

# Decision of the FIBAA Accreditation and Certification Committee



11<sup>th</sup> Meeting on September 20, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/062 Cluster 1
<b>Higher Education Institution:</b>	University of Economics Ho-Chi-Minh City
<b>Location:</b>	Ho-Chi-Minh City, Vietnam
<b>Study programme:</b>	<ol style="list-style-type: none"><li>1. The Vietnam-Netherlands Programme – Master of Science in Applied Economics (M.Sc.)</li><li>2. Master of Business Administration (MBA)</li><li>3. Bachelor of Arts in Business Administration (B.A.)</li><li>4. Bachelor of Arts in International Business (B.A.)</li></ol>
<b>Type of accreditation:</b>	re-accreditation

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

### **The Vietnam-Netherlands Programme – Master of Science in Applied Economics (M.Sc.), Bachelor of Arts in International Business (B.A.)**

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes The Vietnam-Netherlands Programme – Master of Science in Applied Economics (M.Sc.) and Bachelor of Arts in International Business (B.A.) are re-accredited with one condition.

- **Condition** (see chapter 3.2): The University issues a diploma supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015).

### **Bachelor of Arts in Business Administration (B.A.)**

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme Bachelor of Arts in Business Administration (B.A.) is re-accredited with two conditions.

- **Condition 1** (see chapter 3.2): The University issues a diploma supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015).
- **Condition 2** (see chapter 3.2): The University ensures an equal distribution of workload and credits in the documentation of the study programme.

### **Master of Business Administration (MBA)**

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

- **Condition 1** (see chapter 3.2): The University issues a diploma supplement that meets the European Higher Education Area principles (ECTS User's Guide 2015).
- **Condition 2** (see chapter 2): The University requires two years of professional experience for admission to the study programme (in line with the EQUAL MBA Guidelines).

Proof of meeting these conditions is to be supplied by June 19, 2024.

Period of Accreditation: September 14, 2022 until September 13, 2029.

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

University of Economics Ho-Chi-Minh-City, Vietnam

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**Bachelor/Master programme:**

1. The Vietnam-Netherlands Programme (VNP)
  - Master of Science in Applied Economics
2. Master of Business Administration
3. Bachelor of Arts in Business Administration
4. Bachelor of Arts in International Business

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**Degree awarding institution:**

University of Economics, Ho-Chi-Minh-City, Vietnam  
For VNP additionally (optional): Erasmus University  
Rotterdam, Netherlands

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**Qualification awarded on completion:**

1. The Vietnam-Netherlands Programme
  - Master of Science in Applied Economics (M.Sc.)
2. Master of Business Administration (MBA)
3. Bachelor of Arts in Business Administration (B.A.)
4. Bachelor of Arts in International Business (B.A.)

# General information on the study programme

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

The **Vietnam-Netherlands Programme – Master of Science in Applied Economics (VNP)** is a research-oriented two-year study programme. VNP graduates are expected to be able to perform, individually or as a team, economic research that addresses empirical issues facing the society.

The **Master of Business Administration (MBUS)** is a full two-year MBA programme which aims to equip students with a comprehensive training programme that will assist them in becoming leaders in the global labour market. The programme provides integrated knowledge of industry-based problem-solving in organisations in terms of operation and management, technology and innovation, human resources, marketing, accounting and finance functions.

The **Bachelor of Arts in Business Administration (BBUS)** is a 3.5-year programme which aims to build both technical and behavioural characteristics by providing knowledge in economics and business and specialised knowledge in the five majors International Business, Management, Marketing, Accounting and Finance, including foundation subjects in business and quantitative techniques.

The **Bachelor of Arts in International Business (IB)** is a 3.5-year programme which aims to equip students with the knowledge of strategy building, decision making, problem-solving and information technology management to meet the special requirements of international business leaders. Besides, students are trained with a high sense of responsibility and ethics to the organisation and society.

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## **Type of study programme:**

VNP: Master programme

MBUS: Master programme

BBUS: Bachelor programme

IB: Bachelor programme

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

VNP: 2 years, 60 CP/ 108 ECTS

MBUS: 2 years, 60 CP/ 108 ECTS

BBUS: 3.5 years, 124 CP/ 223 ECTS

IB: 3.5 years, 120 CP/ 216 ECTS

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## **Mode of study:**

VNP: part-time

MBUS: full-time

BBUS: full-time

IB: full-time

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## **Didactic approach:**

For all programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

VNP: optional (with International Institute of Social Studies (ISS) of Erasmus University Rotterdam, Netherlands)

MBUS: no

BBUS: no

IB: optional (with University of Applied Sciences and Arts Northwestern Switzerland)

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

VNP: 50 students per year

MBUS: 100 students per year, 30-35 students per class (2-3 classes)

BBUS: 250 students per year, 30-35 students per class (7-8 classes)

IB: 500 students per year, 30-35 students per class (13-14 classes)

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**Programme cycle starts in:**

VNP: November

MBUS: September

BBUS: September

IB: September

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**Initial start of the programme:**

VNP: 1994

MBUS: 2011

BBUS: 2010

IB: 2001

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**Type of accreditation:**

For all programmes: re-accreditation

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**For next re-accreditation: last accreditation period:**

September 15, 2017 until September 14, 2022 (provisionally extended until September 30, 2023)

# Procedure

A contract for the re-accreditation of the Vietnam-Netherlands Programme – Master of Science in Applied Economics (M.Sc.), Master of Arts in Business Administration (MBA), Bachelor of Arts in Business Administration (B.A.) and Bachelor of Arts in International Business (B.A.) was made between FIBAA and University of Economics on May 13, 2022. On January 17, 2023, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

**Riitta Ahlholm, MBA**

Fountain Park Oy, Finland

Vice Chairman of the Board, Partner

(Management, Leadership, Entrepreneurship, Change Management, Digitalization of business processes e.g. strategy, new leader onboarding, change and sustainability)

**Prof. Dr. Susanne Boehlich**

IU International University, University of Applied Sciences, Germany

Professor of International Management

(General Business Administration, International Management, Human Resource Management, Economics, International Organizational Behaviour, Intercultural Communication, Corporate Governance, Future of Work)

**Dr. Hung Duong**

HCMC University of Technology, Vietnam

School of Industrial Management Senior lecturer in finance

(Investments, Corporate Finance, Management Accounting)

**Noemie Jeanne Scherrer**

Vrije Universiteit Amsterdam, Netherlands

Student Philosophy, Politics and Economics (B.Sc.)

**Prof. Dr. Uwe Walz**

Goethe University Frankfurt, Germany

Professor of Economics

(Contract Theory, Venture Capital, Risk Capital Economics, New Capital Markets, Corporate Finance, Financial Economics, Industrial Organization, Economics of Network Industries)

FIBAA project manager:

Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on June 6 and 7, 2023 at the HEI's premises in Ho-Chi-Minh-City (Vietnam). At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

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

The assessment report based on this was delivered to the HEI for comment on August 24, 2023. The statement on the report was given up on August 28, 2023. It has been taken into account in the report at hand.

# Summary

## For Bachelor programmes

The Bachelor of Arts in Business Administration (B.A.) and the Bachelor of Arts in International Business (B.A.) offered by University of Economics Ho-Chi-Minh-City fulfils with few exceptions the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 14, 2022 and finishing on September 13, 2029 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.

## For Master programmes

The Vietnam-Netherlands Programme – Master of Science in Applied Economics (M.Sc.) and the Master of Business Administration (MBA) offered by University of Economics Ho-Chi-Minh-City fulfils with few exceptions the FIBAA quality requirements for master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for seven years starting on September 14, 2022 and finishing on September 13, 2029 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 with the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines for the Master of Business Administration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>: study and exam regulation (for all programmes), for the Bachelor of Business Administration additionally the modular structure of the study programme, for the Master of Business Administration additionally the professional experience at the time of admission. They recommend the accreditation on condition of meeting the following requirements:

### For all programmes:

- **Condition 1** (see chapter 3.2): The University issues a diploma supplement that meets the European Higher Education Area principles.

For the **Bachelor of Business Administration** additionally:

- **Condition 2** (see chapter 3.2): The University ensures an equal distribution of workload and credits in the documentation of the study programme.

For the **Master of Business Administration** additionally:

- **Condition 3** (see chapter 2): The University requires two years of professional experience for admission to the study programme.

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



Proof of meeting these conditions is to be submitted by June 19, 2024.

Furthermore, the quality requirement that has not been fulfilled –

- Internationality of the student body (see chapter 3.4),

– is not an asterisk criterion and therefore does not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the next re-accreditation.

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

- aligning the examination forms of the courses more closely with the learning outcomes of the courses (see chapter 3.1),
- reviewing whether recognition of study periods at other HEIs can be extended to foreign countries and other HEIs in order to promote international orientation (see chapter 3.2),
- reviewing the durations of lecturing sessions and implement a control mechanism for this issue (see chapter 3.2),
- considering in the medium-term to reduce the average teaching requirements for full-time lecturers (see chapter 4.1),
- increasing cooperation of lecturers among the different schools (see chapter 4.1).

And for the **Bachelor of Business Administration** and **Bachelor of International Business** additionally:

- including more electives (e.g., by cooperation with other faculties) into the study programme.

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:

- Counselling for prospective students (see chapter 2.),
- Guest lecturers (see chapter 3.3),
- Skills for employment (see chapter 3.6),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4).

And for the **Vietnam-Netherlands Programme** additionally:

- Objectives of the study programme (see chapter 1.1),
- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3),
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3).

There is also one criterion in which the **Vietnam-Netherland Programme** is exceptional:

- Methods and scientific practice (see chapter 3.1).

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

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# Information

## Information on the Institution

The University of Economics Ho Chi Minh City (UEH) was officially established on October 27th, 1976, as the first University of economics and management in Southern Vietnam, tasked with the duties to train researchers, managers, and teaching staff in the field of economics<sup>3</sup>. Its vision is to become a multidisciplinary University with reputable academic influence within Asia and sustainable development. UEH was among four public universities to be granted autonomy by the Vietnamese government in 2014.

Overall, UEH contains three colleges (UEH College of Business, UEH College of Economics, Law and Government and UEH College of Technology and Design) that includes 19 Schools and Institutes, as well as five international training units with a total of 38,000 students on different levels and education formats. UEH offers Bachelor, Master and Doctoral programmes in business, economics, law, government, technology and design.

UEH offers three forms of their Bachelor programmes, namely the standard programmes, the advanced programmes in Vietnamese and the high-quality programmes in English. In the standard form, all courses are given in Vietnamese. In the advanced programmes, 20 % of the courses in the common basic disciplinary modules (major) and special course modules (minor) are given in English. In the English high-quality form, all courses are given in English, except for eleven credits related to Marxist theory.

The Bachelor of Business Administration and Master of Business Administration belong to the International School of Business (ISB), which is an international training unit within the structure of UEH. It was established in 2010 as an institution belonging to UEH. ISB offers English-taught undergraduate and postgraduate programmes in an international and professional environment.

The School of International Business and Marketing (SIBM) was established in 1976, formerly known as the Faculty of Commerce and Materials. The offered Bachelor programmes include: (1) International Business, (2) Foreign Trade, (3) Commercial Business, (4) Marketing and (5) Logistics and Supply Chain Management. Furthermore, the SIBM offers Master's degrees with two majors: Master of International Business and Master of Commercial Business, as well as Doctoral training in Commercial Business.

The Vietnam-Netherlands Programme (VNP) is a joint study programme in collaboration between the University of Economics Ho Chi Minh City and the International Institute of Social Studies (ISS) of Erasmus University Rotterdam. It is an international training unit within the structure of UEH. It was started in 1994 with the financial support from the Dutch Government. Until 2002, the main funding for the VNP came from the Dutch development cooperation (SAIL project). When the SAIL project ended in 2004, UEH decided to continue with the VNP and invited ISS to continue its involvement in the programme. There is close cooperation among the two institutions for the VNP, lecturers from ISS also come to UEH to teach in the study programme. Moreover, students can also choose the double degree option and study for two semesters at ISS in the Netherlands. Students will, upon satisfactory completion of the

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<sup>3</sup> pursuant to Decision No. 426/TTg issued by the Prime Minister on October 27th, 1976

programme, receive the degree that is signed by the President of UEH as well as a document confirming the cooperation between UEH and ISS signed by the Rector of ISS. In case students choose the double degree option, the degree is also awarded by ISS. In both variants, UEH and ISS accept joint responsibility for the content and the quality of the VNP.

UEH has a strong desire to cooperate with domestic and foreign universities. UEH gradually integrates into the international academic and scientific networks and creates workforce that meets national demands. UEH offers international programmes including with Victoria University of Wellington, New Zealand, with the International Institute of Social Study at Erasmus University Rotterdam, Netherlands, and the City University of Seattle. Further, it is among the Top 551+ best universities in Asia in 2022 according to the QS Asia University Rankings 2022.

UEH identified six key strategies to be implemented, including:

- Restructuring UEH into a multidisciplinary, multi-fields University;
- Improving the quality of training;
- Developing scientific and technological research;
- Enhance the academic reputation and international standing of UEH;
- Mobilising resources for UEH development;
- Being a sustainable development University.

## Further development of the programme, implementation of recommendations from previous accreditation statistical data and evaluation results

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

		1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021
# Study Places		150	150	200	200	250	500
# Applicants	Σ	150 (*)	150 (*)	200 (*)	200 (*)	1141	2340
	f						
	m						
Application rate		100.00%	100.00%	100.00%	100.00%	228.20%	468.00%
# First-Year Student	Σ	160	133	243	228	239	616
	f	107	96	170	155	171	427
	m	53	37	73	73	68	189
Rate of female students		0.669	0.722	0.700	0.680	0.715	0.693
# Foreign Students	Σ	9	11	16	24	0	7
	f	5	5	8	13	0	0
	m	4	6	8	11	0	7

Rate of foreign students		0.056	0.083	0.066	0.105	0.000	0.011
Percentage of occupied study places		106.67%	88.67%	121.50%	114.00%	95.60%	123.20%
# Graduates	Σ	103	97	170	131	0	0
	f	70	72	133	94		
	m	33	25	37	37		
Success rate		64.38%	72.93%	69.96%	0.00%	0.00%	0.00%
Dropout rate		29%	16%	12%	13%	5%	7%
Average duration of study		3.5	3.5	3.5			
Average grade of final degree		7.29	7.51	7.51			

(\*) From 2016 to 2019 (cohort 1-4), students were recruited from the UEH's enrolment. Since 2020, a new recruitment system was applied to BBUS programme.

As a further development since the previous accreditation in 2017, the **Bachelor of Business Administration** increased the number of accepted students from 200 to 500 students per year since 2021. Furthermore, the number of majors also changes from three majors (General Business, Finance – Accounting, Management and Marketing) to five majors (International Business, Management, Marketing, Finance and Accounting).

**Table 2: Statistical data Bachelor of International Business**

Cohort		Cohort 48	Cohort 47	Cohort 46	Cohort 45	Cohort 44	Cohort 43	Cohort 42	Cohort 41
Year		2022	2021	2020	2019	2018	2017	2016	2015
Study Places offered by UEH	Total	500	500	500	550	500	790	990	690
Applicants	Total	3926	7.786	7.536	8.253	10.893	942	1.117	725
	Female	2751	5.917	5.727	6.272	8.279	713	828	571
	Male	1175	1.869	1.809	1.981	2.614	229	289	154
Application rate		785,20%	1557,20%	1507,20%	1500,55%	2178,60%	119,24%	112,83%	105,07%
Accepted Applicants	Total	533	559	556	516	622	809	1.009	686
	Female	378	395	423	374	474	599	736	539
	Male	155	164	133	142	148	210	273	147
Rate of female students		70,92%	70,66%	76,08%	72,48%	76,21%	74,04%	72,94%	78,57%
Foreign Students	Total	1	-	-	-	1	-	-	-
	Female	0	-	-	-	0	-	-	-
	Male	1	-	-	-	1	-	-	-
Rate of foreign students		0,19%	-	-	-	0,16%	-	-	-
# Graduates	Total	0	-	-	-	471	678	820	600
	Female	0	-	-	-	376	523	620	480
	Male	0	-	-	-	95	155	200	120
Success rate (students who finished their studies)	Total					75,72%	83,81%	81,27%	87,46%
Dropout rate (students who dropped their studies)	Total					28	47	53	49
	Rate					4,50%	5,81%	5,25%	7,14%
Still studying						19,77%	10,38%	13,48%	5,39%
Average duration of study		3,5	3,5	3,5	3,5	3,5	3,5	4	4
Average grade of final degree						8,19	8,07	7,8	7,84

The **Bachelor of International Business** was formed in 2001, adapting to the demand of the Vietnamese economy. Suitable for training purposes, recruiter's requirements and the development of the individual student's personality, the programme has changed since the last accreditation. The last adjustment was in June 2021. Key suggestions from the previous accreditation were to increase the number of courses taught in English and to update course materials and access to literature. The number of courses delivered in English has increased to seven and there is a plan to teach more courses in English for near future cohorts.

The high increase in number of applicants in 2018 is explained with a change in the application system.

**Table 3: Statistical data Master of Business Administration**

		2016	2017	2018	2019	2020	2021
# Study Places		100	100	100	100	100	100
# Applicants	Σ			72	68	63	80
	Female			42	42	41	50
	Male	0	0	30	26	22	30
Applicant Rate		0,00%	0,00%	72,00%	68,00%	63,00%	80,00%
# First Year Student	Σ	71	53	58	49	45	47
	Female	48	33	35	34	31	31
	Male	23	20	23	15	14	16
Rate of female students		67,61%	62,26%	60,34%	69,39%	68,89%	65,96%
# Foreign Students	Σ						
	Female						
	Male						
Rate of foreign students		0	0	0	0	0	0
Percentage of occupied study place		71,00%	53,00%	58,00%	49,00%	45,00%	47,00%
# Graduates	Σ	47	43	48	37	32	
	Female	33	29	28	25	20	
	Male	14	14	20	12	12	0
Success Rate		66,20%	81,13%	82,76%	75,51%	71,11%	n.a.
Dropout Rate		33,80%	18,87%	17,24%	24,49%	28,89%	n.a.
Average duration of study							
Average grade of final degree							

The **Master of Business Administration programme** developed from a Master of Arts in Business Administration to a full MBA programme. The study programme systematically relates theory and practice within the programme and integrates working experiences of students. Moreover, there has been in change in the learning methods of students, shifting towards focussing on working experiences of students.

The **Vietnam-Netherlands Programme** regularly updates its curriculum and management to adapt with the changing economic literature and socio-economic conditions. In the last five years, VNP revised its curriculum to adapt to the demand of the labour market, which needed

more knowledges and skills in data analytics and digitalisation. Several courses were added to the curriculum such as Statistics for Economics and Business and Data Sciences.

Since 2018 VNP has opened a second gateway to thesis research: The Applied Research Thesis (ART) that aims to systematically solve practical problems at organisations in which students work. In other words, ART is a new form of thesis that is more practical at organisational level. Another change in the programme is that while the degree is still named “Master degree in Development Economics” – the degree has been added a subtitle “Applied Economics Programme” that reflects that the programme is covering a wider area than the initial one that limited to “development economics”.

A drop-out of the programme mainly occurs in the thesis-writing phase since students had difficulties to cope with the writing process in the part-time framework of the programme. To further students in this regard, the VNP introduced a further research and thesis writing seminar and increased support for students in the final phase of their studies.

**Table 4: Statistical data Vietnam-Netherlands Programme**

		Class 22 (2016- 2018)	Class 23 (2017- 2019)	Class 24 (2018- 2020)	Class 25 (2018- 2020)	Class 26 (2019- 2021)	Class 27 (2020- 2022)	Class 28 (2021- 2023)	Class 29 (2022- 2024)
# Study Places		50	50	50	50	50	50	50	50
# Applicants	Σ	55	55	41	34	29	34	14	31
	f	30	35	25	22	18	12	5	12
	m	25	20	16	12	11	22	9	19
Application rate		110,00%	110,00%	82,00%	68,00%	58,00%	68,00%	28,00%	62,00%
# First-Year Student	Σ	55	55	41	34	29	34	14	31
	f	30	35	25	22	18	12	5	12
	m	25	20	16	12	11	22	9	19
Rate of female		54,55%	63,64%	60,98%	64,71%	62,07%	35,29%	35,71%	38,71%
# Foreign Students	Σ	0	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0	0
Rate of foreign		0	0	0	0	0	0	0	0
Percentage of occupied study places		110,00%	110,00%	82,00%	68,00%	58,00%	68,00%	28,00%	62,00%
# Graduates	Σ	36	28	9	23	16	2	0	0
	f	21	19	10	15	11			
	m	15	9	9	8	5	2		
Success rate		65,45%	50,91%	21,95%	67,65%	55,17%	5,88%		
Dropout rate		34,55%	49,09%	78,05%	32,35%	44,83%			
Average		29,31	30,95	34,58	30,52	30,1	ongoing	ongoing	ongoing
Average grade		73	74	74	79	81	ongoing	ongoing	ongoing

To implement recommendations of previous accreditation, UEH further invested in textbooks and databases for **all four study programmes**. An open access to literature has been provided to the students via the UEH Smart Library<sup>4</sup>. This provides the students with an access to a massive body of literature, including: (1) Business Source Complete, (2) eBooks Academic Collections, (3) Academic Search Complete, (4) Elsevier – ScienceDirect, (5) Hospitality & Tourism Complete, (6) eBooks University Press Collections, (7) Harvard Business Review, (8)

<sup>4</sup> see: <https://smartlib.ueh.edu.vn/>



Legal Source, (9) eBooks Business Collections, (10) Emerald Insight, (11) Sage Journals, and (12) FiinPro.

## Appraisal:

**All four study programmes** show relatively stable application rates and numbers of first year students. The average final grade of final degree is stable in all four programmes, the same applies to the average duration of study. There are only a few foreign students in the study programmes (between 0-1 %). The rate of female students is higher than 60 %.

All variations in the number of applicants, the number of foreign students, drop-outs and changes in duration of study and average grade are thoroughly evaluated by the University. Appropriate measures based on the results of these evaluations are being taken.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

UEH pursues the following vision by 2030: “UEH will become a sustainable and multidisciplinary university with an academic reputation in Asia.”

This vision is supported by the following missions of the University:

- Raising knowledge: Through training, research and community service activities, UEH wishes to contribute to spreading knowledge, civilisation and comprehensive educational values to everyone.
- Training high-quality human resources: Leading in providing high-quality undergraduate and graduate-level human resources, meeting the global labour market and economy and equip with the essential tool for lifelong learning.
- Global integration and knowledge transfer: UEH aims to internationalise and integrate into the world university community, transferring knowledge for national, regional and global development activities.
- Pioneering innovation and creativity: UEH realises the rapidly changing technology era trend and builds competitive advantages through constant innovation and knowledge creation in training and scientific research.
- Community service: UEH's ultimate goal is to serve society through its students, faculty, researchers and the alumni community.

Moreover, the University defines the following values:

- Understanding the needs of learners and society;
- Transferring scientific research results to organisations and businesses;
- Being interested in building a team of highly qualified, dynamic, responsible and ethical professionals;
- Encouraging the creative use of technology in work, teaching and learning environments;
- Being proud of and upholding the University's tradition.

