutting machines, saws, compressors, drills, scanners, tables, chairs, cabinets, etc
7	Multimedia classroom	2	Cameras, lights, speakers, microphones, etc
8	Multi-purpose gymnasium: gym, martial arts room, table tennis room	3	Table tennis tables, stopwatches, muscle gauges, rackets, etc
9	Auditorium	2	Projectors, screens, boards, microphones, amplifiers, recorders, cassettes, tables, chairs, etc
10	Library	3	Computers, desks, chairs, air conditioners, bookshelves, etc
11	Other functional rooms: offices, meeting rooms, medical rooms, basement, pantries, WC, etc	92	Air conditioners, tables, chairs, cabinets, shelves, printers, scanners, IP phones, etc

Total computers for usage: 1.055 computers. These computers are not only equipped in computer labs but also available in classrooms, student rooms, libraries and laptops for lecturers and staff.

#### The following measures are taken for people with disabilities

- Campuses' building fronts have no staircases for wheelchairs to easily get in.
- Toilets for the disabled on every floor of the buildings.
- The elevators travel to all floors. They also have the Braille code for people with vision impairment and handrails for wheelchair users.

- The security staff members on every campus are enthusiastic to provide help and support for the disabled.

**Access to literature**

HSU has two libraries; one is located on the 8<sup>th</sup> floor of Nguyen Van Trang campus and the other locates on Quang Trung 2 campus. The HSU libraries are equipped with a lot of facilities to provide a comfortable place for students and lecturers to access the library book resource.

The HSU library also has a website students to communicate with the librarians.

The library has 75,000 books (about 26,000 book titles); 4,000 soft copies, over 50 selected online databases, and 25 local and international journals of diverse majors and learning fields such as Management, Accounting, Finance, Marketing, International Business, and Logistics.

There are two types of literature that students can access:

- Offline literature: this kind of material includes learning materials that lecturers bring to classes, and textbooks that students may decide to buy or borrow at libraries.
- Online literature: the university offers a wide range of materials with basic and advanced knowledge. The university also has an e-learning system where 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

The library also shares the database with international publishers such as Springer, ProQuest, IEEE Xplore Digital Database.

**Table 22: Summary of books used in IB and LSCM programs by publishers**

Program	Vietnamese Publisher	International Publisher
General	20	25
IB	9	24
LSCM	6	26
Total	35	75

Apart from the university’s library, students have access to the online library. Students can get journal articles, research reports, and other materials for their assignments and these from national as well as international databases such as Vietnam Science and Technology Database, IEEE Xplore Digital Database, ProQuest, and Springer.

HSU Library also provides students, academics, and staff with access to more than 62 online databases whose details are presented in the table below.

**Table 23: Access to Database via HSU’s Library Website**

	Database	Link on the library website
Institutional login required	<ul style="list-style-type: none"> <li>• World Dissertations Library,</li> <li>• ProQuest Central,</li> <li>• Springer Link,</li> <li>• IEEE Explore Digital Library,</li> <li>• Database of Vietnamese Research Projects,</li> <li>• Sachweb.vn</li> </ul>	( <a href="https://www.hoasen.edu.vn/thuvien/tai-nguyen/co-so-du-lieu-truc-tuyen/co-so-du-lieu-thuong-mai/">https://www.hoasen.edu.vn/thuvien/tai-nguyen/co-so-du-lieu-truc-tuyen/co-so-du-lieu-thuong-mai/</a> ).
Open access	<ul style="list-style-type: none"> <li>• ArXiv - <a href="https://arxiv.org/">https://arxiv.org/</a></li> <li>• ERIC - <a href="https://eric.ed.gov/">https://eric.ed.gov/</a></li> <li>• The Social Science Research Network (SSRN) - <a href="https://www.ssrn.com/index.cfm/en/">https://www.ssrn.com/index.cfm/en/</a></li> <li>• Sciendo - <a href="https://sciendo.com">sciendo.com</a></li> <li>• OpenLearn by the Open University - <a href="https://www.open.edu/openlearn/free-courses/full-catalogue">https://www.open.edu/openlearn/free-courses/full-catalogue</a></li> <li>• Open Book Publishers - <a href="https://www.openbookpublishers.com/">https://www.openbookpublishers.com/</a></li> <li>• and more ...</li> </ul>	For full list of open access database, click here: <a href="https://www.hoasen.edu.vn/thuvien/tai-nguyen/co-so-du-lieu-truc-tuyen/">https://www.hoasen.edu.vn/thuvien/tai-nguyen/co-so-du-lieu-truc-tuyen/</a>

ELS students can find and download a wide variety of journal articles, book chapters, reports for their assignments and research projects. The instructions on how to log in and conduct a search are explicitly demonstrated by a video or annotated illustrations.