#### Vietnam-Netherlands Programme (VNP)

VNP is a research-oriented study programme. VNP graduates are expected to be able to perform, individually or as a team, economic research that addresses empirical issues facing the society. VNP main objectives are to equip graduates with three core skills/ knowledge:

1. Background in economics, development and finance This is to provide students with fundamentals in economics, which is necessary for learning other areas such as development economics, financial and monetary markets, and financial institutions. This core knowledge is also expected to improve students' analytical skills, guiding all the research process. This also provides knowledge in developmental issues such as agricultural economics and rural development, development economics, environmental economics. In addition, students also accumulate finance knowledge on the operations of financial institutions, financial markets and specific skills such as project evaluation.

2. Analytical tools. This provides students with effective tools for analysing data and information, including statistics and econometrics.
3. Research skills. This component enables students to conduct world-class research, from writing a concept note to research proposal, as well as presenting and defending their ideas. This research is later developed into their theses.

These components are expected to provide VNP graduates necessary skills and knowledge for working as a researcher in universities, research institutes and government of different levels, non-government organisations as well as the private sector. The component of knowledge background in economics, development and finance also builds capacity for VNP graduates to work as managers in business sector. In addition, VNP graduates are also provided with strong background and analytical and research skills for studying at higher levels. The qualification objectives and learning outcomes are constantly reviewed for their adequacy regarding the research-focus, also in cooperation with the Institute of Social Studies (ISS) of Erasmus University Rotterdam.

The VNP aims to attain the following learning outcomes:

#### Knowledge and understanding

- a. define and describe the field of development studies as an interdisciplinary field of social science research and practice. This includes the historical emergence of the field, principal disciplinary areas, foundational/ core theories, (broad) historical and contemporary practices and key discourses and debates;
- b. identify the role and practice of development theory. This includes processes at an individual, local, state, regional and global level that are informed by research, discourse and policy at the social, political and economic level;
- c. identify foundational theory, key policy frameworks, specific practices and contemporary discourses in the area of their Major;
- d. identify relationships between development theory and practices;
- e. outline various methods of social science research; qualitative, quantitative and mixed methods;

#### Application of knowledge and understanding – analysis

- f. select and apply a variety of general and Major specific theories to frame a concrete experience in order to increase knowledge and understanding of a (social/ economic/ political) phenomena;
- g. select and apply general and Major specific analytical tools to analyse, critique examine, contrast and explore a development practice or social, political and/ or economic phenomena;

#### Application of analysis – making judgements

- h. identify strategic solutions, specific interventions or tailored recommendations to improve or mitigate development practices or social, political and/ or economic phenomena based on the application of theory, analytical evaluation and use of relevant resources within development related disciplinary fields;
- i. identify appropriate research methods for specific queries and/ or fields and justify their selection;

#### Communication

- j. work collaboratively within a multidisciplinary and multicultural context and communicate ideas, recommend solutions or interventions and strategies effectively, whether orally or in writing, to academics, practitioners and stakeholders both individually and within groups;

## Attitudes

- k. identify their own bias and opinion and reflect on the strengths and limitations of their perspective;
- l. appreciate the value of varied and opposing perspectives and the importance of context including the advantages and privileges and disadvantages and limitations associated with social, economic and national contexts; and
- m. continue and steer their further study and learning process in a way that is largely self-directed.

## Master of Business Administration (MBUS)

The Master of Business is built and trained by the International School of Business of UEH and aims to equip students with a comprehensive training programme that will assist them in becoming leaders in the global labour market. At first, the programme was a Master of Arts focusing on academic research. In 2018, the programme was redesigned and focuses on the application of research together with the course Problem Solving for Organisation (PSO) and was changed to a full MBA programme. With the lecturers with international backgrounds and the facilities provided, the programme aims to cultivate the students' ability to adapt to a greater, evolving industry based on academic knowledge. Graduates shall be qualified to take on management roles in large national or global corporations. In detail, the programme prepares a future manager's technical and behavioural competence, including knowledge, skills and capabilities in business management. This curriculum supports problem-solving and decision-making skills in the economic environment. Finally, learners can chart their own career track toward becoming top managers and leaders in the modern, fast-changing and challenging business world. To achieve these goals, the programme's learning outcomes are as follows:

1. Provide integrated knowledge of industry-based problem-solving in organisations in terms of operation and management, technology and innovation, human resources, marketing, accounting and finance functions. The programme is structured around six fundamental subjects for day-to-day business operations. MBUS offers multiple elective subjects in the second stage that provide a deeper understanding of each function. At the final stage of the study programme, MBUS provides a method of analysing subjects to enable learners to acquire the skills and knowledge for practical problem-solving in associations.
2. Develop skills such as teamwork, time management, conflict resolution, presentation ability, effective writing ability and leadership ability in order for graduates to adapt to a real business environment.
3. Build up appropriate, strong attitudes in order for graduates to become effective industry leaders. The programme further focuses on developing the correct mindset and civic responsibility in students through a diverse array of supportive within and extracurricular activities.

The objectives of the programme are reviewed every five years in order to adapt to the education market situation.

## Bachelor of Business Administration (BBUS)

The Bachelor of Business Administration is an English-taught programme of the International School of Business, with the objective of bringing students an adequate study programme that develops the information and abilities for successful global citizens. The programme

establishes a modern, dynamic educational environment that surpasses worldwide standards, ensuring that students reach their highest performance in order to adapt to the ever-changing business world. The students improve their knowledge and competence year by year, from building the basics in their freshman duration, creating connections in their second year, putting authentic application in their third year and finally, performing integrated application as the senior students.

The qualification objectives of the programme are referenced from international study programmes and international professional associations, including:

1. knowledge and application (i.e., solid understanding and appropriate application of business discipline-specific knowledge),
2. communication (i.e., professional written and oral communication suited to multiple audiences and contexts),
3. teamwork (i.e., effective collaboration in teamwork or other tasks in organisational settings),
4. critical thinking (i.e., appropriate observation, objective analysis and reasoning, particularly in the use of publicly available data as well as studies and opinions available on the Internet),
5. problem solving (i.e., effectively develop and propose constructive solutions to remove an obstacle from achieving a goal),
6. ethics (i.e., understanding of the ethical responsibilities of managers), and
7. cultural diversity (i.e., a global mindset, including an understanding of the different business settings, the ability to identify foreign market potentials, to diagnose cross-cultural communication problems and propose appropriate solutions).

The study programme aims to build both technical and behavioural characteristics, including knowledge, skills and other abilities relevant to the business field. To reach those objectives, the learning outcomes of the programme include:

1. Providing knowledge in economics and business and specialised knowledge in management, marketing, accounting and finance. With regard to the general knowledge, the programme provides foundation subjects in business and quantitative techniques, such as principles of economics, business communication, mathematics for business. Each branch of major knowledge consists of principal, core and specialised subjects and some electives relating to the specific field.
2. Building up the skills, such as teamwork, time management, conflict management, presentation skill, writing skills and leadership skill all of which are critical for graduates to thrive in a real business environment.
3. Building upright, strong attitudes necessary for graduates to become social citizens. The programme also focuses on developing the students' right attitudes and a sense of social responsibility through a number of afterschool activities such as language or skill Clubs, charity or community activities.

The objectives of the programme are reviewed every five years in order to adapt to the education market situation.

### Bachelor of International Business (IB)

The Bachelor of International Business trains students with the knowledge and skills to compete effectively in the ever-changing global business environment. Students are equipped with the knowledge of strategy building, decision making, problem-solving and information technology management to meet the special requirements of international business leaders. Besides, students are trained with a high sense of responsibility and ethics to the organisation and society. Upon completion of the programme, students acquire specialised skills tailored to the needs of global markets. Graduates are fluent in foreign languages, working at organisations with international business activities, especially multinational corporations, import-export enterprises, banks, logistics enterprises as well as in government organisations. In addition, students are able to further study and work at foreign institutions in developed countries.

Compared with the previous accreditation, the programme's objectives were reviewed and formulated after surveying relevant stakeholders (enterprises, alumni, students, lectures). The objectives are reviewed and adjusted every two years to help students have the knowledge and skills to better adapt to the requirements of the labour market in the context of the globalisation of the Industrial Revolution 4.0, as well as the spirit of community service.

The International Business Programme helps students achieve the qualification objectives as follows:

1. Students can apply a variety of practical and diverse knowledge of international business operations, international economic relations, multinational corporate governance and multinational strategies to adapt to the ever-changing global business environment.
2. Students have the ability to become managers with solid knowledge of business administration, human resource management, marketing, logistics and supply chain management.
3. Students apply skills of identification, analysis and evaluation to solve problems in international business.
4. Students apply advanced language and information technology skills.
5. Students promote creative, systematic and logical thinking.
6. Students have the ability to work independently, proactively, responsibly and ethically, with a lifelong learning spirit.

Moreover, the study programme includes the following learning outcomes:

Knowledge:

1. Apply the basic knowledge of the economic management sector (basic knowledge of economics, social science, political science and law).
2. Appraise and apply creatively and innovatively the knowledge of the international business sector.
3. Apply and analyse knowledge of international business disciplines including strategic multinational management, global supply chains, international business projects, cross-cultural management.
4. Apply information technology knowledge to international business.

Skills:

5. Proficient in analysing and evaluating international business environment.

6. Proficient in practical problem-solving skills.
7. Constantly create innovative thinking in a systematic and logical approach.
8. Apply critical thinking skills.
9. Proficient in performance assessment and performance evaluation.
10. Creativity and flexibility in teamwork.
11. Creativity and flexibility in communication skills.
12. Use foreign language fluently (TOEIC 700).

**Autonomy and responsibility:**

13. Work independently, in groups and with individual responsibility.
14. Respect management and leadership values.
15. Respect the lifelong learning spirit.
16. Internalise ethics, justice and social responsibility.
17. Respect the importance of planning, coordinating, managing resources and managing change in the international business environment.

## Appraisal:

The qualification objectives of **all four study 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. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework. With regard to the **Vietnam-Netherlands Programme**, UEH systematically bases the qualification objectives of the programme on the specific requirements of the target group. The study programme's objectives are focused on research in the field of Economics. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly, also in cooperation with the Institute of Social Studies (ISS).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)		VNP	MBUS, BBUS, IB		

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

### Vietnam-Netherlands Programme (VNP)

The VNP curriculum is jointly designed by UEH and the International Institute of Social Studies (ISS) of Erasmus University Rotterdam in order to ensure the programme provides up-to-date knowledge, as well as an interconnection of the learning outcomes and international contents aimed from both universities. There is a constant exchange between UEH and ISS with regard to the VNP. Students of the programme are studying in an internationally oriented environment with teaching staff from ISS teaching in Vietnam, as well as the international UEH teaching

staff, which include PhD graduates from universities all around the world, especially graduates from the United States of America, United Kingdom, Netherlands, Thailand, Germany and Australia. The study programme is fully delivered in English.

Besides the fact that the programme is designed and constantly quality controlled by an international team (UEH and ISS), many courses in the programme are taught by international professors such as Research Methodology, Money and Banking, Development Economics (or a new name is Development issues and Business Cycle), International Trade and International Finance. The VNP also jointly organised with the UEH School of Economics bi-monthly research seminar series that are given by many international researchers.

Students of the VNP can also opt for a double degree with ISS, in which they can study at the Erasmus University Rotterdam for two semesters. In any case, students of VNP have access to ISS data bases and literature.

#### Master of Business Administration (MBUS)

The MBUS is designed with contemporary unit selections and materials that are all based on Western sources together with up-to-date business projects. The programme provides students with a modern, international learning environment in which to expand their interconnections and share their experiences with dynamic professionals. The programme, which is entirely taught in English and adheres to international education standards, gives learners opportunities to learn and experience international and professional surroundings. This improves both their expertise, communication and interpersonal skills. The learning outcomes of the programme support students to work in an international environment or continue to study abroad. The lecturers have taught at prestigious universities and worked for various enterprises, having experience in both pedagogy and business fields to share with their learners.

UEH also provides programmes through which students can earn academic qualifications from partner universities around the world, such as the Master of Business Administration from Western Sydney University (Australia), the Master of Executive Management from UQAM University (Canada), the Master of Finance and the Master of Human Resource Management from Massey University (New Zealand). Applicants must demonstrate their ability to study and interpersonal skills, as well as their general knowledge of the field and English proficiency.

#### Bachelor of Business Administration (BBUS)

The BBUS is designed with modern unit options and materials that are all based on international sources, as well as an industry-based project that is updated to reflect the global trend of business training. In terms of learning materials, the programme uses up-to-date textbooks and pedagogical approaches. International visiting lecturers from advanced educational systems and local lecturers graduating from educational institutions in developed countries comprise the teaching faculty. Graduates of the programme have the ability to occupy multiple positions in multinational companies, e.g., sales executive, business analyst, human resource executive, marketing executive, account executive or investment analyst.

The curriculum is based on similar programmes offered by international institutions around the world, such as Western Sydney University (Australia), Macquaries University (Australia) or NUS Business School (Singapore) and reviewed every year to align with the objectives and



improve the quality of the programme<sup>5</sup>. All learning outcomes can support students to work in the international environment or continue to study abroad. The School of International Business (ISB) continues to expand its collaboration with HEIs and other academic institutions to enhance the integrity of the BBUS curriculum. Through a variety of exchange programmes for incoming and outgoing students, ISB gives students opportunities to communicate and experience cultural diversity and diverse business styles. ISB students can study for one to two academic semesters at one of the University's partners via outgoing exchange programmes.

In addition, as the programme is delivered in English, students benefit from having access to updated business materials in English and thus build their global language skills while undertaking the course of studies. Besides academic courses, ISB also organises many academic activities including seminars related to academics – soft skills, company tours, expert interviews, corporate internships and exchanges in Europe, America, or Asia to bring ISB students closer to the leading enterprises in Vietnam. On average, each year, the school held 25 career-oriented activities and 35 other student activities.

In some units specifically designed for exchange programmes, BBUS students can study together with international students from Korea, Japan, Singapore and Europe. Through exchange programmes, students can spend several weeks experiencing ISB's educational environment and Vietnamese culture. Based on the ISB "Open Exchange of Ideas" culture, students are encouraged to freely discuss and share their views through class activities aimed at raising their awareness of multicultural business and intercultural communication. Some parts of the programme are specifically designed for overseas students and BBUS students, giving them the chance to interact with students from diverse backgrounds and cultures and share their experience of business styles that differ from their own. Furthermore, these activities help students improve and develop their soft skills in a multicultural environment, widening and enhancing international friendships.

#### Bachelor of International Business (IB)

UEH aims to become a multidisciplinary University with reputable influence within Asia. Hence, all programmes are encouraged to teach and transfer knowledge nationally and internationally. The Bachelor of International Business is internationally oriented in itself since the programme focuses on international business matters. To ensure programme quality and internationality in this regard, the design of the Bachelor of International Business is developed from referencing to other internationally accredited programmes internationally and regionally. The curriculum is designed based on (1) the requirement of the Ministry of Education and Training (MOET), the previous programme and (2) comparison with other International Business degree programme from the Sydney University (Australia), Monash University (Australia), Latrobe University (Australia) and RMIT University (Vietnam).<sup>6</sup> The learning outcomes of the programme show the international orientation, including the use of foreign language, the application and analysis of knowledge of international business disciplines and proficiency in analysing and evaluation international business environment.

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<sup>5</sup> see: self-evaluation report from BBUS, p.10

<sup>6</sup> see: self-evaluation report IB, p.21

Moreover, the study programme aims to educate students to respect the importance of planning, coordinating, managing resources, and managing change in the international business environment.

The International Business subjects and materials use global standard materials suggested in referred programmes and Vietnamese materials to comply with international education standards and to respond to employers' needs. The English language requirement of students graduating from the International Business programme is at a minimum level of TOEIC 600.

All academic staff teaching in the International Business programme has graduated from internationally recognised universities, some hold practical experience abroad in business sectors. Lecturers are also encouraged to participate in international conferences, as well as publish internationally.

The study programme focuses on enriching international cooperation with international universities worldwide to enhance global orientation, research and teaching quality. Based on several signed agreements with partners, students are open to exchange opportunities for other universities from Taiwan and Switzerland, such as participation in an international sustainability project between the University of Applied Sciences Northwestern Switzerland and UEH. They can also participate in international conferences and workshops between SIBM and international brands such as L'Óreal, Simmy (Taiwan) to develop their practical landscape to work for focal enterprises and improve life-long learning ability.

## Appraisal:

International orientation is the key dimension of the **Vietnam-Netherlands Programme** design. With the knowledge achieved in the VNP, graduates have capability to work in a diverse range of international organisations, non-government-organisation projects, state owned and private companies or to pursue PhD programmes in development economics domestically or overseas. Owing to the emphasis of the programme design on internationality in teaching and study (e.g., in terms of curricular contents designed in cooperation with ISS and academic staff of ISS joining the programme each semester), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

The **Master of Business Administration**, **Bachelor of Business Administration** and **Bachelor of International Business** also include international elements into its programme designs. The international aspects in all three study programmes focus on the employability of graduates in an international working environment. Students have opportunities to participate in exchange programmes and other international activities. Lecturers of the programmes have international experiences and background to provide international contents and learning concepts in all courses.

	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)		VNP	MBUS, BBUS, IB		

### 1.3 Positioning of the study programme

The **Vietnam-Netherlands Programme** in Ho Chi Minh City, located in the South of Vietnam, together with its sister-fellow programme in Hanoi, are currently the only programmes that delivers the programme in English and offers the degree of Master in Development Economics. Other Master programmes, which are closed to Development Economics such as Master in Economics or Master in Economic Management, have existed. However, these programmes are conducted in Vietnamese with a focus on applications of economic knowledge (and therefore less focused on the research and academic angle of the curriculum).

In 1994 when VNP was established, Vietnam had just started its reform toward a market economy. Before that, the training of economics in Vietnam had been significantly dominated by Marxist economics. VNP was the first study programme in training and researching non-Marxist economics in Vietnam, introduced up-to-date economic literature and research methodology to students and the community of studying and researching economics<sup>7</sup>. VNP also trained lecturers for universities in Vietnam.

Higher education in Vietnam has a large market, with over 797.500 applicants seeking admission to universities in 2021, while HEIs can only accommodate 550.000 learners<sup>8</sup>. The group of business and management majors ranked first in terms of percentage of total applications. UEH provides a **Master of Business Administration** programme that is delivered almost completely in English (one unit delivered in Vietnamese following MOET regulations) which is not common in Vietnam<sup>9</sup>. Therefore, students must not only pass the entrance exam, but also meet the minimum English requirement of IELTS 5.5.

Moreover, the programme's structure with four major knowledge blocks distinguishes the programme from others. For the first stage of the course, students will become acquainted with an academic English environment through two main subjects in English skills. Following that, they will be given several core units based on theory and case studies. The programme will continue with some project-based units that will allow students to learn in an industry environment while adhering to the philosophy of learning by doing specific projects. MBA students get the opportunity to work independently on their own final assignment at the end of the programme. The majority of students are in their mid-career and follow a career path to become managers in large international corporations.

The **Bachelor of Business Administration** is also delivered in English, which marks a specialty of the programme compared to similar programmes in Vietnam.<sup>10</sup> The main target group is students who have a strong level of academic and English capabilities. They must pass an English proficiency test equivalent to a 5.5 IELTS score or the ISB's English entrance exam to demonstrate their ability to follow the entire English-taught programme. This is what differentiates these programmes apart from others at UEH, which is also why they are titled Talented Bachelor of Business. Introduced in 2010, BBUS positioned as a high-quality programme through the following competitive advantages:

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<sup>7</sup> see: self-evaluation report VNP p.14

<sup>8</sup> see: self-evaluation report MBUS p.9

<sup>9</sup> see: self-evaluation report MBUS p.9

<sup>10</sup> see: self-evaluation report BBUS p.12

- BBUS focuses on the comprehensive student ability in aptitude and creativity enhancement; encourages self-study ability and develops their potential talents.
- BBUS concentrates on teaching talented students to work for multinational corporations in the world as well as be successful in business in the future.
- The course structure sets clear objectives to maximise student's capacity.
- Students are oriented for future career development through the ISB Leadership Program.
- The programme was accredited by the Foundation for International Business Administration Accreditation (FIBAA) and CPA Australia
- Students can choose the transfer & exchange programme via the Global Pathways and receive an honorary degree from partner universities.

The **Bachelor of International Business** provide future entrepreneurs as well as leaders for global market. With globalisation progressing rapidly and the needs of the education market constantly changing to accommodate this progress, the study programme positions itself as a highly competitive programme which all business students aspire to study by providing comprehensive knowledge and multidisciplinary skills for students to compete effectively in the ever-changing global business environment. The programme's objective is to provide students with in-depth knowledge of the international business environment and how business activities related to international business and foreign direct investment operate. Students can develop skills necessary to deal with the changing business environment and apply technologies into business with digital platforms. Comparing to other International Business programme in Vietnam, UEH International Business is always at the top of the programmes with the highest admission scores for International Business majors.<sup>11</sup>

The programme has been redefined with the consideration of programme learning outcomes of other internationally recognised programmes. This is an increase of the programme positioning in the market as the previous position is to benchmark with domestic universities. This repositioning leads to a modification of the programme objectives and learning outcomes. Moreover, the learning outcomes focusing on developing English proficiency and soft skills are strongly emphasised. This new reposition has resulted in an increase in recruitment standards, as new students come from the top 10 % of national high-school students.<sup>12</sup>

Other International Business study programmes in Ho Chi Minh City are from the University of Finance-Marketing, Vietnam National University HCM, University of Economics and Law, as well as the Ho Chi Minh City Open University. UEH determines a unique study programme with improving facilities, libraries and especially the quality of teaching and research through a team of qualified lecturers, graduated from abroad, visiting lecturers who are professors from abroad or CEOs from domestic/ international corporations in Vietnam. UEH also includes many specialised and highly applicable subjects in the programme according to international trends. Students participate in international exchange programmes and activities to support students in study, research and employment. Compared to non-public universities, UEH's International Business programme has reasonable tuition fees, which helps the programme reach more people with training needs, especially with an increased push from the labour market.<sup>13</sup>

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<sup>11</sup> see: self-evaluation report IB p.23

<sup>12</sup> see: self-evaluation report IB p.23

<sup>13</sup> see: self-evaluation report IB p.24

### Positioning of the study programmes on the job market for graduates

The **Vietnam-Netherlands Programme** is a part-time Master programme and as a result, most VNP students are currently working at some organisations. They attend VNP either to improve their skills for their current career or to change to a new and desirable career. With the knowledge learned at VNP, graduates work in a diverse range of international organisations, non-government-organisation projects, state owned and private companies, or to pursue PhD programmes in development economics domestically or overseas. VNP graduates have also had opportunities to become university lecturers and researchers in Vietnam and abroad. Many VNP graduates are now playing key roles in big state owned, private, and international companies or organisations in Vietnam.

Of almost 650 VNP graduates so far, 46 % are working in the private sector as CEOs or owners of businesses. A considerable percentage (21 %) of graduates have been heading to the financial sector, working as financial analysts or consultants. Around 26 % of VNP graduates became university lecturers and many of them obtained a PhD abroad. Although NGOs are growing in Vietnam, they have not yet attracted many graduates (4 %), 3 % of graduates work for the government. On the job market, even in the private sector, including financial business, or the public sector, VNP graduates are expected to be competent in data analysis with applications in economics, development and finance.

The **Master of Business Administration** programme is based on a cooperation between UEH, business partners and industry leaders to develop course content that satisfies the requirements of businesses and employment conditions in the near future. It is also a positive reaction to the challenges posed by the global workplace. MBUS students are trained and given opportunities to advance in their careers, gain valuable experience and establish a strong professional network, based on their own professional experiences. The graduates from the programme become leaders or managers in different fields and different size of companies.

The **Bachelor of Business Administration** is also a result of a collaborative effort between the International School of Business community, business partners and industry leaders. The aim was to establish a detailed programme that fits the actual demands of the industry while also fulfilling the requirements of future jobs. It is responsive to the expectations of a global workplace, especially with the specially designed subject Problem Solving which guides the students on the way to deal with the real-life situation in trading and commerce. According to statistics and feedback from business owners, 90 % of students achieved IELTS 6.5 after graduation while 80 % of the alumni currently working in multinational businesses and big corporations in Vietnam. Graduates from the programme have the ability to occupy multiple positions, some of which are sales executive, business analyst, human resource executive, marketing executive, account executive, investment analyst or banker. BBUS students are trained and given opportunities to advance in their careers, gain valuable experience and establish a strong professional network. Furthermore, the Leadership programme includes an extra curriculum that allows students to be trained in a practical setting with industry guest speakers.

Vietnam is a fast-growing and dynamic economy in the world, with many free trade agreements and foreign direct investment inflows. With cross-border economy activities expanding and developing, demand for skilled workforce in Vietnam is considerably high. As a result, the demand for experts with in-depth knowledge in international business management, global supply chain management is increasing. In line with the demand for human resources, the

**Bachelor of International Business** is built to meet the needs of the market, society and the economy. The programme positioned itself as the trainer and supplier of high-end talent in the field of international business in the southern Vietnamese job market.

Graduates from the programme are competent to work at various organisations, including both profit and non-profit, that engage in international business activities. The wide range of tasks graduates from the programme can perform includes market expansion, functional management in finance, logistics, marketing, human resources and global coordination of activities. These competencies meet the increasing needs of the labour market. Graduates can work as administrators in consumer goods, industrial goods, and other service sectors such as import and export, transportation, insurance, banking and retail. For instance, graduates of the programme are employed in various industries including the FDI, domestic firms expanding abroad and government organisations to support firms in their internationalisation such as Sony Electronics Vietnam, PwC, Ernst & Young Vietnam and Centre of International Integration Support.

The result of a graduate survey shows that more than 96 % of graduates have employment within one year of graduation and more than 95 % agree that the programme is successful in preparing students for skills and knowledge appreciated in the job market. Feedback from various stakeholders was also collected for further development. Based on their ideas, an objective of increasing English proficiency has been included in the newly redefined program learning objectives.

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

The overall strategy of UEH University is to become a top university in training and researching economics and business administration in Vietnam and Asia. Three focuses in the development strategy of UEH are internationalisation, interdisciplinary and sustainability. UEH has been pursuing the goals by constructing curricula updated with regional and international standards of higher education to approach the development trends of advanced education in the world. In doing so, the University cooperates with foreign universities in order to develop curricula as well as adopt teaching methods.

The **Vietnam-Netherlands Programme** is in line with this strategy for several reasons. First, it has been developing a curriculum in training economics at international standards. Second, it focuses on provide high quality skilled experts to various sectors of the economy, including economics universities and academic institutions, research institutes for socio-economic development, central and provincial policy making agencies of both private and public sectors, which is one of the goals of UEH. Most of VNP lecturers graduated from universities abroad and teaching materials are adapted from developed countries, bringing updated and diversified knowledge from the world to VNP. In addition, in recent years, VNP has updated its curriculum to integrate the interdisciplinary principle in its training and research. A data science course was added to the economics and development foundation. Research topics on digitalisation, health, environment or psychology have been the key concepts in theses of VNP students.

In accordance with the goals of developing UEH into a prestigious University for training in business administration science in Vietnam and Asia that can adapt to changing trends and internationalisation of advanced education, the **Master of Business Administration** programme has been one of the first UEH Master programmes designed and implemented entirely in English since 2011. After almost eleven years of operation with hundreds of qualified

graduates, the programme has shown the ability to adapt to the current trend in global business training as well as the vision statement of UEH.

From the beginning, the **Bachelor of Business Administration** has been designed as one of the first UEH Bachelor programmes to be delivered in English. The programme has constantly adapted to new trends in global business management requirements and has contributed to UEH's mission fulfilment. More new practical subjects are being designed, and the schedules of each minor are being discussed by both the academic team and business experts. Furthermore, more PhDs will be employed as lecturers at ISB and more sharing sessions with industry guests are planned so that the students will have the opportunities to get to know the real working life. Hundreds of qualified graduates have received degrees and gone on to successful careers during the ten years of development.

The value of the **Bachelor of International Business** programme and research activities is integrated with the missions of SIBM and UEH to enhance knowledge acquisition and foster young talents in the global academic network in the age of globalisation and integration while pioneering innovation and public services. As part of the UEH's overall strategy, the International Business programme is positioned as an important programme for the future development of UEH.

### Appraisal:

The reasons given for the positioning in the educational market of **all four study programmes** are plausible. Moreover, the **Vietnam-Netherlands Programme** is an outstanding programme on the Vietnamese educational market. The VPN has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile already since 1994.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented for **all four study programmes**. The future fields of employment for graduates are plausibly set forth. Graduates of **VNP** work in research or at private or public organisations and institutions. Graduates of the **Master of Business Administration**, the **Bachelor of Business Administration** and the **Bachelor of International Business** work as managers or analysts with different specialisations in private companies.

**All four study programmes** are convincingly integrated into the HEI's overall strategic concept, which is to foster internationalisation, interdisciplinarity and sustainability, as well as research. The study programmes' qualification goals are in line with the HEI's mission and strategic planning. The **Vietnam-Netherlands Programme**, as study programme with international focus and standard (see also appraisal in chapter 1.2), constitutes a flagship of the University strategy.

		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		VNP	MBUS, BBUS, IB		
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		VNP	MBUS, BBUS, IB		



## 2. Admission

Prospective students who want to enrol at UEH must meet the Ministry of Education and Training's requirements and the University admission criteria and policy on a competitive basis. The University admission and recruitment policies are reviewed annually to ensure their compliance with the Ministry's regulations and their adaptability to current labour market conditions.

### For all Bachelor programmes:

UEH deploys two enrolment methods:

- Method 1: Direct admission which accounts for about 25-30 % of the allowed enrolment quota. This comprises prospective students who participated in the national academic competitions and contests, who possess the highest titles of excellency at provincial and city level, who obtained the highest academic performance, and who have above-average academic standing and high standardised English test scores (e.g., equal to or above IELTS 6.0).
- Method 2: Using the results of the National High School Graduation Exam for admission which accounts for about 70-75 % of the allowed enrolment quota. The score threshold for selection varies among programmes depending on the level of competitiveness. For those with a high number of applicants, the admission score can reach a minimum of 24 points out of 30. For those with less applicants competing, the admission score ranges within 22-24 points out of 30. For the programmes with the least competition, the score can be within the range of 20-22 points.

In general, students who want to apply for Bachelor study programmes need to successfully pass the entrance requirements of the UEH with seven options:

1. Direct admission based on the Ministry of Education and Training (MoET) regulation.
2. Candidates who possess a foreign high school diploma.
3. Candidates who had obtained the highest GPA for grade 10 to 12.
4. Candidates with a GPA above 6.5 points from grade 10 to 12 in the Block A00 (Math, Physics, Chemistry), A01 (Math, Physics, English), D01 (Literature, Math, English), or D07 (Math, Chemistry, English).
5. Candidates who obtained 870 points and above in the competency assessment examination organised by the Vietnam National University-Ho Chi Minh City.
6. Candidates who achieved the National High School Graduation Exam points set by UEH for each programme.
7. Candidates who simultaneously met the three conditions:
  - a. Candidates who were not eligible for consideration of admission through other enrolment methods,
  - b. Candidates who were eligible to take the second round of the National High school Graduation Exam and who wished to be considered for high school graduation and resided in an area subject to social distancing or quarantine due to COVID-19<sup>14</sup>,
  - c. Candidates who obtained a GPA of at least 6.5 points of out of 10 for grade 10 - 12.

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<sup>14</sup> according to Directive 16/CT-TTg dated 31 March 3, 2020 of the Prime Minister

For the **Bachelor of Business Administration**, UEH additionally requires IELTS (Academic) with 5.5 overall, a minimum of 5.0 in writing (or equivalent) or a pass the UEH-ISB English Examination.

The **Master of Business Administration** has the following admission requirements:

- Having graduated from a university specialising in Economics, Business and Management, or having graduated from another university (except for Foreign Language) and having received the UEH certificate of supplementary knowledge.
- A Bachelor's degree and transcript issued by foreign education departments must be certified in Vietnamese and submitted with the Department of Education Quality Inspection and Testing recognition document<sup>15</sup>.
- Professional experience: Fresh graduates from economics, business, and management schools with high grades (ranging from "Good" to "Excellent") are eligible to take the entrance exam if they choose similar fields and no employment seniority is required. Otherwise, one working year of seniority is required (from graduation date to registration date).
- English requirement: 5.5 Academic IELTS, with a minimum of 5.0 in writing (or equivalent); or successfully pass the UEH-ISB English Examination.

In order to be eligible to take the entrance exam in the **Vietnam-Netherlands Programme**, candidates must:

1. have a Bachelor's degree in economics or related fields. Candidates who possess a non-economics Bachelor's degree must successfully complete a supplementary training course in economics offered by any economics training university in order to be eligible for the VNP entrance exam,
2. have proof of English language skills. Minimum English requirement (one of the following): CEFR B2, TOEIC (4 skills – Listening: 400; Reading: 385; Speaking: 160; Writing: 150), IELTS: 5.5, TOEFL: iBT 46, Bachelor's degree in English or Bachelor's degree from a university abroad with its study programme delivered in English (full-time, duly notarised or certified by competent authorities),
3. provide an essay written in English (800 – 1500 words) on economics, finance, business or a topic of the applicant's interest.

#### Counselling for prospective students

The University disseminates information across different platforms, documents, UEH's website and leaflets. UEH provides a number of counselling sessions mostly in the South of Vietnam about the admittance policies with high school students. The University also organises an Enrolment and Career Counselling Festival. In those sessions, a team of faculty and staff deliver information to help high school students choose their major.

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<sup>15</sup> see <https://cnvb.wordpress.com/> for more information

In addition, prospective students can contact UEH for inquiries regarding the admission policy. To ensure that applicants' inquiries are promptly responded, the University provides counselling services and helpdesks via telephone, UEH's website, in-person appointments and social media. UEH also organises online counselling sessions via a live broadcast on social networks or on the University's website. In those sessions, counsellors provide candidates with information about admission policies, study programmes, and tuition fees. At the academic programme level, the UEH Department of Student Affairs cooperates with the schools to carry out counselling activities. Specifically, online sessions are organised by the programme directors to deliver the relevant information and respond to students' queries about the programmes. The programme directors and faculty also hand out flyers and folders that contain basic information about the programme in face-to-face sessions.

### Selection procedure

Every year, UEH has a policy regarding the number of accepted students, and a priority policy following the Ministry of Education and Training's policy. Therefore, UEH University considers prospective students for admission on a competitive basis by ranking them. For **Bachelor programmes**, the admission methods include the direct selection of students based on performance, on the competency assessment results and on the results of the National High School Graduation Exam. The total number of candidates admitted must not exceed the given quote by the MoET. The selection uses the following ranking:

- Prospective students who have good results in their 10th and 11th grade, and first semester of their 12th grade,
- Prospective students who have received a minimum of 6.5 points on a scale of 10 in the subject combination GPA during their 10th, 11th and the first semester of their 12th grade,
- Prospective students who have completed the competency test organised by the Vietnam National University - Ho Chi Minh City (VNU-HCMC),
- Prospective students who have completed the National High School Graduation Exam,
- The University provides priority consideration for admission in the following cases:
  - a. Prospective students who were awarded titles or medals in the international and national academic contest.
  - b. Prospective students who have obtained international high school diplomas.

In all study programmes, student must hand in the following documents online to apply:

- Application form
- Curriculum Vitae
- Photo of the applicant
- Scanned copy of relevant qualifications (High School Diploma, Bachelor degree, English certificate, supplementary economic course certificate)
- An essay written in English in the VNP

After the UEH Admission Committee approved the candidate selection, the Department of Undergraduate Training publishes the list of admitted candidates on the website.

For the **Master of Business Administration**, students must fulfil the following criteria:

- A GMAT test – multiple choice test and write an essay to assess the candidate's general knowledge and logical thinking ability –
- An exam for foreign language proficiency (English) according to the UEH – ISB's Master Admission Regulation
- An interview in English with the Admissions Committee to show their capability and knowledge (English proficiency, motivation of the applicant, career goals and knowledge in the respective fields).

In the **Vietnam-Netherlands Programme**, the Evaluation Committee will assess the applications and choose eligible applications for an entrance interview (questioning regarding the motivation of the applicants, career goals and knowledge in the field of Economics). Applicants will be interviewed individually in English. The Evaluation Committee will mark the application in both stages. The application is considered “passed” in the evaluation if it earns at least 5 on a scale of 10 for both stages. VNP admits a maximum of 55 students per year. If there are more than 55 candidates passed the evaluation, VNP will select the 55 students in a competitive basis based on the essay (academic writing and knowledge), the resume and the interview. The objective of the individual interview is to assess whether the applicant's learning motivation and expectations fit the study programme's objectives and whether he/she is capable to finish it in two years based on the study and career goals explained by the applicant. The Evaluation Committee rates the answers of the applicants on a scale from 1-5 based on how complete the answer was given and if it goes beyond the basic requirements of the question.

#### Professional experience

Candidates of the **Master of Business Administration** must have at least one or two years of working experience. Most candidates' work in the business world, but other fields are qualified as well if they have related experience to business and management. The statistical data show that the professional experience of applicants and students increased between 2017 and 2021.

**Table 5: Professional experience of applicants in MBUS**

Batch - Year	Applicants	Years of experience of Applicants				Actual Acceptance Number
		0 – 2 years	Percentages of 0 - 2 years	More than 2 years	Percentages of more than 2 years	
<b>K27 - 2017</b>	60	22	36.7 %	38	63.3 %	53
<b>K28 - 2018</b>	72	12	16.7 %	60	83.3 %	58
<b>K29 - 2019</b>	68	17	25 %	51	75 %	49
<b>K30 - 2020</b>	63	5	7.9 %	58	92.1 %	45
<b>K31 - 2021</b>	80	4	5 %	76	95 %	47

These results reflect one of the recruitment criteria to recruit potential MBA candidates with more working experiences.

### Language requirements

According to the Ministry of Education and Training regulation, high school graduates must have passed the National Graduation Examination for entering a **Bachelor programme** which includes an English proficiency test. English proficiency via international standardised tests such as IELTS is also accepted. The score based on an international English certificate is a conversion score<sup>16</sup>.

**Table 6: English language requirements**

	<b>Standard form</b>	<b>Vietnamese high-quality form</b>	<b>English high-quality form</b>
English result (from National High School Graduation Exam)	≥ 5.0	≥ 7.0 marks	Not applicable
English GPA for grade 12	≥ 5.0	≥ 7.0 marks	Not applicable
English placement test from UEH	Not required	Meet minimum requirement	Meet minimum requirement
International English certificate	Not required	Not required	Equivalent to IELTS 5.0

In the **Bachelor of Business Administration**, student must additionally provide IELTS (Academic) with 5.5 overall, a minimum of 5.0 in writing (or equivalent) or a pass the UEH-ISB English Examination at the time of admission.

In the **Master of Business Administration**, all subjects are taught in English. Therefore, to be qualified for English proficiency, students need to reach an overall 5.5 Academic IELTS, with a minimum of 5.0 in writing (or equivalent); or successfully pass the UEH-ISB English Examination. Additionally, applicants can prove their English ability with working or study experience from overseas. The ISB organises supplementary English classes to ensure they can improve their English skill and follow up with the courses. These classes are often held in the evening so that it will not affect the students' schedule at the University.

For the **Vietnam-Netherlands Programme (VNP)**, prospective students must have proof of English language skills. The minimum English requirement is one of the following: CEFR B2, TOEIC (4 skills – Listening: 400; Reading: 385; Speaking: 160; Writing: 150), IELTS: 5.5, TOEFL: iBT 46, Bachelor's degree in English or Bachelor's degree from a university abroad with its study programme delivered in English (full-time, duly notarised or certified by competent authorities). In addition, VNP also interviews candidates individually in English before admission. This also helps validating English language proficiency of the candidates.

<sup>16</sup> see: Regulation on English language learning and English proficiency standards

### Transparency of admission procedure and decision

According to the policy, UEH complies with the regulation of the Ministry of Education and accepts applicants from across Vietnam. It uses admission results according to each admission method and publishes information relating to the admission process and admission policy on the UEH website<sup>17</sup> through formal documents such as leaflets or brochures or on social media. Besides, interested applicants can find information on the admission portal about the study programmes and sign up for counselling sessions.

Admission criteria and procedure are subject to annual review for revision and modification at University level. The results of the annual review are documented and are publicly accessible via the University's admission portal, in printed and online newspapers and in the report to the Ministry of Education and Training.

The University publishes the list of admitted applicants on its website as soon as the information is available. Offer letters are also sent to applicants by post and through email.

### Appraisal:

For **all four study programmes**, 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 a helpdesk at the University, for clarification of specific questions, of personal aptitude or of career perspectives. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone, via e-mail and social media. The University ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

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

For the **Master of Business Administration**, 1-2 years of professional experience are required for admission to the study programme. Certified proof of this experience must be shown at the time of the admission. However, this is not in line with the EQUAL MBA Guidelines that require at least two years of professional experience for MBA programmes. The professional experience is considered a key element in the study programmes, since students are expected to bring in their own professional experiences as practical elements into the courses.

Therefore, the panel recommends the following **condition**:

- The University requires two years of professional experience for admission to the study programme.

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

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<sup>17</sup> see: <https://tuyensinh.ueh.edu.vn>

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

		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)				MBUS	VNP, BBUS, IB
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

##### Vietnam-Netherlands Programme

VNP is a research-oriented part-time study programme. Graduates are expected to be able to perform, individually or as a team, research that addresses empirically economic issues facing the organisation or society. The issues could be organisational such as incentives, pricing, input and output or technology adoption decision or societal such as gender inequality, climate change mitigation or migration. As a result, the content of the programme is constructed to provide students with skills necessary for those objectives. VNP offers students with three building blocks: background in economics, development and finance and analytical tools, as well as research skills. VNP graduates can implement an economic study that is guided by economic theories (requires solid background in economics, finance and development), in appropriate research methods (requires research skills) and with appropriate analytical techniques (requires analytical tools).

**Table 7: Curriculum Vietnam-Netherlands Programme**

1 <sup>st</sup> Semester							
Modul No.	Title of Course Unit	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
M1	Economics and Development	6				90	90
M 1.1	Microeconomics: Compulsory	3				45	45
M 1.2	Macroeconomics: Compulsory	3				45	45
M3	Analytical tools	9				135	135
M 3.1	Academic writing and critical thinking: Compulsory	3				45	45
M 3.2	Statistics in business and Economics: Compulsory	2				30	30
M 3.3	Philosophy: Compulsory	4				60	60
2 <sup>nd</sup> Semester							
M1	Economic and Development		9			135	135
M 1.3	Development issues and business cycle: Compulsory		3			45	45
M 1.4	Project Appraisal: Elective		3			45	45
M 1.5	Environmental issues in firm: Elective		3			45	45
M 1.6	Urban planning and real estate development: Elective		3			45	45
M 1.7	International trade: Elective		3			45	45
M3	Analytical tools		7			105	105
M 3.4	Econometrics: Compulsory		4			60	60
M 3.5	Data science: Compulsory		3			45	45
3 <sup>rd</sup> Semester							
M2	Finance			12		180	180
M 2.1	Money, Banking and Financial Markets: Compulsory			3		45	45
M 2.2	Corporate Finance: Compulsory			3		45	45
M 2.3	International Finance: Elective			3		45	45
M 2.4	Development Finance: Elective			3		45	45
M 2.5	Public Finance: Elective			3		45	45
M 2.6	Behavioral Fiance: Elective			3		45	45
M3	Analytical tools			3		45	45
M 3.6	Research Methodology: Compulsory			3		45	45
4 <sup>rd</sup> Semester							
M4	Dissertation				16	10	470
M 4.1	Thesis Research Design: Compulsory				2	10	50
M 4.2	Thesis: Compulsory				14		420
Total		15	16	15	16	700	1160



### Master of Business Administration

Students are provided with not only knowledge but also skills and competencies that their future/ expected jobs require. The curriculum is double-checked every year to make sure the content is reflecting and addressing contemporary issues in the real business world. In addition, through various assessments of different units, students have an opportunity to further develop their skills such as presentation skills, time management and teamwork. The curriculum includes four blocks of knowledge to provide not only the theories but also the professional. Each block focuses on several specific objectives to build a skilled manager. The core knowledge units are to equip the students with pivotal insights and principles in business administration through theories and case studies. At the advanced level, the students are invited to participate in different projects to acquire intensive knowledge and skills in methodology and business administration. The programme ends with a final business project, where students are instructed to apply the PSO methodology (i.e., Problem Solving in Organisations) in addressing their own business problems.

**Table 8: Curriculum Master of Business Administration**

Year	No.	Unit Code	Unit Name	Credit Points per Trimester VN Credits (1VN Credit = 1.8 ECTS Credit)					Workload	
				1	2	3	4	5	Hours in class	Hours self-
1	1	MAN501	Management Skill	4					60	140
	2	FOU506	Philosophy	4					60	140
	3	MAR503	Strategic Marketing Management	4					60	140
	4	FIN501	Corporate Finance		4				60	140
	5	ACC501	Business Accounting		4				60	140
	6	MAN502	Human Resource Management		4				60	140
	7	RES602	Problem Solving in Organization			4			60	140
	8	RES609	Business Research Methods			4			60	140
<b>Elective Units (Student choose 2 courses)</b>							4		60	140
							4		60	140
2	1	MAR607	Advanced Marketing Strategy							
	2	FIN605	Advanced Corporate Finance							
	3	MAN606	In Country Study							
	4	FIN606	Advanced Financial Markets							
	5	FIN604	Derivatives							
	6	FIN602	Investment & Portfolio Management							
	7	MAN602	Project Management							
	8	ACC602	Financial Statement Analysis							
	9	FIN603	International Financial Management							
	10	ACC601	International Accounting							
	11	ACC603	Auditing							
	12	MAN601	Strategic Management							
	13	MAR601	B2B Marketing							
	14	MAN603	Management of Change							
	15	MAR602	Services Marketing							
	16	BUS601	International Business							
	17	MAN604	Project Appraisal							
	18	MAN605	Leadership							
	19	MAR604	Integrated Branding Strategy							
	20	FIN607	Financial Risk Management							
	21	MAN607	Strategic Business Management							
	22	MAN608	Business Operations and Logistics							
		RES401	Final Business Project					20		
<b>Total</b>				12	12	8	8	20	600	1.400

## Bachelor of Business Administration

The BBUS divides the programme's subjects into five broad categories of knowledge: management knowledge, international business knowledge, marketing knowledge, accounting knowledge and finance knowledge. The programme includes four integral parts: (1) academic curriculum (i.e., 26 English units and seven compulsory Vietnamese units); (2) ISB Leadership Programme; (3) Student Exchange Programme (up to the choice of the students, albeit they are encouraged to join), and (4) internship and final business project (i.e., thesis).