### Appraisal:

Since an online conference was conducted, the panel was not able to visit the University on-site. Therefore, the panel was provided with a video and descriptions of the University's premises and facilities and based their assessment on this evidence. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes. Access to the internet through laptops via wireless LAN is provided free of charge. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library and also kept up to date. The panel recommends to expand access to international scientific databases like EBSCO and ScienceDirect.



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

## 4.5 Additional services

### Career counselling and placement service

HSU has a Center of Student Experience and Employment located on the main campus. The main responsibility of this center is to assist students during their time at HSU; consult the students on their career prospective, and connect students with enterprises and organisations.

The center offers a range of services, including the following: coordination of visits of employers to campus; aptitude and vocational testing; personal counseling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment; establishment of a permanent reference folder; career resource materials. The Center has a good relationship with a lot of international business and Logistics companies to help HSU students find internship companies. Every year, the university organises at least one Career Day for students, with the help of many different companies, incorporated this activity; the university has conducted discussions with the employers on the study program curriculum and the training results of graduates.

### Alumni activities

HSU Alumni association is the main communication channel with the graduates at HSU. The alumni association was established in 2017. It comprises of graduates off all levels and faculties. It has been established to facilitate connections between alumni and universities. It also helps collect feedback from the graduates and provides a forum to form new friendships and business relations among graduates.

The academic staff at FITL have been in touch with the alumni network for a long time. Alumni play a significant role in career counselling. Successful graduates are always great sources of motivation for current students. Alumni are invited regularly to the faculty's events to share tips and experience at the working place as well as information about job opportunities or even offer their peer employment.

### Appraisal:

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

An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1			X		
4.5.2			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

HSU is a self-funded HEI. The tuition fee for intake 2022 in IB and LSCM programs is 85,000,000 VND (equivalent to 3,700 USD) annually. The tuition fee is calculated and announced in the first academic year. The ratio of expense per revenue of IB and LSCM programs is 50 % and remained unchanged in recent years. The expenditure for the programs includes staff salary, training and supporting aids, stationary, research, funds for the upgrade, expansion of the facilities, the purchase of computers, software, and equipment for classroom, scholarships.

The tuition fee contributes a large share of the total amount of revenues from the educational services. Before the financial year, which is from the July of the current year to June of next year, the annual budget of IB and LSCM programs is constructed based on the KPIs, the action plans of the university and faculty. The Office of Finance and Accounting closely work with the faculty to modify, adjust, and approve the final budget based on the university budget, the total number of students, and the comparison between faculties within the university. That way of management and the sound financial conditions of HSU ensure the programs are stable, sustainable, and sufficient funding.