Multinational, midsize and big firms are the target employment for graduates from BBUS. As a result, in addition to the academic core of the business field, the programme covers a range of specialisations as well as practical knowledge that is relevant to the structure and mechanism of multinational firms. This includes the majors International Business, Management, Marketing, Accounting or Finance, in which students choose their electives. Students who successfully complete the BBUS will have acquired the knowledge, competence and expertise to keep up with the growing demands of employers in the competitive business marketplace. Through extracurricular training sessions, students will have the opportunity to partake in a series of career orientation – soft skills seminars.

**Table 9: Curriculum Bachelor of Business Administration**

Year	No.	Unit Code	Unit Name	Credit Points per Trimester VN Credits (1VN Credit = 1.8 ECTS Credit)										Workload	
				1	2	3	4	5	6	7	8	9	10	Hours in class	Hours self-
1	1	FOU106	Academic English	4										60	140
	2	FOU105	Business Communication	4										60	140
	3	MAT101	Mathematics for Business	4										60	140
	4	MAT102	Statistics for Business	4										60	140
	5	ECO101	Principles of Economics		4									60	140
	6	MAR101	Principles of Marketing		4									60	140
	7	ACC201	Principles of Accounting		4									60	140
	8	MAN101	Principles of Management		4									60	140
	9	ACC202	Managerial Accounting			4								60	140
	10	ECO201	Managerial Economics			4								60	140
2	11	BUS301	Business Law			4								60	140
	12	MAR201	Consumer Behaviour				4							60	140
	13	MAN201	Organizational Behaviour				4							60	140
	14	FIN201	Corporate Finance				4							60	140
	15	BUS302	International Business					4						60	140
	16	MAR202	Marketing Research					4						60	140
	17	RES301	Surveys & Multivariate Analysis					4						60	140
	18	ECO202	Applied Econometrics						4					60	140
	19	MAN301	Human Resource Management						4					60	140
3	20	MAN302	Strategic Management						4					60	140
	21	MAN304	Project Management							4				60	140
	22	BUS304	Integrated Management Project							4				60	140
	23	BUS310	Problem Solving in Organization in Management							4				60	140
											4			60	140
<b>Elective Units (Student choose 2 courses)</b>												4		60	140
	1	MAN303	Management of Change												
	2	MAN306	Globalization & Sustainability												
	3	MAR306	Enterprise, Innovation & Markets												
	4	MAN305	Management Information System												
	5	MAR302	Services Marketing												
	6	MAR304	International Marketing												



<b>2nd Semester</b>		<b>19</b>								
<b>Module 1: Foreign Language</b>										
English 2		4						60	140	
<b>Module 2: Foundation of Economics and Business</b>										
Macroeconomics		3						45	105	
Applied Statistics in Economics and Business		3						45	105	
Principles of Accounting		3						45	105	
<b>Module 3: General Knowledge</b>										
Scientific Socialism		2						30	70	
Ho Chi Minh's Ideology		2						30	70	
History of Vietnamese Communist Party		2						30	70	
<b>3rd Semester</b>		<b>19</b>								
<b>Module 1: Foreign Language</b>										
English 3		4						60	140	
<b>Module 3: General Knowledge</b>										
The Legal Environment of Business		3						45	105	
<b>Module 4: International Business Compulsory Course</b>										
International Business		3						45	105	
Business Models and Application		3						45	105	
Principles of Marketing		3						45	105	
Management Information System		3						45	105	
<b>4th Semester</b>			<b>18</b>							
<b>Module 1: Foreign Language</b>										
English 4			4					60	150	
<b>Module 3: General Knowledge</b>										
Soft Skills			2					30	70	
<b>Module 4: International Business Compulsory Course</b>										
Global Supply Chain Management			3					45	105	
Global Strategic Management			3					45	105	
Business Analytics			3					45	105	
Financial Management			3					45	105	
<b>5th Semester</b>				<b>18</b>						
<b>Module 3: General Knowledge</b>										
Entrepreneurship				1				15	35	
<b>Module 4: International Business Compulsory Courses</b>										
International Logistics				3				45	105	
Import Export Management				3				45	105	
International Human Resources Management				3				45	105	
International Business in Asia				3				45	105	
Foundation of Multinational Financial Management				3				45	105	
Enterprise Resource Planning (Supply chain management)				2				30	70	
<b>6th Semester</b>						<b>18</b>				
<b>Module 4: International Business Compulsory Courses</b>										
International Trade						3		45	105	
International Project Management						3		45	105	
Business Simulation						3		45	105	
<b>Module 5: International Business Elective Courses</b>										
Marketing in Digital era						3		45	105	
International Marketing								45	105	
Marketing Research						3		45	105	
Commerce in Digital era								45	105	
Cross-cultural Management						3		45	105	
Organizational Behaviour in business								45	105	
<b>7th Semester</b>							<b>10</b>			
<b>Bachelor's Internship</b>										
Corporate Semester							10	150	350	
Graduate Thesis								150	350	
	<b>18</b>	<b>19</b>	<b>19</b>	<b>18</b>	<b>18</b>	<b>18</b>	<b>10</b>	<b>2085</b>	<b>4875</b>	

### Rationale for degree and programme name

The **Vietnam-Netherlands Programme** is a study programme in collaboration between UEH (Vietnam) and ISS (the Netherlands) that offers the Master degree in Applied Economics. In the VNP, there are different names for different objects:

- **Vietnam – The Netherlands Programme:** This is the name of the administrative programme. VNP in this sense is equivalent to a centre of the UEH university. Currently the VNP consists of three academic programmes: the Master of Science in Development Economics, Double Degree Programme and the Joint Doctorate programme. The two later programmes are joint work with the ISS – Erasmus University Rotterdam.
- **Master of Science in Development Economics:** this is the name of the degree. This name follows the training major code list approved by the Ministry of Education and Training (Code number: 8310105).
- **Master programme in Applied Economics:** This is a sub-name printed in the degree. This programme name reflects the broad topics that VNP covers in its curriculum that includes economics, development, finance and analytical tools. While the Master of Science in Development Economics is a legal name but does not necessary reflects fully the scope of the programme, the sub-name has helped learners and the labour market understand the programme better and more accurate.

The name **Master of Business Administration** is in line with the focus of the programme content and is further explained in the programme curriculum. The programme includes different aspects of business (e.g., marketing, management, finance, accounting, human resources), thus providing the students with advanced knowledge about business administration based on their working experience and the fundamental knowledge that they gained at Bachelor level. The volume (number of credits) and learning outcomes of the programme are consistent with the National Qualifications Framework and MOET regulations. The degree is Master of Business Administration (MBA).

The **Bachelor of Business Administration** or ISB BBUS Talented Programme, is a Bachelor programme about business administration with five majors (i.e., marketing, management, international business, finance and accounting). The 124-credit ISB BBUS Programme is designed to match level 6 of Vietnam National Qualification Framework. The degree is Bachelor of Arts (B.A.).

Students who complete **Bachelor of International Business** will be awarded a Bachelor of Arts (B.A.) in International Business. The contents of the programme fulfil the requirements of the Vietnam Qualification Framework for undergraduate education, including knowledge, skills, autonomy and responsibility. The programme focuses on equipping students with specialised knowledge about business activities domestically and internationally, such as international business management, supply chain and logistics management, import-export management, marketing management, ecommerce. Furthermore, several courses provide students with knowledge and skills about managing and operating a business, especially those with international business activities such as International Business, International Business in Asia, Global Strategy Management, Global Supply Chain Management.

### Integration of theory and practice

Provided that VNP graduates are expected to be empirical researchers, VNP takes the integration of theory and practice as the core strategy when delivering courses to students.

Particularly, when delivering courses of background in economics, lecturers are asked to (1) introduce the theories, (2) explain how theories can be applied to identify and address real world issues, (3) serve as the basis for studying other courses and most importantly (4) introduce empirical studies that apply the theories in investigating real world issues. When delivering courses with background in finance and development, UEH considers it as important to introduce empirical studies that apply the theories in studying problems related to development and problems of the financial sector. Moreover, analytical tools and research skills are introduced in a way for students to understand that the application of these tools in investigating empirical issues are guided by economic theories.

In the **Master of Business Administration**, the integration of theory and practice is reflected in using real case studies for as many units as possible. By this way, students become active participants in debating and seeking solutions to a contemporary issue. This enhances their problem-solving skills and critical thinking. In addition, active learning is also encouraged in class, where the students are welcomed to join group discussions, ask questions, voice their opinions and defend their ideas against classmates and instructors. Besides, as a prerequisite for graduation, each student is also required to complete an intensive problem-solving project (thesis) into which all theoretical knowledge and practical skills gained during the master courses shall be consolidated. The thesis aims to identify problems, suggest alternative solutions and propose an action plan for the organisation to solve the problems in a real organisational setting. This requires a thorough application of theories into practice.

Theory and practice in the **Bachelor of Business Administration** are interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. For the foundation units of the study programme, students consume knowledge mainly from textbooks to understand the basics of business and participate in in-class activities (e.g., open discussion, presentation, Q&As) to best understand the knowledge. For the core units, the students consume knowledge not only from textbooks but also extra sources with some practical applications. In addition to the activities in foundation units, they thus also have to read extra materials, link the knowledge with that of the textbook, join in-class activities (e.g., case study analysis, group discussion, presentation, business simulation, etc.) to best relate the knowledge to industrial context and then analyse relevant case studies based on the theories. For the specialised units, the students learn to apply practical knowledge with projects and industry involvement. At this level, the students are guided to read extra materials and link the obtained knowledge with the real business context, then complete all living-case studies designed by lecturers and industry experts.

For some subjects, the BBUS invites industry partners to discuss living case studies in the form of seminars. By this way, students can learn to apply knowledge into practice through real-life examples. In addition, the BBUS of the International School of Business (ISB) also organises an extracurricular called Leadership Programme to help students gain better insights about practical issues in business administration and to hone their skills for learning and working through a series of seminars and workshops. Upon completion of at least 80 % of total credits, students are required to apply for internship in a local company for their final business project (thesis). More specifically, the students must collect real data from the market/industry and from their corresponding companies to figure out major existing business problems. It is expected that the problems are in the students' interested fields of study (i.e., marketing, management, international business, accounting and finance). The whole process of the final

business project, based on the PSO methodology (i.e., problem-solving in organisations), requires a high level of theory-practice integration and application.

The **Bachelor of International Business** is built on a foundation of integration between theory and practice. Approximately 65 % of the International Business programme is theoretical-built courses and the remaining are practical oriented ones. Specifically, the programme has eight courses (24 credits) related to professional practice, accounting for 20 %; three courses (9 credits, corresponding to 7.5 %) with contents related to data science, ICT and 10 credits of graduate internship, standing for 8.3 %. The International Business programme adds some new subjects with high applicability, suitable for practical needs: Business Models and Application, Business Analytics, International Business in Asia, International Logistics, Cross-cultural Management, Commerce in digital era. The teaching method is adjusted: case study situations are included in the lecturing using application software. The assessment increases students' practical knowledge, skills and autonomy under the actual environment.

When implementing teaching courses, the practical element is considered an essential and mandatory aspect for students. Students are required in the learning process to know how to apply theory to implement a specific project or to solve a problem within the respective subject area. Students are tested for their practical ability for different courses by various methods. For example, after being fully equipped with the necessary knowledge and skills for some courses, students must do a project corresponding to a specific enterprise and report the project results. Students must also undertake a ten-week internship to experience a real work environment. Students must solve a specific problem using their knowledge and skills with the guidance of instructors and supervisors from businesses. The link between theory and practice in the courses is enforced through reflective discussion questions, case studies, papers and assignments. The selection of lecturers also focuses on both professional and academic backgrounds. This process ensures that lecturers can teach theory and can lead case studies derived from practice.

#### Interdisciplinary thinking

Many economic studies today are multidisciplinary. As a result, when being introduced with empirical papers, students of the **Vietnam-Netherlands Programme** are provided with a view of multidisciplinary thinking. In addition, there are courses that enhance the multidisciplinary thinking. Data science provides learners knowledge and skills on using data to improve outcomes and ambitious goals in different sectors of the economy. While the theoretical part of this course is on data science, the applied part links to economics, development, finance and behaviour. Behavioural Finance integrates the studies of psychology in analysing behaviour of investors in the financial markets. The interdisciplinary thinking is reflected in the research theses. Many thesis research topics are interdisciplinary per se, for example studies on health issues or climate change problems using economic tools.

The **Master of Business Administration** programme is designed with many units focusing on different aspects of business activities, such as finance, accounting, management, operations, human resources and marketing. By this way, students have a thorough knowledge about the main activities of business, thus equipping themselves with essential knowledge for upcoming jobs that require interdisciplinary thinking.

To help students become future managers and entrepreneurs, the **Bachelor of Business Administration** emphasises on equipping them with transdisciplinary knowledge and skills,

especially in main pillars of a business (i.e., marketing, international business, management, finance and accounting). This is supportive of some programme learning outcomes, including discipline-specific knowledge and application, communication and teamwork. Interdisciplinary knowledge will be applied in the final business project (thesis) where students must solve real-life business problems for their company. Elective subjects and extra-curricular activities also facilitate students to cultivate interdisciplinary thinking. Regardless of the majors, all students are required to complete common units, which include: two units about academic skills, two units about numerical skills, five units about political-social sciences, four units about business principles and five units about research skills in business. Students will learn to apply knowledge from different units at different levels. Moreover, they also have a chance to do their internships in different departments, different positions and different multinational companies in the final year.

From the general knowledge education block, students of the **Bachelor of International Business** are equipped with multidisciplinary knowledge and the ability to adapt to changes. Students are provided with basic knowledge of mathematics, economics, law, accounting, through Mathematics for Business and Economics, Microeconomics, Macroeconomics, the Legal Environment of Business, Principles of Accounting. In addition, students are also prepared knowledge for starting a business and the skills to carry out management activities through the courses on Entrepreneurship. With the International Business programme, students can approach different issues related to Marketing, Finance, Human Resources, Sales, Supply Chain, Manufacturing, and Services Management courses. The inclusion of these courses in the programme helps students form an interdisciplinary mindset. Furthermore, allowing students access to different disciplines in the programme helps create an open mind. They can have the ability to see from multi-dimensional perspectives and overall assessment. Elective courses also facilitate students to cultivate interdisciplinary thinking. Moreover, in each course, interdisciplinary thinking is encouraged. Learning situations are included in the course that requires students to apply multidisciplinary knowledge to solve.

### Ethical aspects

Ethical aspects are integrated and communicated to students in every unit guide, in which the students are responsible for behaving ethically and appropriately in order to avoid any misbehaviour or misconduct (cheating, plagiarism). Where group work is assigned, students are to ensure that every group member has equal opportunity to contribute in a constructive and beneficial manner. Lecturers have the right to deduct the student's scores if he/she is found committed to copying others' reports. There are always clear regulations to prevent students from cheating in exam hours. Regulations are uploaded onto webpage for public access. All forms of academic dishonesty will result in a failure in a piece of work (assignment and project), exam, and thesis and even expulsion. UEH checks all pieces of work students submit for assessment, using "Turnitin" software.

At the beginning, new-entry students are invited to UEH's week of civic education and ethical orientation in study and life for students. Further orientation seminars which widely and clearly communicate about the study programmes, school policies, code of ethics, plagiarism and academic integrity. They are subsequently enrolled to corresponding online courses on our virtual learning platform, which all end up with a virtual test to ensure full ethical awareness among the newly admitted students. All aspects of ethics are communicated clearly during the orientation week and mentioned in the Student Handbook with details, which include: (1) conduct towards the community, (2) conduct towards the school policies, (3) conduct towards



academic integrity, (4) conduct toward extracurricular activities, (5) conduct towards school view and property, (6) misconduct, and (7) academic dishonesty.

#### Methods and scientific practice

Providing students with the ability to do scientific work, particularly economic research, is the core objective of the **Vietnam-Netherlands Programme**. Throughout the courses at VNP, students have chances to learn theories, analytical tools and research skills when doing assignments and projects. As the courses are designed with the integration of theory and practice, and that VNP thesis is economic research, VNP students learn the methods of doing a scientific work from the beginning until the end of the study programme. The methodological training of students is the focus of the programme and at the same time runs like a thread through all courses and activities. In this regard, the programme also closely collaborates with the ISS Rotterdam to educate students in methodological skills. For this purpose, lecturers from ISS stay at UEH to provide courses for students.

Students must participate in the compulsory courses on Academic writing and critical thinking, Statistics in Business and Economics, Research Methodology, Thesis Research Design as well as in the method-specific courses on Microeconomics, Macroeconomics, Econometrics and Data Science. With eight out of 16 courses with a special research method focus, students are thoroughly trained for their own research project, the final thesis.

The final thesis is the central element of the programme, since it shows the qualification of students in the field of Applied Economics and their ability to conduct research. The quality of VNP theses has been improved over time in a way that they are becoming highly academic and several of them have been published in international academic journals. Based on this success, since 2019, VNP opened a second gateway to thesis research: The Applied Research Thesis (ART) that aims to systematically solve practical problems at organisations where students work. ART is a new form of thesis that is more practical at organisational level. ART is a study that applies economics knowledge and analytical skills to solve a specific problem at an organisation. Students at VNP learn the knowledge of economics, finance and analytical skills and at the same time learn the way to apply these knowledge and skills to solve practical problems for the organisation they are working at. Through ART, students are able to see how economic knowledge can help decision makers finding evidence-based solutions for problems they are facing. The ART could be a good opportunity for VNP students to learn the art of combining economics and analytical skills to support decision making process of firms and organisations.

The **Master of Business Administration** consists of two units focusing on providing research skills for students, namely Problem Solving in Organisations and Business Research Methods. In these two units, students will get familiar with how to collect data, identify and verify the problem, identify the relationship between problem and potential consequences and identify root causes. After completing these units, students will be equipped with problem solving skills and able to pursue research career paths should they wish. As all major aspects of inquiry (i.e., managing the process, analysing data, making discussion and reflecting the research results) may require guidance, lecturers have built instructions towards understanding and practices. Prerequisite knowledge and critical questions have been evoked and linked to experiences with experiments, data and phenomena to enhance conceptual understanding among the students. Discourse and classroom discussions have been also conducted as a

key to support learning in science. All of these things have motivated and encouraged students to articulate their scientific ideas.

The focus on building and developing research skills for students is a focus of the **Bachelor of Business Administration**. This helps build critical thinking and problem-solving skills to students. Upon graduation, students from all majors are expected to show competency of gathering and analysing data, interpreting the processed data into insights and making decisions based on the findings. For this purpose, students are required to complete five compulsory research-based units, namely Marketing Research, Surveys and Multivariate Analysis, Applied Econometrics, Organisational Behaviours and Consumer Behaviours. Through these units, students are equipped with necessary skills for research-oriented work and for applying those skills in the respective vocational fields. They learn science by actively practicing science in the form of many activities (e.g., conducting investigation; sharing ideas with peers; specialised ways of talking and writing; mechanical, mathematical and computer-based modelling and development of representations of phenomena). Another signature of the ISB BBUS Programme is the application of PSO methodology in solving real-life business problems. The final business project (thesis) is conducted exclusively based on this framework, where a typical student is required to gather relevant data from inside and outside the company of his or her internship to identify its key existing business problems and recommend the most suitable solution accompanied by a detailed action plan.

In the **Bachelor of International Business**, students have access to various methods that help them get research skills, define and develop business problems, develop the research plan, literature review, analysis of results and write the final report. The programme focuses on training practical skills and problem-solving abilities. The student-centred teaching method and problem-based learning method are applied to promote the initiative and creativity of student, and students will be self-discoverers of knowledge. Students are required to practice information synthesis information analysis and apply theoretical frameworks and models for decision making. Usually, the cases of textbooks and the Harvard Business Review cases are utilised to increase students' analytical ability and knowledge. Skills and knowledge of research methodologies are taught in different courses: Applied Statistics for Business and Economics, Marketing Research, Business Models and Application, Business Analytics and Final thesis (Internship Reports). Students can learn from these courses different research methods applied in business practice, decision making as well as know how to conduct market research. Moreover, these methods are also sufficient to enable students to pursue further studies or become academic researchers. In addition, students are required to perform when performing group, case, and project exercises.

#### Examination and final thesis

In general, the manual for assessing the teaching-learning process and learning outcomes used in the study programmes refer to the requirements of MOET and UEH. Also, each course will have different types of assessments to meet the learning outcomes of the courses. The examination method includes (a) assignment given by lecturers on specific topics, (b) quiz to detect readiness and/or students' comprehension of specific learning outcomes, (c) working report that students must submit after conducting a series of activities or practical works, (d) post-test to measure student comprehension as results of learning, (e) project report presents and paper submitted, (f) verbal test. Among a wide range of assessments, the midterm and final examinations generally occupy a high proportion of the academic result with. These examinations normally consist of both multiple-choice questions and essay-based questions.

The assessment information is written in the syllabus, which students are informed of in the course's first session. The lecturers use rubrics in grading, according to the criteria written on the syllabus that are associated with learning outcomes. Students must attend at least 80 % of sessions to count for the final exam. The course assessment is transparent and administered according to the academic calendar. Students can look for that information on the students' site in the LMS. If students have any questions or concerns, they can directly ask their lecturers for further explanation.

Thesis writing in the **Vietnam-Netherlands Programme** is a long process, starting with a concept note, which states the research problem. Once the concept note is approved by VNP Scientific Committee, students start developing their Thesis Research Design (TRD). The TRD is then evaluated by a committee, appointed by VNP Scientific Committee for each student. After TRD is approved, students start doing their theses. When students finish their theses, they need written approval from their supervisors. In addition to the approval of supervisor, students' theses also need to pass the plagiarism check by VNP Office, get the approval from the VNP Director (or a qualified person assigned by the VNP Director) and get the approval from the Institute of Social Studies (ISS) before being considered ready for a public defence.

At the Thesis Public Defense (TPD), students present the main findings of theses before a TPD Committee and the public audience. The TPD Committee, appointed by UEH President or a person assigned by UEH President, usually consists of five members: a Chair, two discussants, a secretary and one member. The discussants will scrutinise theses and give written comments on the theses. VNP theses are assessed by TPD Committee based on the following criteria: the identification of the research problem, the relevance of the literature, appropriate methodology, correct interpretation of the results, the discussion of the results in a way that is helpful for policy makers, good presentation, as well as properly addressing questions from TPD Committee members and the audience.

Examination forms and methods in the **Master of Business Administration** are specified in training regulations, detailed course syllabus and are communicated to students. All the assessments of each unit, including final tests, are required to meet each unit's learning outcome. The exam format will vary from multiple choice questions, short answer questions, case study questions, calculation questions or essay questions and can even be a combination of these types depending on the nature of the unit. While multiple-choice questions are used to evaluate students' understanding of theories, essay-based questions will tend to assess students' ability in analysing and using theories into practice. The assessment evaluation is based on defined rubrics and standards, with a grading scale and shows the content of unit. Students can give feedback, if necessary, which is linked to advice on the learning process and result of examination. The final thesis is mandatory after completion of all units. The purpose of defending a final thesis is to demonstrate students' ability to apply the methodology of problem-solving in organisations (PSO) in their real-life business issues. Students must successfully complete two research units to be eligible for thesis registration. For thesis defence, the students are required to complete and pass all required units with a minimum GPA of 5.5 (out of 10). A typical final business project lasts for 24 weeks (i.e., six months) with four milestones, namely thesis orientation (in week 1), proposal submission and defence (in week 9-10), final submission and defence (in week 19-20), official submission (in week 24). Conventionally, each student must defend their proposal and final thesis with a panel of five judges. They are also requested to follow the up-to-date Vancouver referencing style in their final thesis.