### Appraisal:

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

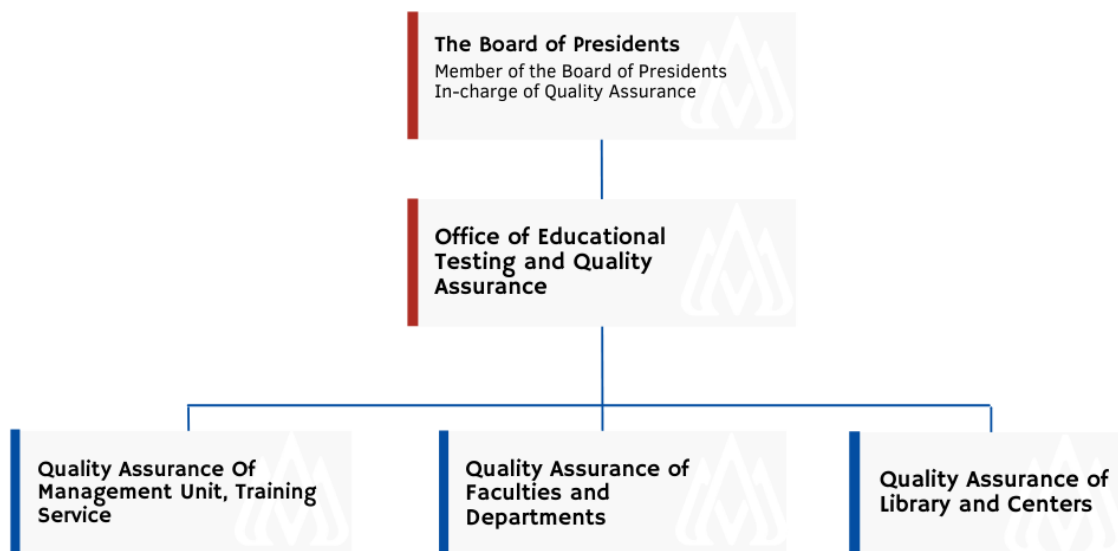
	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*			X		

## 5. Quality assurance and documentation

### Quality assurance and quality development with respect to contents, processes and outcomes

HSU develops a quality assurance framework at an institution, faculties levels, and program levels. The Office of Educational Testing and Quality Assurance (P.KT-ĐBCL) has been established at HSU to collaborate with PDs and is in-charge of quality within faculties, offices, and centers to improve HSU's internal quality assurance system. The P.KT-ĐBCL's primary responsibility is to (1) develop and implement quality assurance systems and procedures for HSU activities; (2) monitor the implementation of quality assurance procedures and processes institution-wide; (3) provide information and analysis for decision-making at the institution and division level; and (4) advise the institution on quality proposals, policies, and strategic plans. The chart below depicts the HSU quality assurance system.

Figure 4: HSU quality assurance system



The PDs of IB and LSCM programs generally oversee all the IB and LSCM academic activities to ensure that both programs achieve their goals. At the program level, contents, procedures, and outcomes of both programs are assured in various ways: (1) complying with University's and faculty's strategies, mission, vision, and core value; (2) based on the relevant stakeholders; (3) the teaching methodologies for all academic staff annually. The IB and LSCM programs always engage all teaching and administrative staff in contributing to the ongoing development of quality by fostering a positive, self-critical organisational culture and a supportive environment.

First, the academic quality assurance procedures are carried out at IB and LSCM program levels. This includes two major processes: (1) developing new curricula and reviewing existing programs (see figures 10 and 11), and (2) gathering data from stakeholders for improvement. The PDs ensure that the academic integrity of the programs is maintained while also improving their quality. The PDs organise a wide range of activities related to courses and program developments, including planning new curricula, modifying the courses, reviewing programs every two years to ensure the curriculum of the programs and/or courses remain stable, and effective based on the survey from

the stakeholders. These activities must comply with the MOET requirements and the procedures for P.KT-ĐBCL.

Second, academic staff are required to deliver the courses based on the course outline. In case there are more than two academic staff for the same course, PDs assign a course coordinator who is responsible for maintaining consistency in the exam preparation process, the core contents, and the due date for all submissions.

Third, the faculty's secretary is responsible for collecting the documents related to the assessments. Academic staff are required to submit the score sheet, students' exam papers, and exam paper submission confirmation sheet. The faculty's secretary checks these documents before they submit them to the Office of Academic Affairs.

Fourth, both IB and LSCM programs regularly conduct surveys from the stakeholders to develop and/or review the curriculum. The stakeholders are the current students, alumni, academic staff, supporting staff, and employers. The table below shows the procedure of collecting surveys from stakeholders.