For some specialised units in the **Bachelor of Business Administration**, the assessment is more based on projects and practical assignments to better prepare students for their future career. Feedback and constructive comments by unit instructors and/or peers are always given as part of the learning process. The final business project (thesis) is an integrated unit which makes 10 credits. Students are obliged to complete at least 80 % of the total number of credits to be eligible for this four-month project. Based on the registration of major and initial internship information provided by the students (e.g., company of internship and its major business areas, duties and responsibilities of each intern, access to internal information), the study programme will assign a suitable thesis supervisor to each student. The whole thesis process is strictly based on the following structure: (1) scan the business environment of the internship company and collect data to figure out abnormal symptoms; (2) intensively analyse the symptoms with further investigation and support from theories to identify possible problems behind these symptoms; (3) validate all possible problems and figure out the central problem; (4) intensively analyse the central problem with further analysis and theoretical backgrounds to identify the possible causes of the central problem; (5) validate all possible causes and single out the central cause; (6) develop alternative solutions with detailed cost-benefit analysis to help solve the central problem and deal with the central cause; (7) recommend the most suitable solution and propose detailed action plan. To accomplish this process, the students must collect and analyse data and information, both primary (i.e., obtained through surveys, in-depth interviews, focus group) and secondary (i.e., industrial reports and benchmarks, internal reports, available data from the internal archives).

Throughout the thesis period, students are required to constantly update the progress of their projects to the thesis supervisors. Depending on the supervisors, at least nine reports should be submitted, including (1) report of company background, environmental scanning and observations, (2) report of initial ideas about symptoms, (3) intensive analysis of the symptoms, (4) problem identification and validation, (5) thesis proposal, (6) cause identification and validation, (7) alternative solutions, (8) solution of choice and proposal of change plan, (9) final business report. Among them, the thesis proposal and final business report are compulsory and must be stored in the online platform of the ISB BBUS. The final business project is evaluated by both the direct thesis supervisor (40 %) and the panel of judges (60 %). The progress performance (40 %) is assessed on the basis of attitude and quality of progress reports that students show during the thesis period. The thesis defence (60%) is evaluated by a panel of three judges strictly on four criteria, including format (10 %), content (50 %), presentation (20 %) and Q&As (20 %). The defence result is the average of the grades given by each of the three panel members. This, in consistency with international practices, helps ensure the fairness and integrity of the evaluation. During the defence session, each candidate will receive feedback about their performance and advice for improvement, which are also precious lessons for them in their future business-related careers.

After completing the courses in the **Bachelor of International Business**, students must participate in ten weeks of internships at enterprises and two weeks of preparation (meeting advisors, choosing the internship type, planning an internship) and writing graduation reports. Students can choose one of two options: graduate thesis or corporate semester. The corporate semester form has been included in the International Business programme for the past three years, with the guidance and grading of enterprises (30 % of the total score). Besides, in 2021, students have an additional option of doing a startup project. In each option of the graduation thesis, students will both intern and research on firms' related business issues. The thesis

advisor will instruct the research methods suitable to the characteristics of the thesis content. There are two main options of final thesis:

- The graduation thesis is in the traditional format with three chapters: Chapter 1- Theoretical background, Chapter 2 - Situation of the organisation, Chapter 3 - Recommendations. Students choose a place to intern and discuss the issues and tasks assigned at the internship company with their instructors. After consulting with instructors and managers at the enterprises, students will choose an actual business situation topic related to the knowledge learned in the programme. The instructor will grade this graduation thesis according to published criteria and it will be reviewed by another lecturer on content and presentation format. Enterprises only confirm the attitude and behaviour of students during the internship. They do not participate in the assessment as in the case of the corporate semester. Students must commit to intern at an enterprise with a direct instructor of this type. This person will have to contact the instructor frequently to learn about methods and discuss issues during the internship.
- The corporate semester report: similar to the graduation thesis, students also need to register for the enterprise semester, with the content of the work performed, the person in charge, time, experience and tasks. Grading criteria of graduation thesis, enterprise semester report and startup project are mentioned in the syllabus and published on the website of the School of International Business – Marketing (SIBM) and guided and advised by lecturers during the first week of internship preparation. The SIBM's scientific council approves the final thesis's layout, content and format with the advice of representatives of some businesses associated with the students.

## Appraisal:

The curricula of **all four study programmes** adequately reflect the qualification objectives of each study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. However, regarding the **Bachelor programmes**, the panel had the impression that students might benefit from additional electives to specialise more in the course of the study programme. The panel **recommends** including more electives (e.g., by cooperation with other faculties) into the study programme.

In the **Master of Business Administration**, the contents of the programme are in line with the EQUAL MBA Guidelines. Students' prior professional experience are taken into account and referred to.

The degree and programme names of all four study programmes correspond to the contents of the curricula and the programme objectives.

Theoretical questions are explained by means of practical examples, such as practical projects and group works, presentations and practical applications/simulations. There is also evidence that all study programmes qualify for interdisciplinary thinking and ethical implications are appropriately communicated.

Students of all four study programmes acquire methodological competences and are enabled to do scientific work on the required level. In the **Vietnam-Netherlands Programme**, research

and scientific practice is the core element of the programme. Students learn different research methods during the course of the programme, particularly a lot of Econometrics is included. The panel was impressed and sees this as a thorough training for current and future researchers in the fields of Development and Applied Economics, as well as for researchers in respective vocational fields (businesses and companies). Since the students are equipped with above-average methodological competences and scientific practice, the methodological education can be rated as the unique-selling point and core value of the study programme.

There is a variety of formats in examinations in the courses of **all four study programmes**. The requirements are in accordance with the desired qualification level. However, the panel is of the view that the study programmes could improve with regard to matching the examination format with the intended learning outcomes. Therefore, the panel **recommends** aligning the examination forms of the courses more closely with the learning outcomes of the courses.

The final theses are evaluated based on previously published and coherently applied criteria, rules and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

## 3.2 Structure

Considering that one Vietnamese credit is equivalent to 50 study hours, one ECTS credit is equivalent to 27.5 study hours, then one VN credit equals 1.8 ECTS credits. In Vietnam, students are required to study 34-36 credits per year, which equals 61 – 64 ECTS credits. At UEH, the total workload of a Bachelor degree varies from 120 to 125 Vietnamese credits, which corresponds to 216 to 225 ECTS credits, with an academic full-time programme of 3.5 years. The total workload for Master degrees is 60 Vietnamese credits, equivalent to 108 ECTS credits. The syllabus's structure in each study programme includes course information, course objectives, requirements, assessment criteria, materials and teaching methods.

### Vietnam-Netherlands Programme

Projected study time	2 years, 4 semester (part-time)
Number of credits (national credits and ECTS credits)	60 Vietnamese credits/ 108 ECTS credits
Workload per credit	1 Vietnamese credits = 50 hours 1 ECTS credit = 27.5 hours 1 Vietnamese credits = 1.8 ECTS credits
Number of courses	17 courses (including 13 compulsory and 4 elective courses (out of 8 elective courses))
Time required for processing the final thesis/project and awarded credits	6 months, 14 Vietnamese credits/ 25 ECTS credits
Number of contact hours	700 hours

Total workload of the study programme corresponds to 60 Vietnamese credits, of which 46 credits are allocated to course work and 14 credits are for the thesis. The VNP programme includes 13 compulsory courses (34 credits) and four elective courses (12 credits), which will be selected from a list of eight courses that combines both economics and finance (Modules 1 and 2). The first module provides students with advanced understandings in economics, development and finance; in particular; fundamental knowledge of research about companies, financial markets, financial organisations at regional, local or international levels. The second module provides students with knowledge and analytical skills in finance; particularly risk management skills for international finance and corporate finance; insights into banks, financial markets, financial, governmental and economic aspects of financial organisations. The third module equips students with analytical skills for research projects that aim at international standards. It also provides students with creative thinking skills, teamwork skills as well as academic English writing skills for economists. Specifically, the module facilitates students' ability to complete their Master theses. Focus of this module is placed upon quantitative analysis tools.

The thesis writing stage lasts for six months with 14 credits. Duration of this stage can be shortened if students initiate to write their thesis based on the research outline which was previously approved by the VNP before the end of the first stage.

### Master of Business Administration

Projected study time	2 years, 6 trimester
Number of credits (national credits and ECTS credits)	60 Vietnamese credits/ 108 ECTS credits
Workload per credit	1 Vietnamese credits = 50 hours 1 ECTS credit = 27.5 hours 1 Vietnamese credits = 1.8 ECTS credits
Number of courses	11 courses (including 9 compulsory courses and 2 elective courses (out of 22 elective courses))
Time required for processing the final thesis/project and awarded credits	6 months, 20 Vietnamese credits/ 36 ECTS credits
Number of contact hours (For MBA programmes: Please describe in which way the substantial proportion of	600 hours structured contact ensured by regular classes

structured contact according to the EQUAL MBA Guidelines is ensured.)	
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The Master of Business Administration structure consists of 60 credit points (15 learning hours per credit point) including two foundation units, four core units, two advanced units, two elective units and one thesis defence. Students are expected to complete the entire programme within two years. The programme follows the trimester schedule which means that students will study three blocks per year.

#### Bachelor of Business Administration

Projected study time	3.5 years, 10 trimester
Number of credits (national credits and ECTS credits)	124 Vietnamese credits/ 223 ECTS credits
Workload per credit	1 Vietnamese credits = 50 hours 1 ECTS credit = 27.5 hours 1 Vietnamese credits = 1.8 ECTS credits
Number of courses	33 courses (including 7 University compulsory courses, 2 elective courses (out of 14))
Time required for processing the final thesis/project and awarded credits	4 months, submitted in the final semester, 10 Vietnamese credits
Number of contact hours	1,710 hours

The programme has 124 Vietnamese credit points that can be completed within 3.5 years of full-time study. Each credit point is equivalent to 15 in-class credit hours (i.e., one credit hour is a period which lasts for 45 minutes). In the third year of the programme, students can choose one of the five majors (i.e., Marketing, Management, International Business, Finance and Accounting).

The extra curriculum for skill development is also implementing along with the main curriculum via seminar and internship activities. In detail, the BBUS consists of 26 English units and seven Vietnamese units from eleven modules, which include:

- (1) Academic skills (i.e., 2 units with 8 credit points),
- (2) Numerical skills (i.e., 2 units with 8 credit points),
- (3) Political-social sciences (i.e., 5 units with 11 credit points),
- (4) Physical education (i.e., 2 units with 3 credit points),
- (5) Business principles (i.e., 4 units with 16 credit points),
- (6) Business research (i.e., 5 units with 20 credit points),
- (7) Interdisciplinary core knowledge in business (i.e., 6 units with 24 credit points),
- (8) Specialized knowledge (i.e., 2 units with 8 credits),
- (9) Problem solving in organizations (i.e., 2 units with 8 credits),
- (10) Supplementary knowledge (i.e., 2 selective units with 8 credit points), and
- (11) Final business project (i.e., thesis with 10 credits).

The programme follows the trimester schedule which means that students will study three blocks per year. Therefore, students will study more courses compared to the semester-scheduled programme in the first and second year. For the third-year students, living case-study projects applied to specialised courses consume more studying time of students to



collect real business information as well as data to solve the cases. This is the reason why the number of credits of the third year (26 Vietnamese credits) is lower than other years (45 Vietnamese credits in year 1, 43 Vietnamese credits in year 2).

#### Bachelor of International Business

Projected study time	3.5 years, 7 semester
Number of credits (national credits and ECTS credits)	120 Vietnamese credits/ 216 ECTS credits
Workload per credit	1 Vietnamese credits = 50 hours 1 ECTS credit = 27.5 hours 1 Vietnamese credits = 1.8 ECTS credits
Number of courses	There are 43 courses, including 35 compulsory and 8 elective courses (choose 4 of 8 elective ones)
Time required for processing the final thesis/project and awarded credits	Students must intern/work in multinational or domestic firms related to International Business areas and complete an internship report within ten weeks in the 7th semester, 10 Vietnamese credits
Number of contact hours	2,085 hours

The delivered courses in the Bachelor of International Business focus on general knowledge block (mainly required by the Ministry), core business courses, and significant international business courses to meet the programme's objectives. There are three learning phases that students are required to fulfil. The first phase is general knowledge, including some compulsory courses required by MOET and other basic subjects. The second phase will deliver core and major international business subjects, and English is divided into four parts to teach during four semesters from phase 1 to phase 2. The last phase of the International Business programme focuses on a 10-week internship. Based on programme mapping, subjects are categorised into seven semesters. Students are required to study six to seven courses per semester (equal to 18 to 22 Vietnamese credits each semester).

#### Study and exam regulations

The study and exam regulations for **Master programmes** are defined in VNP rules and regulations, as well as the MBA handbook. The Rules and Regulations are designed to assist staff and students understand their rights and responsibilities which do not conflict with the rules of the UEH, the rules of the Ministry of Education and Training, or the provisions of Vietnamese law. Student must follow the teaching programme and abide by the regulations concerning students' rights and obligations within the premises of the UEH. These rules and regulations also concern various appropriate imposition in cases of neglect of academic duties or violation of these rules or of regulations, in case of suspension and in case of dismissal. These rules and regulations cover the governance of the programmes, including structure of the study, planning and implementation, admission and registration, attendance, assessment and award of the degree and programme evaluation.

UEH applies an academic credit system in which students must earn a required number of credits to graduate as regulated in Regulation No 1407/ĐHKT-TCHC. All **Bachelor programmes** are governed by the Department of Undergraduate Training (UEH) in

cooperation with the respective School, which describes the programme's profile, programme outline and structure, final qualifications, course objectives and final achievement. All the programme regulations are in accordance with the regulations of the Ministry of Education and Training. The Department of Undergraduate Training (UEH) in cooperation with relevant departments such as Department of Scheduling Testing provide students information regarding the school-year plan, timetable, tutoring, assignment submission requirements and the use of Turnitin, information about the online learning resources and the Graduation and Examination Regulations. Grading is described in the Assessment regulations. Specifically, one course needs at least two evaluation components (including collective and individual assessments). Depending on the course's objectives, different types of exams and tests will be employed correspondingly. Cumulative GPA is evaluated by semester, by school year or from the beginning of the programme. It is considered a basis for the general assessment of learning progress and academic performance.

#### Feasibility of study workload

Since its establishment, the **Vietnam-Netherlands Programme** was adjusted several times to require a moderate amount of effort on studying. The VNP programme consists of 15 to 18 months for coursework and six months for thesis which totally requires students to devote a minimum of 1800 hours to its completion. The average rate of graduation at VNP is 70 %. There is almost no one who fails to finish the coursework. The hardworking and most effort needing phase is the process of thesis writing. Of 30 % who fail to complete, most decided to quit at the phase of thesis writing, mainly because students could not commit enough time and concentration on their thesis. A half of students in each class finish their theses and complete their studying programme within two years. The rest need some additional months to finalise their thesis, given the high requirement for quality of a thesis. Realising this fact, VNP closely monitors the thesis writing process and provides academic supports besides those from supervisors. These services are provided by the VNP Scientific Committee.

The schedule of the **Master of Business Administration** is planned in two ways: (1) first two units are taught concurrently within ten weeks (3 hours/ week/ unit), or (2) the units will be run one after one, which means students complete each unit, take the final exam and take another unit. These two ways can be interchangeably combined in the schedule to ensure the most utilisation of the lecturers' availability while students are guaranteed to complete all the units in time. Each unit has a fair number of assessments to make sure the students can allocate an adequate amount of time for each assessment and to complete the unit in time. At the final session of the class, students will be required to complete a feedback collection form about the unit and the lecturer in order that ISB can continuously improve the programme.

The **Bachelor of Business Administration** has three trimesters per academic year, each lasting for around 3.5 months. A typical student is advised to register for four English units per trimester. Each English unit is delivered in 15 sessions (i.e., 4 in-class credit hours per session, each credit hour lasts for 50 minutes) and students are also required to allocate 140 credit hours (i.e., approximately 117 hours) for self-study. In other words, each English unit is equivalent to 4 credit points, and each credit point includes 15 credit hours in the class (i.e., approximately 12.5 hours) and 35 credit hours for self-study (i.e., approximately 29 hours). Conventionally, each unit has only one weekly session, and no more than two sessions per week, if necessary. There are four units per trimester on average. As a result, each student is expected to allocate 12 hours to in-class activities per week on average. This is consistent with the full-time study mode at ISB, where students are encouraged to spend 40 hours per week

for curriculum-related activities (i.e., 12 hours for in-class activities, 24 hours for self-studying, and 4 hours for extracurricular activities).

With this workload, the students are motivated to improve their time management skills and get familiar with the pressure from their future work in large organisations. Furthermore, the overall schedule of each cohort is planned for each academic year and lecturers will be invited to confirm the detailed timetable. Each unit has an appropriate number of assessments to make sure the students allocate a reasonable amount of time for the study. At the end of each trimester, students are invited to complete a feedback form about the units and the lecturers as a basis for future improvement of the study programme. In order to optimise the value of learning at ISB, it is strongly advised that students prepare well before each session, participate in in-class activities and reflect on each session. The actual amount of time for self-studying may vary by individuals, depending on their interests and competencies in specific areas. Effective learning requires interaction between students, instructors and peers. The more students prepare for each session, the more likely that they optimise the value of learning through open discussions and sharing in the class. In addition, reflecting on what students have learned is an important process for them to confidently apply newly learned skills in reality.

The learning volume of students is managed and controlled by the training management system of the Department of Undergraduate Training, ensuring feasibility, or can be adjusted according to the needs of each student of the programme. In the **Bachelor of International Business**, 120 credit points (~ 216 ECTS credits) are spread evenly across the programme. Due to the programme's flexible characteristics, students can spread the workload in a way that fits their needs. In particular, the programme is divided into three learning phases, with 120 credit points in seven semesters. The average credit points for the first seven semesters are 16. The last semester is reserved for internship and writing internship reports. Thus, the number of credits is ten only. Each credit point equals 15 working hours in class and 30 self-study hours. Students must finish six to seven courses/subjects in each semester in two periods (the first and the second stage of the semester). Therefore, students must complete approximately three to four courses/subjects in one stage. Students who have trouble with study workload may have assistance from academic support services and have the right to retake the credits of a course/subject in the subsequent semesters if they fail to gain these credits before.

#### Equality of opportunity

UEH promotes a policy that encompasses gender equality and a ban on discrimination. From the statistics presented about UEH students and staff, it can be seen that there is a balance of female and male staff and students. UEH's equal opportunity policies are in line with the regulations of the Ministry of Education and Training, reflected in the UEH Code of Conduct. Every applicant has the equal right to be admitted to UEH. Students graduated from high school and met the qualifications standards are eligible for admission. UEH offers its programmes to students from different educational backgrounds. Students in remote areas and ethnic minorities are entitled to a concession system on the qualification admission, such as bonus points under the government support schemes for these groups.

UEH treats all students fairly by providing academic support, library and student union services equally. Student support policies are officially issued and specific forms of support are prescribed through internal spending regulations. The Department of Student Affairs (DSA)

was officially established to provide support and advice for special cases. The department guides and connects students with UEH's internal and external supporting sources; assure that learners and partners have the best experience at UEH. In particular, students with disabilities are supported during their studies with alternative assessment methods and supportive services and policies such as campus facilities, dormitories and elevators. High-performing students with financial assistance could apply for school scholarships every semester or student loans funded by the State Bank of Vietnam under the Social Policies or by enterprises.

For international students, apart from offering scholarships, UEH also provides additional tutorials to international students during their studies to improve their Vietnamese. Furthermore, international students of short-term programmes are also supported to achieve high academic performance. In addition, UEH leverages support to students through multiple actions such as: assigning academic advisors by class to monitor students' performance or listening to students' sharing and expectations for timely support. These activities are regularly reviewed and adjusted accordingly.

## Appraisal:

**All four study programmes** consist of courses and assigns credits per course on the basis of the necessary student workload. Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. Moreover, the **Master of Business Administration** includes a substantial proportion of structured contact.

The programme structure of the **Vietnam-Netherlands Programme**, the **Master of Business Administration** and the **Bachelor of International Business** also support the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. For the **Bachelor of Business Administration**, the distribution of credits is quite different, compared to the other Bachelor programme (International Business). The BBUS follows a trimester schedule. Each year, students in Vietnam are supposed to study 34-36 Vietnamese credits (VN), which equals to 61-64 ECTS credits. However, in the BBUS, students study 45 VN credits in year 1 (trimester 1-3), 43 VN credits in year 2 (trimester 4-6), 26 VN credits in year 3 (trimester 7-9) and 10 VN credits in year 4 (trimester 10). Therefore, the workload for students is not equally distributed according to the documentation, which would be a problem regarding the feasibility of study workload (see chapter 3.2.3). However, the actual workload according to the explanation of the University (40 hours per week for the students) and the explanations of the students during the interviews seems to be feasible (see chapter 3.2.3). If the workload was calculated according to credits given in the first and second year, students would need to work 50 and more hours per week. Since this is not the case, the panel is of the view that the internship and thesis are not credited based on the actual workload of students and therefore lead to an unequal distribution.

Therefore, the panel recommends the following **condition**:

- The University ensures an equal distribution of workload and credits in the documentation of the study programme.

There are legally binding study and exam regulations for **all four study programmes** which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The Socialist Republic of Vietnam has not ratified the Lisbon Recognition Convention.<sup>18</sup> However, the panel learnt that UEH stipulates the recognition of periods of study at other HEI as part of its cooperations. In this context, the panel **recommends** reviewing whether recognition can be extended to foreign countries and other HEIs in order to promote international orientation.

Regarding the credits, the University handed in documents which show the national credit system and the University's conversion to the European ECTS system. However, no Diploma Supplement according to the ECTS User's Guide 2015 has been presented to the panel members. In its statement on the report, the University handed in an updated Diploma Supplement for the **Bachelor of Business Administration**, however, the information on the educational system of Vietnam is missing.

Therefore, the panel recommends the following **condition** for **all four study programmes**:

- The University issues a diploma supplement that meets the European Higher Education Area principles.<sup>19</sup>

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, UEH also takes into account evaluation findings, including student feedback and the programme's success rate. For the **Bachelor of Business Administration**, the workload is not equally distributed in the documentation (curriculum) of the study programme (see chapter 3.2.1). In feedback of the students, however, there were no complain regarding this issue. If the students would work according to the programme's structure as it is shown in the documents, students would have to work 50 or more hours in order to achieve the credits per year. In fact, students study according to the explanations of UEH around 40 hours per week. Therefore, the panel is of the view that the study programme's workload is feasible and not pictured correctly in the documentation.

Furthermore, the panel learnt during the interviews that there are study sessions for four hours (five sequences of the same course) without proper breaks in between since lecturers are free to choose the organisation of their courses. The panel **recommends** reviewing the durations of lecturing sessions and implement a control mechanism for this issue.

UEH ensures gender equality and non-discrimination, as stated in the University's code of conduct. Students with disabilities are provided with affirmative actions concerning time and formal standards/ requirements throughout the programme and examinations. Students in special circumstances, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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<sup>18</sup> <https://www.coe.int/en/web/conventions/full-list?module=signatures-by-treaty&treatynum=165>

<sup>19</sup> <https://education.ec.europa.eu/education-levels/higher-education/higher-education-initiatives/inclusive-and-connected-higher-education/diploma-supplement>

		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)			VNP, MBUS, IB	BBUS	
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

As all the courses in the **Vietnam-Netherlands Programme** aim at providing concepts and theories together with their application in empirical research, class attendance is mandatory. This is to ensure students to get the idea, concepts and theories directly from lecturers and interact for verification. Except for TRD and thesis which requires students working independently and only interact with supervisors and VNP Scientific Committee if necessary, all other courses require students attend at least 80 % of the lectures in order to be allowed to take the final exams. These courses are organised so that students could gradually accumulate the knowledge and skills to design, prepare and implement an independent research project. Coursework starts with fundamental courses then followed by specialisations, analytical skills and research methods. The learning and teaching are guided by three principles: learning should be authentic; teaching should foster engagement with the study task and the whole process should lead to the development of professional attitudes and behaviours. Courses are to equip students with the knowledge and understanding of global issues through key concepts and tools, and literature, challenge them to think critically and at the same time introduce students to the empirical applications of theoretical principles. Besides lecture attendance, courses at VNP involve many other activities. Lecturers provide students with different ways of assignments, including problem sets, written assignments, journal article reviews, group and individual presentations. In doing so, students are challenged in a various environment which helps enhance their understanding of concepts and theories, empirical applications, as well as individual and team working as well as communication of their work to the audience. Moreover, students are also encouraged to attend weekly seminar which invites various speakers in the field of economics and finance. The seminar speakers present their research methods and findings to help student broaden their point-of-view, creatively spark their research ideas and learn updated empirical research methods.

In the **Master of Business Administration**, didactical concepts are applied in each unit in a way that students are encouraged to participate in class activities, contribute to the lectures and complete all required assessments. Learning content is developed using modern teaching and learning methods, including different forms of group and individual assignments and extended learning forms such as case studies, business games and simulations. Course materials are selected to meet the programme objectives and learning outcomes, including up-to-date internationally recognised textbooks and a rich source of referred articles from the UEH Smart Library. Teaching methods are evaluated by students and adjusted after each semester to ensure suitability with subject content and student needs.

The didactical concept of the **Bachelor of Business Administration** describes the credibility and orientation towards its objectives and learning outcomes. Teaching and learning methods are generally communicated in the Student Handbook at the beginning of the programme. The programme uses a variety of teaching methods. For each unit, lecturers are always encouraged to introduce the syllabus as well as teaching and marking methods in the very first session. As a common practice, unit instructors are encouraged to apply a variety of assessments (e.g., collective and/or individual essays, projects, presentation) to help the students discover and develop their full potentials and to take a central role in their learning-by-doing process for the attainment of pre-determined learning objectives. Teaching methods are evaluated by students and adjusted after each semester to ensure suitability with subject content and student needs. This approach is consistent with the purpose of talent training model.

More specifically, students consume knowledge mainly from textbooks to understand the business basics in their first year. For this period, they need to read their textbook before class, prepare questions, join in-class activities to best understand the knowledge. In year 2, students consume knowledge not only from textbooks but also extra sources and practical applications. They are thus encouraged to read their textbook before class, read extra materials and link the knowledge with that of the textbook, prepare questions, join in-class discussions to best understand the knowledge and relate to industry context. In year 3, students learn to apply practical knowledge with projects and industry involvement. At that time, they should read extra materials and link the knowledge with that of the textbook, prepare questions in advance, join inclass and off-campus activities to best understand the knowledge and apply it to industry context.

According to the development of the **Bachelor of International Business**, the teaching and learning methodology also changes as the programme progresses, from knowledge-focused teaching and learning, through understanding, to strategic thinking and practice in problem-based and experiential-based learning. The lecturers explain the concepts of the teaching and learning methodology to students in the course description concerning the vertical cohesion of the programme. The teaching and learning methodology in the International Business programme is varied, with students experiencing a wide variety of teaching styles and techniques, which is in line with the international teaching team and lecturers' backgrounds. The details of teaching and learning methods in each phase of the International Business programme are shown in syllabus of each subject. The International Business programme follows the problem-based and experiential-based learning approach widely adopted in many international universities. This method considers students as the centre of the learning process, connecting knowledge and reality through case studies and projects. Multiple teaching methods are employed throughout the programme, including class lectures, case studies, discussion, presentations, seminars, business games and internships. The programme equips students with the knowledge and develops practical skills such as communication, conflict resolution skills, teamwork, public speaking and personal development skills. Teaching methods are assessed by students and adjusted after each semester to ensure conformity with subject contents and student needs.

#### Course materials

Curriculum and course outlines in the **Vietnam-Netherlands Programme** are jointly decided by VNP and ISS and updated on an annual basis. Syllabus and textbooks are adapted and

selected by the ISS to meet the international standard. Course outline, textbooks and all other course materials, by VNP Rules and Regulations, are made available to students two weeks before the courses begin. In addition to textbooks, UEH and VNP libraries provide a lot of books, journals, research reports and journals. Students are also provided with abundance of data for their research and analysis activities during coursework and thesis. Each VNP student is provided with an account to access the journals which were published worldwide. In short, VNP students can access three libraries: Erasmus University Rotterdam's library, UEH smart library and the VNP library.

Course materials for each unit in the **Master of Business Administration** are regularly updated to reflect and authenticate contemporary issues in the real business world. Depending on the nature of the units, the course materials may further include case studies, business games, simulations, articles and readings. They are uploaded in soft copies onto an e-learning system for students' access within one week before the class starts and will be updated by the lecturer during the course of teaching. The readings are recommended by the lecturers and double-checked by the academic department to make sure they are relevant to the unit content and learning outcomes.

Depending on the units in the **Bachelor of Business Administration**, the course materials can be textbook, e-book, e-library, case studies, exercises, business games and recommended readings, which are regularly updated to reflect contemporary issues in the business world. The course materials are uploaded onto the E-learning system for the students' access within one week prior to the commencement of the trimester and will be updated by the lecturer during the course. In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through materials, the students are enabled to develop their own theory-based problem-solving strategy. They are continuously developed according to new didactical concepts by the unit coordinator who will be responsible together with lecturers for updating course material according to the latest trends and topics in the research field.

Course materials in the **Bachelor of International Business**, including lecturer's notes, slides, textbooks, references, websites and papers are carefully selected by the Scientific Council of the School of International Business – Marketing (SIBM) to ensure that they are consistent with the content of the course's learning outcomes and is updated periodically. All textbooks and other instructional materials utilised in the programme, such as instructors' manuals, lecture slides and case studies, are supplied from international and reputable publishers such as McGraw-Hill, Pearson or Cengage. The teaching materials such as textbooks, instructors' manuals, lecture slides and case studies are provided according to each course and updated yearly.

Also, an advanced international curriculum platform and open online learning materials (on the LMS) are available for self-study effectively. Lectures and slides are uploaded on LMS from the first day of the course. The assignments are also delivered through the LMS and students are required to submit their assignments through this system. Students can also communicate with faculty through LMS and UEH email. To ensure that students can access all documents, SIBM annually requests to the library to add new resources. In addition, the system of videos or academic documents from the library is also used as supplementary materials for subjects when needed. Each textbook's original English version is kept at SIBM's mini-library and is accessible for borrowing. Lecturers can assist students in accessing these materials.



### Guest lecturers

In the **Vietnam-Netherlands Programme (VNP)**, several guest lecturers are selected by the lecturing team upon the approval of VNP Scientific Committee for each course. Guest lecturers are selected based on their expertise, for the purposes of demonstrating the application of economic theories in their fields of work or in real-life working environment. VNP has a large network of guest lecturers to select. Besides lecturers from International Institute of Social Studies (ISS) and UEH, VNP has formed a network of lecturers from other institutions, including the Fulbright School of Public Policy (Fulbright University) in HCMC, the joint programme between Victoria University in Wellington, New Zealand and UEH and lecturers from other universities, including those who obtained their Ph.D. from universities global-wide such as United States, Australia, Canada, Sri Lanka, Italia, Japan, Korea or France. Besides university lectures, VNP also invites guest lecturers from policymakers, NGO experienced consultant and international researcher in international trade and finance to make presentation to share the viewpoints, strategies, challenges and opportunities when Vietnam integrates into global economy. These provided students practical and factual case-studies which broaden and enhance their point of view. Especially in the recent years, the World bank researchers in Vietnam usually visits UEH and VNP to share about their key findings about Vietnamese economy as well as to gather comment and contribution to their report about Vietnam economic development annually.

In the **Master of Business Administration**, guest lecturers with senior practical experience in multinational companies are invited to join the programme so that students can interact with and benefit from them in some courses (e.g., Human Resource Management, Business Accounting). These lecturers have hands-on experience in their field of expertise, which is especially important regarding the practice-oriented focus of the study programme. Therefore, their contribution to this programme is valuable when they can share with students both academic and industry experience.

Guest lecturers for the **Bachelor of Business Administration** can be visiting lecturers or guest speakers. The school has strict policies on the recruitment of the lecturers. More specifically, as a prerequisite to teach for the BBUS, visiting lecturers must possess high-profile practical experience in relevant business areas and/or hold PhD/DBA degrees in certain fields. They must then overcome rounds of interviews with ISB management to ensure a suitability between their pedagogical styles and the teaching philosophy at the International School of Business. This is accompanied by a trial teaching session where members of the ISB Academic Committee will attend as students to give feedback and evaluation. Besides, guest speakers are regularly invited for valuable sharing or coaching sessions with the students. They are normally experienced practitioners in relevant business areas. Their contribution forms an integral part of the study programme's didactical concept. They come from different industries to help enhance employment opportunities for the students thanks to their profound and practical insights. As a common practice, guest speakers are nominated by the main lecturer of a unit. Information of the guests (e.g., bibliography, topics for sharing, proposed slides of the sharing sessions) must be submitted to the programme director for approval.

For the **Bachelor of International Business**, the school has a policy to encourage foreign lecturers to visit and cooperate in scientific research. Guest speakers from various nations are invited to participate in the programme so that students can engage with and learn from them. These guest lecturers have practical experience in their areas of specialisation and a good

research track record. As a result, their contributions to this programme are very helpful because they can share academic and professional expertise with students. Guest lecturers are invited on a regular basis. Their contributions are an essential component of the programme's instructional technique. They would be lecturers who specialise in a field or management of a company. In addition, they come from various professions, which increases the students' employability due to the insights that experts have given to them.

### Lecturing tutors

At the beginning, the **Bachelor of Business Administration** assigns tutors for some foundation units (e.g., Principles of Economics, Principles of Marketing, Human Resource Management). The tutors help students to clarify and review concepts taught in class, explain processes and solve specific problems and/or case studies. The emphasis and content of the tutoring sessions is determined by the student's needs. As many of the tutors are increasingly qualified for teaching, they have been recently promoted to become associate lecturers. The BBUS has recently introduced a more advanced model, namely the senior lecturer-associate lecturer mode. On the one hand, this is consistent with the school's strategy to develop a strong internal faculty team. On the other hand, this contributes significantly to the students' learning process and is thus systematically integrated into the teaching activities. Associate lecturers are officially responsible for a portion of their assigned units, working closely with the senior lecturers to ensure the consistency and quality of the contents delivered to the students. Depending on the division of workload between lecturers, the associate lecturer can help the students with knowledge review and discussion while the senior lecturer is in-charge of knowledge expansion and discussion, or vice versa. The new model provides students with better opportunities to apply and share knowledge by doing a variety of in-class activities (e.g., such as exercises, discussion and presentation), individually or collectively. The focus of these activities is to help students demonstrate their skills and build their ability to achieve the learning outcomes for each unit. The students are expected to complete specific readings, exercises, and/or certain projects prior to attending each session.

### Appraisal:

The didactical concepts of **all four study programmes** are described, plausible and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies, research and business projects. Students are encouraged to take an active role in creating the learning process with the application of theoretical knowledge.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They include a variety of materials, such as textbooks, lecturer slides, additional texts, case studies, videos and further sources. They are updated on a regular basis and digitally accessible for the students via the LMS system. 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, especially from professional practice or scientific work, but also from culture and politics. They are regularly invited and their contribution forms an essential part of the study programme's didactical concept to be practice or, in case of the **Vietnam-Netherlands Programme**, research-oriented. The guest lecturers come from a variety of

occupations, many come from different industry sectors. Therefore, students' chances of employment are enhanced due to the profound insights they gain.

Lecturing tutors support the students in the learning process in the **Bachelor of Business Administration** and the **Bachelor of International Business** to help them develop competences and skills.

	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			BBUS		VNP, MBUS, IB

### 3.4 International outlook

The curriculum of the **Vietnam-Netherlands Programme** is designed to help students integrating into the global labour market, starting from ASEAN Economic Community. All courses are organised in a structure to help them gradually accumulate the knowledge and acquire the analytical skills in preparation for future doctoral studies. Modules are designed with several different but connected subjects, covering foundations in economics and quantitative analysis as well as specialisation in economics and finance. The range of courses involved in different economic development aspect such as trade, institutions, development, finance with many international cases provide students a broad view and comparative analysis skill. These wide-covered but inter-related courses help students enhance their capacity in solving problem in such a global complex context and their flexibility when finding a job or applying into their career path later. In the recent years, VNP invites lecturers who graduated from foreign universities from the US, the Netherlands, Australia, Japan and many other countries. Many of them have built up a good experience in doing research and publications. Some of their research are cross-country studies so that students have advantage of touring a trans-boundary viewpoint. Students are also provided opportunity to join in exchange programme occasionally held in cooperation with the UEH International Relation Office and the International Business School. VNP students have also actively engaged in activities organised by the Netherlands Consulate-General in Ho Chi Minh City or other international organisations. Theses of VNP students are also selected for international publication and presentation at international conferences.

The **Master of Business Administration** is built on the basis of reference to equivalent programmes in accredited universities in the world.<sup>20</sup> The textbooks of all units are written by internationally reputed scholars and are constantly updated. Besides, the lecturers always make an effort to include international contents into as many topics (of a unit) as possible.

<sup>20</sup> see: self-evaluation report MBUS, p.22

Internationally known case studies are also introduced so that students can have a better view of specific issues and develop their problem-solving skills accordingly.

Cultural diversity is one of the seven programme-level learning outcomes of the **Bachelor of Business Administration**. Conventionally, some units (i.e., Business Communication, Academic English) are delivered to first-year students to enhance their cross-cultural communication and cultural effectiveness skills. These units are traditionally taught by international lecturers to help new students acquaint themselves with the dynamic and internationality-oriented learning environment at ISB. The BBUS is built in reference to the curricula of more than 20 prestigious higher educational institutions.<sup>21</sup> As a result, the contents delivered throughout the programme are international and intercultural that focus on the international environment for economics and business (e.g., International Business, International Finance, International Marketing). In addition, the internationality integrated into the curriculum can be also seen through the update of materials to trends in business. Students of the BBUS have opportunities to exchange and/or transfer to international partner universities.

The subject of international business in the **Bachelor of International Business** is not limited to a region or territory. Understanding an internationalised environment in a cross-cultural context plays a vital role in the success of an international business. One of the goals of the International Business programme is to always move towards international standards, promote cohesion in the educational and business communities, create knowledge and incubate a generation of brave and creative citizens and entrepreneurs in a global environment. Many programme learning outcomes also promote the intercultural aspect. The programme is developed and referenced from several high-ranking universities in the world. The application software selected in the programme is mainly used by business schools worldwide (Australian National University, Sprott School of Business Carleton University, Sydney University). From 2022, International Business, Business Simulation, Business Analytics, Global Supply Chain Management, Global Strategic Management, Business Models and Applications, International Marketing and Marketing in digital era will be taught by English. In addition to English for business communication, courses such as Cross-Cultural Management, International Trade, International Marketing and International Business are the primary subjects in the International Business programme. In addition, some topics are changed to suit the global environment (Global Strategic Management replaces Strategic Management) or new subjects (International Project Management). Lecturers also consult students of the business and trade programme, participate in research groups, international seminars, exchange students, apply for international exchange scholarships with Taiwan, or join a programme with the University of Northwestern Switzerland. In the third school year, before and during the internship time, SIBM also invites professionals from global organisations such as Ipsos, Unilever, Pepsi, Nielsen in Vietnam to share their multicultural knowledge and international experiences with students.

#### Internationality of the student body

There are some international students in the **Bachelor of Business Administration**. In the **Bachelor of International Business**, **Master of Business Administration** and the **Vietnam-Netherlands Programme**, there are no international students enrolled.

However, there are international students joining the programmes for an exchange semester during one of the exchange programmes offered by UEH.

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<sup>21</sup> see: self-evaluation report BBUS, p.39

### Internationality of faculty

A lecturer must hold a PhD. and international working experience to be a lecturer in the **Vietnam-Netherlands Programme**, except for guest lecturers from non-academic organisations who offers real-life experience related to the subject matter of the courses to the students. VNP has a network of lecturer who obtained their Ph.D. from many countries such as United States of America, United Kingdom, The Netherlands, Thailand, Sweden, Singapore, Japan, Germany, France, Colombia, Canada and Australia.

In addition, VNP also invites visiting lecturers to give lecture and also to help develop the programme. For example, VNP at times welcomes Fulbright scholars to stay in the programme for about six months to give lectures, to present in seminars and to help amend the curriculum as well as to supervise students' thesis writing process. VNP programme also welcomes speakers who have experience consulting for NGOs, as well as policy makers to share practical perspectives.

The faculty staff of the **Master of Business Administration** includes guest lecturers from different countries. In addition, many local lecturers also have international academic qualifications and long-term experience in foreign business, thus providing students with an opportunity to gain international competences and skills.

The international composition of the faculty is a fundamental element of the **Bachelor of Business Administration** and is promoted by the International School of Business. To ensure a high level of internationality among the faculty, all in-house and visiting lecturers have academic experience in universities around the world. Many of them are foreigners (e.g., senior lecturers of Business Communication, International Business, Principles of Management, Principles of Marketing, Organization Behaviour, Consumer Behaviour, Strategic Management). Besides, some initiatives are executed to develop current and attract new international lecturers. For example, international lecturers are evaluated by the students at the end of each trimester. BBUS has reviewed the entire workflow and designed new packages of task roles with more attractive salaries to attract new international lecturers.

UEH has a remuneration policy to attract highly qualified personnel, prestigious scientists at home and abroad and support regimes and policies to encourage scientific research and international publication. 85 % of the teaching staff in the **Bachelor of International Business** have international backgrounds in professional work experience and educational qualifications. Most of them have experience living and studying abroad, joining research projects in collaboration with foreign colleagues and attending various international conferences. Therefore, they can incorporate their knowledge and experience in their lectures and in-class discussion. The lecturers have experience in multiple cultures, including the US, the UK, Australia, New Zealand, Taiwan, Thailand, Japan and many Western and Eastern European countries. Also, as the programme aims to develop a network of international faculty members, they recruit visiting lecturers and professors who are foreigners and have already obtained PhD degree.

### Foreign language contents

Because the **Vietnam-Netherlands Programme** is taught in English, English language is used most widely, from textbooks, essays, presentations or exams to thesis and defence (except the Course in Philosophy which is in Vietnamese as regulated by the Ministry of Education and Training). Scientific writing skill in English is essential. All students are provided

with a course training their academic writing skills. This is also useful for them to writing essays or thesis later.

At the beginning of the **Master of Business Administration**, students are required to complete the Management Skills unit, which equips them with necessary skills in writing reports in English, using citation and paraphrasing. After completion, students are better prepared for attending other academic units which are all delivered in English (except “Philosophy” Unit).

English is used throughout the courses as the only foreign language in the **Bachelor of Business Administration**. This fosters the students’ competence in English communication and academic English, thus contributing to their success in the current globally integrated economy. Lectures and course materials in foreign languages predominate.

According to the learning outcomes of the **Bachelor of International Business**, students who graduated from the International Business programme will possess effective verbal and non-verbal communication skills, presentation skills and word processing English to work effectively in an integrated environment. Students need to obtain at least TOEIC 600, TOEFL iBT 60, IELTS 5.0. Students in high-quality programmes need to obtain at least TOEIC 650, TOEFL iBT 60, IELTS 5.0 when they graduate. Most of the textbooks used in the programme are adopted from advanced countries, mainly from North America, focusing on international business operations. Some textbooks used in the first two years are translated into Vietnamese, while original textbooks in English are used for students from the third year of the programme. By using teaching materials in English, the programme aims to prepare skills and competencies for students to update information worldwide and work in an English-speaking environment quickly. Often, group projects require students to search for the most updated information and use it for their project work. Consequently, students need to search for information from multiple sources, in both Vietnamese and other languages, often in English. Through these assignments, they have opportunities to be exposed to a wide range of information, ideas and viewpoints.

## Appraisal:

International contents are an integral part of the curriculum of **all four study programmes**. Students are thus prepared for the challenges in an international working environment in international business or research. A focus is on practical examples, through which students are enabled to act in an intercultural environment.

There are a few international students in the **BBUS** and no international students in the **MBUS, IB and VNP**.

The international composition of the faculty (lecturers from different countries and lecturers 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)

To enhance communication and public-speaking skills in the **Vietnam-Netherlands Programme**, students are assigned to work in teams to do group projects, which build up problem-solving, leadership, handling internal conflict and negotiating skills. Students are required to do oral presentation for group or individual assignments and final theses, which help sharpen public speaking skills in the way that they must defend their points of views in front of experienced lecturers. Moreover, all communication (i.e., lecturing, Q&A, email) are in English, which enhance students' capabilities of communicating in English – an essential skill in the context of regional and international integration. Students are encouraged to attend seminars, namely UEH School of Economics STBI (Small Talks Big Ideas) the CELG bi-monthly seminar and the Vietnam Economists Annual Meeting (VEAM) to share their research and improve public speaking skill.

The learning outcomes of the **Master of Business Administration** already identify competencies and skills: communication, teamwork, presentation and other soft skills. Students' competences and skills will be built through annual seminars, classes activities and social works during the programme. In most subjects, students are required to present their reports and/or ideas in front of the class. There is a great chance for them to practice and develop their public speaking skills. Students are also encouraged to participate in event preparation activities for the University through which they can further develop their teamwork and organisational skills. A series of sharing sessions called "MBA Talks" are organised with the purpose to provide and update the students with specific information in various industries. Those talk shows are conducted by experienced experts in the fields such as marketing, human resource management, finance and accounting. This is also a chance for the students to exchange knowledge and discuss about their specialised area with peers and seniors in the industry.

Students' competences and skills have been built through in-class activities, annual seminars and social activities during the **Bachelor of Business Administration**. For in-class activities, assessments of all units are designed to help the students gain and improve important skills, such as communication, teamwork, critical thinking, problem solving, ethics and cultural diversity. For example, the students are traditionally required to have a presentation and teamwork assignment in almost all units to encourage them practice and improve communication and public speaking skills. Further, technical skills can be acquired through academic activities, as there is a diverse range of technical skills and soft skills sought by the employers. Technical skills determine the employee's abilities in terms of academic knowledge, expertise and practical exposure to pursue their careers.

For the ISB Leadership Programme, it aims to support the students in career orientation and preparation with a clear goal that every student graduating from ISB is qualified and ready for job application in multinational organisations. ISB Leadership Programme is a guide for the students to utilise their time at the University to acquire necessary knowledge, skills and initial experience for future career. Furthermore, the programme also prepares the students with employability skills for successful job application.