**Table 24: The procedures of collecting surveys at HSU**

Stakeholder's feedback	Survey content	Collecting methods	In-charged unit	Frequency
Students	Teaching activities. Curricula and Materials	Survey questionnaire	FITL	Twice per year
	Facilities for teaching and learning	Survey questionnaire	P.KT-ĐBCL	Once per year
Academic and supporting staff	Training programs; Human resources development policies	Staff's comments; Survey questionnaire; Faculty meeting;	FITL	Once per year
Alumni	Facilities for teaching	Survey questionnaire	P.KT-ĐBCL	Once per year
	Skills and knowledge learnt	Interview	FITL	Every two years
	Curriculum; Staff's quality	Survey questionnaire; Interview	FITL	In March every year

Corporate Partners (Employers)	Knowledge, skills; Employer's satisfaction	Survey questionnaire	Center of Student Experience and Employment	Once per year
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The results are kept confidential and sent directly to relevant faculties. P.KT-ĐBCL uses the survey results from stakeholders to recommend and consult with the university administrations to improve the general quality in teaching and learning. The faculty management team uses qualitative survey results as a basis to adjust the policies and develop solutions to improve the operations of each program. FITL, PDs of both programs use survey results from stakeholders as a basis to improve the curriculum. Survey results are used in quality assurance and self-assessment activities. Academic staff are responsible for the implementation and improvement plans with correspondent PDs.

In short, the quality assurance and development for IB and LSCM programs in learning and teaching have strictly followed the procedures and regulations of the P.KT-ĐBCL and FITL. The development and/or revision of IB and LSCM curriculums are referenced by the relevant stakeholders via surveys. All the surveys are kept confidential and used for the program's improvements and developments only.

### **Evaluation by students**

To collect feedback from students, P.KT-ĐBCL conducts student surveys. The surveys are mainly collected via the course survey by the end of the course. Specifically, the primary purposes of the survey are:

- Create an opportunity for the student to express their opinion and feedback on the teaching and learning quality.
- Enhance the teaching responsibility of academic staff; This feedback is also considered the basic requirement for reviewing and updating programs of IB and LSCM every two years.
- Be a feedback source for the lecturers to adjust their teaching methods.
- Be an information source for the managers to evaluate the lecturers' capacity.

The questionnaire for the course survey asks students to give feedback on the course contents and the teaching staff's attributes. Each lecturer receives his/her performance for the in-charged courses. The Dean, PDs of each program receive the report of all the academic staff to supervise the teaching quality. In critical cases, the dean will arrange a meeting with PDs, and then the PDs will have a constructive meeting with the academic staff having quite unfavourable evaluation and issues raised by students, suggests certain modifications and improvements in teaching and learning for a better level of student satisfaction.

Besides that, students can provide their feedback and/ or comments in terms of the course contents, teaching and learning experiences, students' services, and other relevant activities during their learning at FITL with their academic advisors via phone, email, and social media.

The questionnaire at graduation seeks students' feedback on the whole program as well as the support service. The IB and LSCM programs at HSU have positive results on overall satisfaction. The table below presents the highest and lowest rate that students consider among each criterion. Students' feedback on the curriculum will be taken into consideration in the yearly meeting of the FITL academic board, and academic staff and measures have been taken to improve the criteria being rated under 70 %. Students' feedback on the curriculum will also be taken into consideration in the meetings for reviewing the programs.

**Table 25: The survey results of new graduates**

No.	Year of graduation	Clusters of criteria	Criteria with the highest %	Criteria with the lowest %
1	2019	Program	84.6	82.5
		Teaching methods	85.9	83.33
		Service quality	73.4	67.8
		Overall satisfaction towards the program	83.3	
2	2020	Program	85.4	83.4
		Teaching methods	86.6	84.3
		Service quality	77.2	71.4
		Overall satisfaction towards the program	84.9	
3	2021	Program	85.9	84.1
		Teaching methods	87	84.9
		Service quality	74	67.6
		Overall satisfaction towards program	85.8	

### **Evaluation by faculty**

The academic staff of FITL yearly conducts a meeting and some informal gatherings to discuss its IB and LSCM programs and structure in general and the contents, its appropriateness, suitability, and applicability. At these meetings, PDs discuss the comments and suggestions about the inclusion or removal of some sections of the course as well as the considerations that arise from students' feedback. Academic staff are invited to express their opinion on whether such a section is retained or removed from the programs. Such meetings ensure transparency and collegiality for the betterment of quality in general, benefits for students, teaching, and learning within FITL.

In addition, every year, the faculty members give feedback on the quality of service they are teaching.