The course curriculum of the **Bachelor of International Business** is designed to equip students with multidisciplinary skills such as problem-solving, communication and presentation, cooperation and conflict resolution, leadership, foreign language, business know-how and practice. This goal is integrated into the in-class activities such as discussions, presentations, workshops and seminars in most subjects. Students are encouraged to join the in-class discussion to practice expressing their opinions effectively. In addition, the central part of the class assessment for any student includes presentation, which is often required in group work for group projects. For example, in the International Business class of the study programme, students are assessed through group presentations and essays to identify and analyse a particular problem related to international business and provide solutions. Upon these assessments, students will improve and strengthen their communication skills, presentation, critical thinking, teamwork and strategic planning.

Soft skills-related courses are also compulsory. Many courses are offered in English; students have opportunities to practice and improve their language skills. Foreign language clubs, extracurricular activities and contests interest students and empower them to perfect their skills. In addition, annual business talks and scientific seminars encourage them to communicate and work with businesses, experts and researchers that help improve their practical business etiquette, research and public speaking skills.

## Appraisal:

The students of all four study programmes acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures, including group work, presentations, discussions and simulations. 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)

In the **Vietnam-Netherlands Programme**, all courses are delivered in an approach that integrates theories and empirical application, which is essential for VNP graduates in the job markets. State of the art theories and practices shall equip students with strong research skills which makes it possible for graduates to follow lecturing career or further PhD courses at reputable institutions around the world. Additionally, the programme provides students with



intensive analysing skills (in comprehensive theories and assignments) in economic, development and finance. Therefore, VNP graduates are competent when working as a researcher in universities, research institutes, government organisations, NGOs as well as in the private sector. VNP students are also encouraged to present their thesis research results at conferences. For this policy, VNP pays for the cost of transportation and accommodation for those whose thesis papers are selected for presenting at conference introduced by VNP Scientific Committee.

In the **Master of Business Administration**, there is a strong focus on employability and application of theoretical knowledge. Students of the programme bring in their own professional experience and knowledge for exchange in classes and projects. This practice-focused approach support employability of the graduates together with the imparting of multidisciplinary competences and skills.

Moreover, the MBA Talks which are delivered by senior managers in multinational companies form an integral part of many units in the study programme (e.g., Human Resource Management and Business Accounting). This provides students with a chance to connect with companies via seminars and workshops conducted by high-level managers of those companies. Furthermore, networking by such events creates more job opportunities for students. This feature can be considered as one of the most prominent values of the programme, as UEH is building an industry environment for studying to give students the possibility to learn by doing when they have a great chance to learn from the industry experts who can share invaluable and practical knowledge, which have not been taught in the main sessions.

One of the two overarching objectives of the **Bachelor of Business Administration** is that graduated students are able to successfully compete for job offers from multinational companies. In pursuit of this objective, the programme enhances students' employability skills by (1) offering them courses conducted by guest lecturers, (2) seminars through the ISB Leadership Programme and (3) internships.

- For in-class activities with guest lecturers, students in some subjects (e.g., Marketing Research) have to complete a project under the coaching of the guest. This provides them with practical skills and prepares them for success in future work settings. This project is assessed according to the marking rubric stated in the syllabus.
- For activities in the ISB Leadership Programme, students are encouraged to register and participate in different employability skills and/or career orientation and/or specialised skills seminars. After these seminars, students are equipped with job interviewing, job application skills, as well as business specialised skills. There is at least one seminar/workshop every month to discuss specific topics. Those seminars are conducted by guest speakers who come from different industries. Further, the students will have an opportunity to join mock interviews with HR experts in multinational companies, where they will be objectively evaluated and get feedback on employability skills.
- For other activities, students are encouraged to participate in team activities, clubs (under ISB, UEH or even other universities, organisations) to increase skills for employment. Academic competitions, career day activities, exchanges with employers and business surveys are periodically implemented, helping students to understand the

needs of the labour market and creating opportunities for students to interact with employers.

- For the internship, students are required to solve an actual problem of their companies. This integrated project (thesis) will be evaluated by a panel of three judges, who will help students figure out areas of weakness in their projects and also give some advice for improvements.

The **Bachelor of International Business** is geared towards skills development to improve the employability of graduates. As students start working during college, local and global companies prefer recruiting those experienced candidates. As a result, alumni of the study programme hold positions in private and state-owned enterprises. A fair amount of the graduates starts their careers with essential roles in multinational companies shortly after completing their studies. Moreover, some of the graduates start their businesses while others pursue the academic path and get accepted to graduate schools.

The employability is assumedly attributed to the programme's contents, covering many management and business topics. In addition to the core theories, students have sessions to practice their professional skills such as doing projects, solving real-life problems, planning and preparing themselves for the job market. The programme is currently designed to provide field-based work experiences when students start internships in the last semester of the final year. An internship report is a part of the internship requirements when students demonstrate their ability to apply theoretical knowledge to solve practical problems. Moreover, lecturers frequently integrate real-life project opportunities into the coursework for students to participate. Besides academic activities, participating in team activities in various UEH clubs also increases the working skills of students.

Business studies trips and career talks offer students opportunities to communicate with business heads and experts. Students will also familiarise themselves with the working environment to develop practical professional and public speaking skills. Besides, a series of job search and application workshops such as resume writing, mock interview or professional profiles on social media are offered to prepare students for work.

## Appraisal:

**All four study programmes** have very strong incentives for employment of graduates. The promotion of employability runs as a common thread of the study programmes through all courses. The study programmes include practical units, internship opportunities or practitioner talks. Therefore, the programmes enable students to actively apply the acquired skills in new areas of work and to develop them further. The programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market.

	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

The number of faculty members (including in-house and visiting lecturers) is periodically reviewed and assigned to meet the teaching volume and other professional activities.

The **Vietnam-Netherlands Programme** has 97 lecturers in total, in which one third are full time working while others are adjunct lecturers and supervisors.

**Table 11: Lecturers in VNP**

Qualification	Number
<b>Full-time</b>	Total: 34
Professor	2
PhD/ DBA	31
Postgraduate	1
<b>Part-time</b>	Total: 63
Professor	2
PhD/ DBA	59
Postgraduate	2
<b>Total</b>	<b>97</b>

The **Master of Business Administration** has 25 lecturers, including five associate professors, 17 PhDs and Doctor of Business Administration, as well as three postgraduates.

**Table 12: Lecturers in MBUS**

Qualification	Number
(Associate) Professor	5
PhD/ DBA	17
MBA	3
<b>Total</b>	<b>25</b>

The **Bachelor of Business Administration** has 50 full-time lecturers and 60 part-time/ industry lecturers who are teaching for the study programme which receives a total of 1000 students each year. The ratio between students and lecturers is 19:1 on average.

**Table 13: Lecturers in BBUS**

Qualification	Number
<b>Full-time</b>	Total: 50
(Associate) Professor	3
PhD/ DBA	13
Postgraduate	34
<b>Part-time</b>	Total: 60
Professor	5
PhD/ DBA	36
Postgraduate	19
<b>Total</b>	<b>110</b>

The **Bachelor of International Business** has a total of 38 full-time lecturers, also, there are 15 part-time lecturers, including experts from industry.

**Table 14: Lecturers in IB**

Qualification	Number
<b>Full-time</b>	Total: 38
Professor	1
PhD/ DBA	16
Postgraduate	21
<b>Part-time</b>	Total: 15
Professor	-
PhD/ DBA	6
Postgraduate	9
<b>Total</b>	<b>53</b>

#### Academic qualification of faculty

All lecturers in the **Vietnam-Netherlands Programme**, except for those invited for sharing practical experience who are from the private sector or policy makers, must have PhD, graduated from reputable universities and experienced in doing research. Most of them are full-time faculty at other universities in Ho Chi Minh City. They not only meet the academic qualification, but also pedagogical requirements verified by the Ministry of Education and Training. All of them are Vietnamese lecturers and researchers, have PhD degrees, have ever been living and studying in a foreign country and qualified to teach economics and finance subjects. In addition, VNP also has two lecturers from the International Institute of Social Studies (ISS) per year to teach two courses for each class. Moreover, ISS faculties also supervise the thesis writing of VNP students.

The lecturers are selected by VNP Scientific Committee before being invited to give lectures. All of them must send the CV, the course outline and lecture materials to be screened before a demonstration presentation. Good experience in doing research is the top selection priority. All of them are invited to make a presentation to prove their academic and pedagogical qualification. Course evaluation by students is also a channel of information to be taken into account in when deciding whether VNP should continue to invite him/her for future lecturing.

In the **Master of Business Administration** programme, more than 17 of 25 lecturers are at PhD or DBA level and five are Associate Professors. Three lecturers are holding Master degrees with comprehensive experience in business and business bodies. All lecturers are specialised in areas which are consistent with the MBA programme (i.e., management, marketing, finance and accounting). In addition, the school is striving to build the research capability of the faculty. The main responsibility is to review the capacity and research orientation of all faculty members, plan long-term research strategies and make research plans for each year, and effectively allocate resources for internal research activities.

The lecturers of the **Bachelor in Business Administration** programme are all academically qualified for teaching activities in marketing, management, international business, accounting and finance. The programme has two Professors, six Associate Professors and 49 lecturers with PhD/DBA degrees, as well as 53 lecturers with Master degrees. This means more than half of the lecturers have PhD degrees, giving evidence for the quality of teaching staff. As a strategy to further improve the academic qualification of faculty, the school is also offering PhD

training opportunities for non-PhD lecturers. At the present, approximately 40 % of those lecturers are PhD students or PhD candidates and the others are planning to study PhD in next years. As a policy of the school to develop a strong team of in-house lecturers, ISB is providing sponsorship to non-PhD lecturers to study for PhD degrees. Part-time lecturers also come from industry, research institutions and business entities and bring in their professional experience and share experience to students.

Applicants for lecturers of the study programme are firstly selected based on their qualification, ability and attitude towards education. They have to meet the following requirements: (1) holding at least a Master's degree; (2) experiencing at least two years of lecturing; (3) having good command in English; (4) be trained on pedagogy profession, and (5) having a positive attitude towards education and research. Besides the criteria above, ISB also highly appreciates the applicants who have experience in business environment, research and publication. Applicants are then interviewed by the Academic Department and required by the Academic Committee to deliver a trial lecture relating to their units. The Academic Committee will give assessment on the trial lecture. The Dean will then make final recruitment decisions based on proposals from the Academic Committee and the Academic Department.

According to current lecturers' requirements for the **Bachelor of International Business**, all lecturers must hold a PhD degree as academic background. These regulations are publicly presented in Recruitment Regulations from 2016 to 2022. In addition, UEH and SIBM adheres to criteria concerning research experiences, corporate experiences and teaching capabilities. Furthermore, all academic staffs must possess excellent English capabilities as per the Common European Framework of Reference for Languages (CEFR). Lecturers with Master degrees have to follow the roadmap to obtain PhD degrees in a given timeframe, depending on their study stage. In addition, the teaching staff at SIBM possess experience as business administrators and consultants for corporations. They apply these advantages comprehensively in their teaching activities.

Regarding scientific publications, all lectures have been publishing papers in reputed Vietnamese Journals and International Journals in SCOPUS and SSCI lists such as Journal of Business Research, Information and Management, Supply Chain Management: An International Journal, Computers in Human Behaviours, Corporate Social Responsibility and Environmental Management, as well as participated in many international conferences.

#### Pedagogical qualification of faculty

Since 2010, to become a lecturer at any institution in Vietnam, prospective lecturers are required to get a pedagogical certificate issued by the Ministry of Education and Training. As a result, lecturers for **all four study programmes** have a nationally certified teaching qualification and are qualified with pedagogical skill requirements of lecturing observed by inspectors of the University, the Education and Training Department Ho Chi Minh City and the Ministry of Education and Training, Vietnam.

Moreover, all lecturers are evaluated and selected carefully through qualification, working experience, interview and trial lectures assessed by the Academic Committee. The trial lecture will be evaluated in terms of teaching style, teaching skill, effective teaching methodology. In addition, the Academic Committee also reviews the syllabi written by lecturers to ensure the content is relevant, structure is justifiable, teaching activities towards teaching methodology and assessment model towards learning outcomes are correspondingly effective.

UEH also engages lecturers in programmes and/or workshops (e.g., EMI-B, Blended Learning Workshop, weekly faculty meetings, etc.) to enhance the overall pedagogical qualification. They are all equipped with enough competence to apply Blended Learning and to use the tools for online learning and teaching such as Moodle LMS, MS Team and Zoom. Furthermore, SIBM also developed a knitted relationship with Science and Technology of Taiwan to facilitate regular and short-term training programmes to adopt the latest techniques in teaching. 100 % of lecturers at SIBM applied LMS in their teaching activities.

Furthermore, the teaching staff can share and discuss with each other on effective learning and teaching methods towards high quality educational programmes. The school also encourages and supports staff taking training courses to update and apply effective learning and teaching methods in education. Lecturers can access the information of workshops and classes via the UEH website or received email notifications for new courses provided all year.

As far as on-the-job training is concerned, every new lecturer should spend a year shadowing and supporting a senior lecturer in classes. Moreover, they must engage to develop course curriculum and learning outcomes, to practice in-class teaching skills, examination writing and evaluation, to assist senior lecturers in related courses and other skills and competency-based learning, as well as to give academic and social pieces of recommendations to students.

#### Practical business experience of faculty

As a research-oriented programme, the **Vietnam-Netherlands Programme** considers doing research, publications and consultancy as practical experience. As a result, many lecturers are researchers with many international publications. In fact, international publication is the most important criteria in selecting lecturers and supervisors for VNP. Their experience enhances the students' research skills and provides lively and useful lecture notes. Some others have experience in providing consultancy services for governmental and non-governmental organisations.

As a business school, ISB requires most of our teaching staff to have experience in business. The only exception is applied for researchers, who have a different type of experience and knowledge acquisition history. The data reveals that more than half of teaching staff for the **Bachelor and Master of Business Administration** have several years of business experience. The qualification data show that the other staff have experience in education and research. From the profiles of lecturers, it can be seen that a number of the core teachers have a good number of years of experience in incorporations, banks and financial institutions or join in the international business bodies. Several of them have working experience working in multinational companies. Some core teachers have experience in starting up and running their own business.

Currently, the ISB has signed contracts with six industry lecturers in different areas (i.e., marketing, management, international business, finance and accounting), who take an integral part in the academic lecturer-industry lecturer model for the last year students. While the academic lecturers concentrate on delivering the key theories, concepts and principles which help illuminate the key logics behind relevant business issues, the industry lecturers help students to integrate the knowledge into practice and guide them to solve pragmatic business problems. The academic lecturers will also learn the practical side from industry lecturers to modify their lecturing. Furthermore, UEH encourages all lecturers to join internal or external practical seminars to update about the trends in their field and what happens in the real

company for their expertise improvement. In the meantime, the ISB has many lecturers with strong industrial profiles.

As a business school, SIBM and the Division of **Bachelor of International Business** prioritise recruiting and inviting lecturers with rich business experience internationally. As a result, it has a diverse background from many cultures. Under signed MOUs, such as with SIBM lectures have opportunities to exchange and join-teaching with the partners' departments. Each year, SIBM also hosts a wide range of International Seminars and Workshops to enhance and updates with experts internationally. Furthermore, the majority of lecturers own industrial and consultant backgrounds in related subjects to apply in their teaching activities. As a result, some have much time working experience in local and multinational companies, global corporations and government or non-government organisations. In addition, many lecturers have experience setting up and running their own companies in various fields such as logistics, import, and export business, digital marketing, marketing research, business consulting services or hospitality.

Moreover, the teaching staffs create long-standing cooperation with numerous business entities and professional institutes for enhanced international business practices, such as Vietnam Supply Chain Institute, BSA, TRG International, Supporting Social Enterprise Community, the World Bank in Vietnam, Vietnam Human Resource Association and Vietnam Marketing Association.

#### Internal cooperation

The **Vietnam-Netherlands Programme**, through its regular activities, has set up a network for all lecturers to collaborate and share their information, ideas and expertise. The activities include:

- weekly seminars,
- joint teaching,
- discussions at sessions evaluating student's thesis research design and public thesis defences,
- annual or biannual, supervisors and lecturers meeting.

In addition, faculties are usually working together on several research projects. Annually, VNP organise meetings for all faculty to share their experience and suggestion to improve VNP teaching and supervision activities, including the curriculum, syllabus, thesis supervising as well as VNP strategy.

The internal cooperation of the International School of Business (IB) is characterised by the culture of open exchange of ideas, which is transparently written down in the ISB Policy, student handbooks and the syllabus of each unit. The internal cooperation of the faculty is a focus of the **Master of Business Administration and Bachelor of Business Administration** programmes. The roles, functions and duties of the job positions are clearly described and assigned. More specifically, the heads of departments have weekly meetings to discuss academic issues and challenges in the delivery of some units. The faculty also has frequent meetings for sharing of pedagogical experiences. Not only do these meetings foster mutual trust and strengthen internal unification but they also provide a helpful channel where lecturers learn and get constructive feedback from co-workers. The research activities are also encouraged through internal cooperation. Many research groups are formed with faculty team.

The collaboration among lecturers in the **Bachelor of International Business** reflects in all academic activities at SIBM. Regarding curriculum at school level, all lectures in the IB programme have several meetings and discussions to revise the current programme every 2.5 years. The revision process consists of several stages. First, lecturers attend the coaching and seminar to develop the program following the latest International and MOET standards. Then, they were formed as a group to revise assigned programs together and the programme director takes full responsibility to coordinate all updates from their teams. Finally, all programmes will be sent to UEH for Academic Board approval before program extension. At subject level, lecturers who directly teach have to compose their contents under the supervision of the Head of Division and Programme Director. Any issue arises from lecturers, students and subjects during the teaching process are received and handled directly by the Head of Division and Programme Director. Inside UEH, the International Business Division plays the role of the facilitators in ensuring regular connection to all lecturers on organising teaching schedules such as with the Department of Undergraduate Training, the Department of Scheduling - Testing and other departments. Lecturers work together to form strong research groups, share experiences in course drafting, apply scientific software development and build exam banks.

Lecturers also regularly meet internally to discuss teaching techniques, academic research or updating new information for the subject. Workshops are held regularly, including discussions on management science issues, business simulations training, research methods, international business and trade issues. All Division's lecturers and heads of programme have to participate in all internal meetings whenever they are held to boost internal communication. Feedback from students is also usually shared and discussed to improve teaching quality. For extra activities, SIBM yearly hosts team building and other extracurricular activities for lectures and staffs to enhance the relationships.

#### Student support by faculty

In the **Vietnam-Netherlands Programme**, students are provided with a list of faculty and their specialisation. The Scientific committee of the study programme supports students to contact with an appropriate supervisor when they have a suggestion or proposal. Moreover, an academic advisor and a supervisor are always available to provide close assistance in the thesis writing process or for resolving other issues.

The ISB **Master of Business Administration and Bachelor of Business Administration** programme expect to offer students a positive learning and teaching environment, where they can benefit from a high service quality of education. Therefore, ISB encourages students to express their view and contact ISB staff for their problems comfortably. Besides this, ISB built up some spaces for self-directed learning, one lecturer room and an office area for the student service department to support students. In terms of academics, students can directly discuss with the lecturer about their problems relating to the unit in class or make an appointment with the lecturer at the lecturer room during working time. Students can also contact lecturers via email or telephone which is delivered in the Unit Guide to students before the beginning of each unit. For administrative information, students can directly contact the student service employees and the programme coordinator at the office area during working time. The ISB online platform and the email system also allow students to contact the staff members to consult/resolve their issues. Students can also contact their class supervisors via phone or email for support. ISB also ensures to update and promptly publish information relating to the programmes to students by several channels (e.g., notice boards, ISB website, MyISB, student email, student representatives and student service).



The office of SIBM for the **Bachelor of International Business** always has many full-time staffs to assist students with all problems during their study at the University. Students can always contact the coordination office for all general inquiries regarding course details and all other administrative matters. Alternatively, they can contact individual division's lecturers directly via email, social media or by appointment at the school office. In addition, all students have access to the school website and use their own LMS accounts throughout their studies. Each class will have a lecturer in charge who always accompanies and supports students' learning during their study. Lecturers are from the International Business division because they have good expertise and directly lecture to students. Lecturers in charge are working under the coordination and management of the SIBM office and the DSA. Most of SIBM's lecturers provide their personal information (such as email, cell phone number) to students so that they can quickly contact them for inquiries. Lecturers are always enthusiastic about supporting and answering students' questions via email, LMS system and social networks. In addition, the lecturer in charge must have meetings at least four times with the class during the academic year. Through such activities, students participate with a high level of interest and often give real-time feedback on teaching and learning problems.

### Appraisal:

The structure and number of the faculty correspond to the requirements for **all four study programmes** and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied, especially for the practice-oriented study programmes. However, the panel had the impression that the workload with regard to teaching requirements for full-time lecturers is quite high. Therefore, the panel **recommends** considering in the medium-term to reduce the average teaching requirements for full-time lecturers.

The academic qualifications of the faculty correspond to the requirements and objectives of the study programmes. UEH 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, such as support for lecturers to get a PhD degree.

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

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. This is especially important for the practice-oriented study programmes **Master of Business Administration, Bachelor of Business Administration and Bachelor of International Business**, but also for the research-oriented **Vietnam-Netherlands Programme**.

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

regularly. However, there seems to be no cooperation between the different schools of UEH, which could be a benefit for students and lecturers. Therefore, the panel **recommends** increasing cooperation of lecturers among the different schools of UEH.

Student support is an integral part of the services provided by the faculty. Different kinds of support are offered on a regular basis and serve to help students study successfully. The lecturers are also available for the students outside the specified office hours. The students are “fully content” with the support they receive.

	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

The **Vietnam-Netherlands Programme** is a study programme managed by UEH, whose director is appointed by UEH President. Under the management of VNP Director are:

- VNP Scientific Committee. This is a panel of faculties playing the key roles in academic activities of VNP, including but not limited to the designing curriculum, approving syllabus, monitoring and assuring the quality of teaching at VNP, monitoring and assessing the quality of theses at VNP, as well as setting the rules and regulations.
- VNP Office is in charge of daily management of VNP, including facilitating the teaching and thesis writing process of students, counselling prospective students, handling the inquiries, comments and suggestions of students, documentation and other activities assigned by VNP Director.
- VNP Finance and Accounting is in charge of collecting tuition fee, recording financial activities of VNP and performing other financial functions, under the management of VNP Director and the rules and regulations of UEH.

There are two directors at VNP: the Managing Director and Academic Director. The VNP's directors are assigned by UEH, who play the key role in leading in the programme activities and are responsible for monitoring and ensuring the programme's smooth execution. The Managing Director is responsible for administrative aspects of the programme with the main functions of monitoring the strategic planning for further development, leading the coordination of the entire programme's services and carrying out the running and evaluation of the

programme. For the educational role, the Academic Director is also part of teaching staff and is therefore responsible for developing and ensuring the quality of the curriculum to meet the programme's objectives. The VNP Director is also the person who manages the implementation of requirements, rules and regulations of the UEH and MOET and illustrates the role of public relations to build the programme's brand image, which is developed through international educational exchange, creating and maintaining a strong relationship with other universities.