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

Understanding that alumni reflect the program's success, FITL seeks their feedback for improving the quality of teaching and learning. FITL, which has maintained and flourished the relationship with the stakeholders over the years, has obtained the feedback regarding the program objectives, performance of the in-charged academic staff, facilities, and necessary skills to meet their employability to see if the goals of the program can meet the requirements at their workplace and their expectations. Every year the evaluations from alumni, employers, and third parties are collected.

The feedback from graduates were collected through questionnaires and interviews to provide us with the impact of the programs on the graduates with information such as employment status of our graduates, level of application of the knowledge to the skills acquired in the program. Besides the current students, new graduates, and alumni also have their opinions taken in serving the development of the training program.

The Center of Student Experience and Employment conducts the survey with corporate partners, government agencies, and others for their employee's (alumni) performance. This source of information is critical and useful for IB and LSCM programs to make the necessary attempts in innovating the existing curriculum, structure, contents, modes of teaching and learning, testing, and assessment as well as other student learning support.

In short, both HSU and FITL periodically survey relevant stakeholders to get information in terms of the suitability of the programs in the actual business contexts and the satisfaction of the employers with the graduates. These activities are critical to tailoring the programs to match society's needs.

### **Programme description**

The IB and LSCM programs are available online at <https://www.hoasen.edu.vn/lgtmgt/> and in printed form to prospective students. The IB and LSCM curriculum are also available at the admission website <https://www.hoasen.edu.vn/tuyensinh/dao-tao/nganh-kinh-doanh-quoc-te/> for IB programs and <https://www.hoasen.edu.vn/tuyensinh/dao-tao/nganh-logistic-va-quan-ly-chuoi-cung-ung/> for the LSCM program.

Besides, the brochure and leaflets are available at the Office of Admissions and FITL for personal information. In addition, once students have been admitted to the program, students will receive an information pack in which necessary information about the FITL and IB and LSCM programs, contact officers, and other main guidance for successful achievement of the course. Office of Information and Technology will add the information, including curriculum, academic honesty and integrity acknowledgment, and library system to the student's account. Students can log in to access this information via the website and Hoa Sen app.

Further, at the beginning of each course, an initial session will be used to inform students with a brief description of the course, credit hours, aims and objectives, schedules, textbooks and further

reading, mode of teaching and learning, assessments, and guides to learning of the course. The exam time and rules and/or final assignment are also available so that students can be made aware of it ahead of time and comply with it accordingly. How to submit the paper online can also be found on the course syllabus.

### **Information on activities during the academic year**

General information about the IB and LSCM programs, the curriculum and the academic calendar is provided on the student information management system website.

All students have access to the system by their personal account. The system provides students with full details of their academic requirements, academic results and progression, their cumulative credit hours, attendance statistics, and a complete academic plan.

The academic affairs regulations including exam time and rules, final assignments and other students' support services are also available online and via Hoa Sen app so that students can be made aware of it and comply accordingly. The submission methods and the key critical dates for graduation internship and Graduation Paper defense also can be found on FITL website. Information related to scholarships, seminars, career opportunities can also be found on the faculty and FITL website.

The system facilitates students' automatic selection of courses to study, enrol and/ or drop the courses, manage, check the study plan, and provide examination information, grades, and cumulative GPA. Besides HSU students Information system, Mlearning website (learning platform) also provides information on student support services such as academic counseling, department-specific academic counseling, faculty member office hours, and various sorts of online communications between academic staff and students. Students receive course syllabus at the start of the semester, which is then uploaded to Mlearning. The regulations for studying and exams can also be found in Mlearning. The activities that take place during the school year are documented regularly.

The academic staff who are academic advisors also provide counseling services for students. Each academic staff oversees a group of students. The academic advisor helps students to arrange their study plans and solve academic problems for students. HSU also provides some email addresses for students to contact for each specific academic problem.

### **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, 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.



In the discussions with the students and alumni, it was confirmed that regular evaluations take place to improve the study programmes.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure and provide input for the quality development process.

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

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated 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., course plan and exam regulations). However, some information on the website is not in English. The panel **recommends** to further develop the website and providing all the information in English to attract international students (5.3.1 Programme description).

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: Hoa Sen University, Vietnam

## Bachelor / Master programme:

1. Bachelor of Arts in International Business
2. Bachelor of Arts in Logistics and Supply Chain Management

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			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		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			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					

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

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