The **Bachelor of Business Administration** and **Master of Business Administration** of ISB are managed by a programme director whose main responsibility is to coordinate the efforts of different teams and to ensure a smooth operation of the whole programme. In general, programme management has been divided into two areas, namely teaching and administration (as well as the coordination of the ISB Leadership Programme for the BBUS). For the administration activities, several teams (i.e., academic admin staff, testing staff, student service staff) work together to ensure the best delivery of service to the students. More specifically, they make the training schedule for each academic year and every trimester, arrange lectures for each unit, enrol the students for courses, arrange teaching venues, set up for the examinations and make announcements to both lecturers and students, as well as support the lecturers in logistics activities. These teams report directly to a manager, who in turn reports to the programme director.

For academic activities, the **Master of Business Administration** has invited lecturers who graduated from international programmes and had suitable research and/or pragmatic experience in some areas (i.e., marketing, management, finance, accounting) to deliver the course contents. These lecturers are directly under the supervision of the programme director who works to promote open sharing of ideas and experience as well as inter-cooperation among the faculty members. This facilitates a continuous and timely update of the content to be delivered in each unit.

For the **Bachelor of Business Administration** Leadership Programme, the student support staff are in charge of updating the progress for each cohort, organising mock recruitment interviews with HR managers in multinational companies for the students, providing students with information about job opportunities in large companies and monthly organising seminars or workshops for students. For academic activities, the ISB BBUS Programme has recently appointed three section heads who support the programme director in managing the teaching quality. The main responsibility of these section heads is to promote open sharing of ideas and experience among lecturers, coordinate their efforts for a continuous and timely update of the content to be delivered in each unit and ensure the attainment of the learning outcomes. They report directly to the programme director.

The programme director of the **Bachelor of International Business** is the Dean of the School of International Business – Marketing. The director is responsible for:

1. coordinating with the Dean and lecturers to implement and manage the study programme to achieve objectives of the organisation,
2. coordinating with other schools and departments of UEH to carry out enrolment, teaching and accreditation activities,
3. coordinating with employers, communities, students and experts to continuously evaluate the programme and make appropriate adjustments to improve the programme.

The programme director takes responsibility for researching and evaluating teaching programmes, teaching processes, developing and operating study programmes in accordance with legal regulations on learning outcomes and national qualifications framework; developing and implementing plans to improve the quality of the study programme; flexibly coordinating with relevant organisations/departments to organise training, self-assessment, external assessment or study programme accreditation following the national or international standards. The programme director is also responsible for reporting to the Dean of SIBM and UEH for the study programme's establishment, operation and quality assurance. The director manages the relationship with related individuals and organisations/departments (including lecturers, departments, professional organisations, social organisations, training management and quality assurance departments, international partners) who contribute to the quality improvement and development of the study programme to improve the benefits for students and employers.

#### Process organisation and administrative support

UEH provides administrative support for staff and students mainly by all departments. All supported services for lecturers and students are performed and measured yearly. Among them:

- The Department of Student Affairs (DSA), based on merging the Political Affairs Department, the Student Support Department of the Student Assistance Centre, and other related educational management jobs. DSA members are trained in professions and skills to satisfy students and business partners.
- The Department of Scheduling – Testing advises, organises, and implements general training plans of the whole University. The department manages, coordinates and utilises University facilities to serve teaching and learning activities effectively. Also, the department organises test-related work; develops the quantity and quality of test banks according to regional and international standards.
- The Department of Research Administration and International Relations advises and formulates plans, organises and implements scientific management activities and encourages civil servants and public employees to participate in scientific research.
- The Department of Information Technology advises, organises, implements and manages the entire information technology (IT) system of the University, including network system management, IT application system for research, training and administration activities of the University such as online services.

To support the students and faculty, the administration team is responsible for some important activities:

- Academic admin staff are in charge of: (1) supporting students and faculty in unit materials, (2) proposing curriculum improvement to the Academic Committee, the Programme Director and the Dean; (3) collecting survey data from students, faculty and business institutes; (4) reporting academic issues to the Head of admin, Programme Director and the Dean and proposing the solutions; (5) checking grades before uploading on the e-learning; and (6) conducting review of grade.

- The testing staff are in charge of: (1) organising placement tests, mid-term and final examination; (2) managing grades and the student information system; and (3) issuing certificates and transcripts for students.
- The student service staff are in charge of: (1) administrating students; (2) supporting to solve problems that students face during the period of study; (3) following up on student progression and give prompt consultation/advice; (4) updating information to students promptly; and (5) collecting student feedback, reporting to the school and handling complaints.

UEH and the schools have built up and trained professional administrative staff who have experience in the education sector. Further, in an attempt to improve the quality of the administrative team, the school also offers scholarships to administrative staff to obtain a Master degree. They also organise professional training courses for lecturers and the management team every year. Information on training courses is officially released. Lecturers have the right to participate in the decision-making process on issues related to teachers and students. Lecturers can vote and give opinions in faculty meetings, school-level meetings or surveys.

Besides, there is the student support staff who help facilitate the implementation of the ISB Leadership Programme for the **Bachelor of Business Administration**. These staff give support to the students and the class supervisors and help them deal with any issue concerning the programme. The student support team helps organise monthly seminars and/or workshops where industry practitioners and experts are invited to share insights with the students. This team also provides the students with information about job openings in large organisations. They also organise mock recruitment interviews with HR in multinational companies.

## Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority and responsibilities are clearly defined. Teachers and students are included in 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. The HEI offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

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

### 4.3 Cooperation and partnerships

The **Vietnam-Netherlands Programme** has an extensive collaboration with the International Institute of Social Studies (ISS) of Erasmus University Rotterdam, The Hague (Netherlands). The Master degree certificate issued to VNP graduates are jointly by the UEH and certified by the ISS. For that, ISS is closely involved in the design of curriculum, syllabus and monitoring the quality of the programme. Particularly the ISS, together with VNP Scientific Committee organises:

- the design of the VNP curriculum,
- the content of VNP courses and syllabus,
- the teaching of two courses per class,
- supervise the thesis writing process of VNP students,
- assess the quality of theses of VNP student to determine whether they are qualified for the public defence, and
- doing joint research projects.

The terms for the cooperation are defined in a respective contract. Furthermore, the Double Degree Programme initiated in May 2016 offers VNP students opportunities to get a second Master degree in Development Studies from ISS. Students joining this Double Degree Programme are allowed to take three courses at ISS in the Netherlands (instead of taking them at VNP) for six months and then have their thesis writing supervised by VNP and ISS faculties. Students successfully meet the requirements of this Double Degree Programme will be issued two Master Degree Certificates, one by VNP and one by the ISS.

The International School of Business (ISB) has established and continuously expanded a network of partner universities. Currently, the school has partnership with twelve universities in Europe and the Asia-Pacific. Students of the **Bachelor of Business Administration** can transfer to equivalent programmes in high-ranking universities in Australia (i.e., Western Sydney University, Macquarie University, University of Wollongong) and New Zealand (i.e., Waikato University). The quality of partnership is evaluated through the number of exchange students between ISB and host institutions. Students under the exchange programme will have access to counselling and other assistance services on the same or similar terms to that which is provided to other international students, get advice on the visa and accommodation issues, get tuition fee waiver from the Host Institutions, have access to all student activities and have their academic performance of all units studied overseas transmitted back to the ISB BBUS.

**Table 15: List of cooperations of International School of Business (ISB)**

No.	Country	Partner	Signed on	Note
1	Malaysia	HELP University	June 21, 2017	MOA - Signed with ISB
2	Japan	Meiji University	April 4, 2019	MOU and MOA - Sign with ISB
3		SOKA University	June 26, 2015	MOU - Signed with UEH
4	Korea	Solbridge - Woosong University	February 17, 2014	MOU - Signed with UEH
			October 14, 2015	MOU and MOA - Signed with UEH
5	Germany	DHBW	December 12, 2018	MOU - Signed with ISB
6	Hungary	Dunaújváros	July 1, 2019	MOU - Signed with ISB
7	France	ESC Clermont	December 21, 2018	MOU and MOA - Signed with ISB

8	Germany	Karlshochschule		MOU - Signed with ISB
9	Finland	Tampere	April 21, 2017	MOA - Signed with ISB
10	Germany	WHU	May 14, 2018	MOA - Signed with ISB
11	Austria	FH Kufstein	April 25, 2018	MOA - Signed with ISB
12	France	Burgundy University	May 7, 2014	MOU - Signed with UEH

The **Master of Business Administration** has invited lecturers from prestigious organisations to deliver some important units. For example, the study programme invited a professor from University of New South Wales (UK) to deliver the course of Strategic Marketing Management, and one lecturer from the Economic Regulation Authority, Perth, Western Australia, to deliver finance and accounting courses. They also invited members of CPA Australia to teach corporate finance and financial accounting. Besides, for the course of Problem Solving in Organisations, students are instructed to select certain organisations in their networks to implement their problem-solving projects. This helps the students develop their professional circles which may benefit them in their long-term occupation paths and provides them with a chance to work on practical issues and improve critical thinking as well as professional analytical skills.

The SIBM has academic cooperation agreements with various national and international educational institutions. Although most of the courses are on-campus, the **Bachelor of International Business** does offer students opportunities to spend one to two semesters overseas at one of the partner universities, including University of Applied Sciences and Art Northwestern Switzerland (Switzerland), Saitama University (Japan) or Stenden University (Netherlands). Under the signed MOU, the School will host international students under the 2+2 or one-year exchange schemes. The cooperation with the international partners paves the way for SIBM's students to study abroad at lower expenses than their self-registered courses. Regarding quality management, a steering committee is formed to monitor the cooperation, directly managed by the Dean of School and representatives from partner universities. The committee meets regularly to discuss all relevant topics such as course outlines, objectives, and any amendments with inputs from lecturers and office staff. All partner institutions also sign a memorandum of understanding to define the overall goals of the cooperation, membership, decision-making authorities, communication forms, external contacts, legal aspects and the course timing. Additionally, teaching materials from faculty and school lecturers in the partner network are shared and faculty member exchange programmes are conducted. Under the partnership agreement, partner schools offer exchange programmes and scholarships to the lecturers to improve their research and teaching skills.

For instance, four faculty members are receiving full-time scholarships for Doctoral programmes from different educational institutes in Taiwan (i.e., National Kaohsiung University, National Cheng Kung University (NCKU)). These programmes create opportunities for the faculty members to study scientific topics and conduct research with the partner schools' lecturers and researchers. Thus, they lay a foundation for further discussion and development of training courses to fulfil a Bachelor of International Business programme that meets international standards. Furthermore, international seminars and workshops among the partner schools and networks are typically organised, such as the one with Vietnam Academic Network in Japan (VANJ) to organise special session "Economic and Business Insights in an Uncertain World" at the VANJ2021 international conference on in 2021 or "2022 Innovation and Sustainable Entrepreneurship" workshop with Asian Learning Network in 2022.

### Cooperation with business enterprises and other organisations

The **Vietnam-Netherlands Programme** has cooperation agreement with Real-Time Analytics (RTA) company since 2016 to co-organise scientific seminars, training sessions, internships, recruiting VNP graduates to work at RTA, promoting research activities through joint research projects. Additionally, VNP has cooperation with Vien Dong College of Advanced Technology for recruitment of graduates from VNP.

The **Master of Business Administration** aims to equip graduates with practical business knowledge and ability to define problems and do research independently. During the programme, students are invited to a series of seminars where alumni and senior managers from multinational companies share their knowledge, insights and practices. At least two MBA Talks where industry practitioners share their insights and experiences are integrated in the curriculum. Furthermore, ISB also finds and invites specialists and executives from business institutions who meet requirements of lecturing in Master programmes to instruct some units such as Business Accounting, Strategic Management, Human Resource Management. According to UEH, the model of combination between professors and executives in higher education is not common in Vietnam.<sup>22</sup> ISB has focused on inviting executives from multinational companies and planned to open more units in the upcoming years. The purpose is to offer students an opportunity to be shared with practical experience that is not covered by textbooks. In summary, the strategy of cooperation with executives and experts in enterprises to produce higher quality for the Master programme is a long-term strategy that ISB has been pursuing to differentiate the curriculum from other MBA programmes.

As an intensive programme for business students at Bachelor level, the **Bachelor of Business Administration** is designed to approach international standards. Differentiating with other business programmes in Vietnam, the programme aims to equip students with academic and practical knowledge in business as well as the ability to do research independently. A series of seminars and job fairs as well as career orientation are designed as an integral part of the ISB Leadership Programme. Furthermore, the programme also invites guest lecturers who are experts and executives from business organisations to participate in the sessions, seminars and workshops. Executives of leading companies are also invited to come and share their experience and give assessment on student works. The purpose is to equip ISB students with practical experience and meet the higher programme outcomes standards of an intensive programme for business undergraduates. ISB also cooperates with some multinational companies to organise internships for students. During internship, students have the opportunity to approach the real business environment before graduation. This helps the students in having an overall view of the organisational structure and culture, business communication as well as specific duties and responsibilities in a company which cannot be taught or practiced in the class. In summary, the strategy of cooperation with business enterprises for a higher tertiary quality is a long-term focus that ISB has been pursuing to differentiate from other programmes. ISB has officially cooperated with business partners, e.g., DB Schenker, CPA Australia and Resource Exchange International to provide students with a better learning and development experience.

UEH has the following targets for the School of International Business and Marketing (SIBM) including the **Bachelor of International Business**:

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<sup>22</sup> see: self-evaluation report of MBUS, p.31



- implement the Internship which requires the cooperation of School and businesses in students' evaluation,
- minimum 20 % of students complete the Internship model,
- at least two field trips and seminars for students.

Following the UEH's requirements, the School has been deploying initiatives to build real-world solid relationships with enterprises and institutions by maintaining an extensive network of business contacts. The impressive business network contributes to the success of various programmes such as guest speaking, programme advising and internships. The SIBM also has more than 600 MOUs with companies that provide students with industrial visits, internships and job opportunities. The Faculty receives funding from the enterprise scholarship funds with plenty of donations to create a better learning and working environment for both students and staff. For instance, SIBM received financial support from Vietravel to expand the School's library and HSBC to build a public study hub, as well as from Long Huei and Nielsens.

Corporate representatives are regularly invited to share their practical experiences to equip students with business practice and employability skills to get internship and work opportunities. These business experts also train students to improve their soft skills. Some business leaders have become familiar teachers of the International Business programme. In hosted seminars and workshops, SIBM focuses on open dialogue between students and businesses by opening panel discussion sessions.

The new SIBM's Centre of Career and Business Consulting (ITC – International Trade Centre) aims to strengthen external relations and connect closer to businesses and institutions. The Centre aims at constantly exchanging information between external links and the Education Board as a part of the programme's development. In particular, enterprises are invited to comment in the early stage of building the study programmes or revising. This contribution helps match the study programme with the market requirements and increase the students' ability to find relevant jobs to their major.

## Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions relevant for **all four study 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 programme. All such activities contribute to the development of the students' qualification and skills.

In case of the **Vietnam-Netherlands Programme**, in which the ISS conduct parts of the study programme, UEH ensures that the quality standards are met. Furthermore, this cooperation is aligned with the strategy of the study programme and actively promoted. The cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures, they significantly contribute to the development of qualifications and skills.

	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)		VNP	MBUS, BBUS, IB		
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

All campuses of UEH have been renovated and refurbished with a variety of updates (e.g., Internet TVs for lecturing and groupwork, new designs and layouts of the classroom for interactive learning, computers, free-access Internet, flip-over and white boards). All teaching and learning activities are carried out in the following venues:

- Campus I: 17 Pham Ngoc Thach, Vo Thi Sau Ward, District 3, HCMC
- Campus A: 59 Nguyen Dinh Chieu, Vo Thi Sau Ward, District 3, HCMC (next to campus I)
- Campus B: 279 Nguyen Tri Phuong, Ward 5, District 10, HCMC (currently the main campus where the students can use smart library service on the 6th floor)
- Campus V: 41 Vo Van Tan, Vo Thi Sau Ward, District 3, HCMC
- Campus D: 196 Tran Quang Khai, Tan Dinh Ward, District 1, HCMC
- Campus II: 79 Nguyen Dinh Chieu, Vo Thi Sau Ward, District 3, HCMC
- Campus Nguyen Van Linh (to the South of HCMC)

All UEH Campuses are fully invested with modern and professional teaching, learning and working equipment. In detail, all classrooms and working rooms are equipped with projectors, air conditioners and smart podiums; innovative control equipment for building management (smart magnetic lock), replace working equipment in all schools' offices (e.g., all-in-one computers, internet and Wi-Fi systems). check, improve and renew the quality of physical facilities every quarter. Students and other departments will evaluate and send inquiries to the physical facilities department through online questionnaires and direct contact via website.

In total, UEH (including all campuses) has:

**Table 16: Capacity of UEH main facilities**

Functional space	Rooms, Total capacity
Working room	251 rooms

Classroom	193 rooms, 18,234 seats
Halls, meeting rooms	27 rooms, 2,020 seats
Language, computer room	23 rooms, 1,023 seats
Library	17 rooms, 1,701 seats
Tran Hung Dao Dormitory	90 rooms, 765 vacancies
Nguyen Chi Thanh Dormitory	71 rooms, 804 vacancies

The Department of Facilities is responsible for maintaining and updating equipment and facilities at the University. The hotline number ensures operation during business and after hours, and someone is on duty. Students and lecturers can also contact this department if they are concerned about any problems. The Department of Information Technology manages IT equipment, network systems, IT application systems for research, training and administration activities of the University. Regarding online training and blended learning, the University ensures support activities for students outside of working hours: via hotline, email and reflection on the IT website or directly reporting to lecturers for support. The effectiveness and satisfaction of lecturers and students using facilities and equipment are surveyed annually.

Besides facilities mainly supporting teaching and activities in the classroom, UEH has invested in laboratories, simulation rooms serving special courses: application of simulation software, virtual systems and business games. Students can register for group study in group classrooms at the University, which is fully equipped to serve students' needs. In addition, self-learning areas on each campus are equipped with tables, chairs and internet connection, where students can access the internet for further research, read and comprehend academic documents, discuss with their friends and teamwork.

In terms of the virtual platforms, the programmes are operating with the support of four online channels, i.e., MyISB, E-learning, MS Teams and the UEH Smart Library.

Moreover, the dormitory of UEH was renovated following modern and high-class standards with full facilities and full functions such as student reception room, canteen, laundry room and multi-purpose medical room, ATM booth and exercise room. There are also elevators, fire protection systems, an automatic fire alarm and exit system and a basement for parking.

In the following years, one of the goals of building a sustainable development University strategy is to improve facilities, identify the University's reputation in a green and sustainable manner. Key activities include:

- investing in the development of facilities in a green and sustainable manner by promoting renewable energy in operating the campuses, and
- building a zero-waste university, developing green labs, transforming existing offices into smart and green offices.

### Access to literature

Students have access to literature via the UEH Smart Library<sup>23</sup>. The UEH Smart Library has smart infrastructure and administration, bringing students, PhD students and lecturers innovative services and experiences. This digital transformation library is invested with modern and automatic infrastructure in all stages. Users can easily find books, borrow books, book classrooms, etc., via a mobile phone application. The UEH Smart Library results from a research and development project involving experts working in Libraries, Information Technology, and Architecture. It is an overall solution integrating 4.0 technologies, namely Smart management, Smart service provision, Smart experience provision, Smart infrastructure provision. The library aims to personalise library user experience and encourage interactive space for knowledge creation and digital transformation in libraries. Notably, students can have full access to UEH Smart Library so that they can facilitate these resources into learning activities.

The UEH Smart Library has 1,701 seats, the number of computers used for searching of 38 and an area of 3,424 m<sup>2</sup>, for students to access literature and self-study. UEH library also has abundant resources such as textbooks, monographs, references, study materials, research topics, journals, including Vietnamese and English for students' learning and researching as follows:

- E-library (including databases from sources: self-construction, paid, open-source, shared electronic TV project): 183
- Open-source databases: 181
- Data sets for research: 02
- Printed materials: 65,907 documents (including books, textbooks, dissertations, dissertations, scientific research topics, journals and other documents)
- Endogenous documents: 17,308 documents including international publications, dissertations, scientific research topics, conference documents and articles in UEH's JABES (Journal of Asian Business and Economic Studies)
- Number of books and electronic textbooks: 306,471
- Number of electronic journals: 132,774
- Number of books, magazines, e-books and databases in libraries: 483,698

The library contains more than 200,000 e-books covering multidisciplinary areas and 2400 journals which are ISI/Scopus indexed. Students can access the University library and read materials online. Hardcopies of books and journals also can be borrowed, too.

The library provides most of the teaching materials requested by lecturers. The books are updated and renewed every year at the request of the faculties and programmes. In addition, students can access other open data sources from the library. The library connects the database with more than 90 publishers of American and European universities such as Cambridge University, Harvard University and Oxford University.

In total, students can access the following journals and databases via the Smart Library:

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<sup>23</sup> see: <https://smartlib.ueh.edu.vn/> (last access August 2, 2023)

**Table 17: List of journals and databases**

No	Database	Description	Subjects include
1	Business Source Complete	<ul style="list-style-type: none"> <li>Covering all disciplines of business, including accounting, finance, banking, marketing, management, and more;</li> <li>Over 39,500 e-books available at full-text;</li> <li>Over 500 journals indexed in Web of Science/SCOPUS.</li> </ul>	<ul style="list-style-type: none"> <li>Case studies;</li> <li>Industry profiles;</li> <li>SWOT analysis;</li> <li>Books and Monographs;</li> <li>Articles from business journals, magazines, and trade publications;</li> <li>Market research reports;</li> <li>Product reviews;</li> <li>News articles;</li> <li>Country reports.</li> </ul>
2	eBooks Academic Collections	<ul style="list-style-type: none"> <li>This multidisciplinary collection includes thousands of e-books covering a large selection of academic subjects and features e-books from leading university presses;</li> <li>Over 209,100 e-books available in full-text.</li> </ul>	<ul style="list-style-type: none"> <li>Business and economics;</li> <li>Education;</li> <li>Language arts and disciplines;</li> <li>Political science;</li> <li>Social science;</li> <li>Technology and engineering;</li> <li>Others.</li> </ul>
3	Academic Search Complete	<ul style="list-style-type: none"> <li>Covering a broad range of important areas of academic study;</li> <li>Over 1,300 e-books available at full text</li> <li>Over 2,400 journals indexed in Web of Science.</li> </ul>	<ul style="list-style-type: none"> <li>Law, management, mathematics in form of journals, periodicals, reports, books, and more;</li> <li>Active, full-text, peer-reviewed, non-open access journals and magazines;</li> <li>Journals with searchable cited references.</li> </ul>
4	Elsevier – ScienceDirect	<ul style="list-style-type: none"> <li>104 peer-reviewed journals available at full-text in business, management, accounting;</li> <li>102 peer-reviewed journals available at full-text in economics, econometrics, finance</li> </ul>	<ul style="list-style-type: none"> <li>Social science and humanities;</li> <li>Business, management, accounting;</li> <li>Economics, econometrics, finance.</li> </ul>
5	Hospitality & Tourism Complete	<ul style="list-style-type: none"> <li>Covering all areas of hospitality and tourism;</li> <li>Over 500 publications in full-text;</li> <li>Over 100 peer-reviewed journals available at full-text.</li> </ul>	<ul style="list-style-type: none"> <li>Culinary arts;</li> <li>Demographics and statistics;</li> <li>Development and investment;</li> <li>Food and beverage management;</li> <li>Hospitality law;</li> </ul>
			<ul style="list-style-type: none"> <li>Hotel management;</li> <li>Leisure and business travel;</li> <li>Market trends;</li> <li>Technology.</li> </ul>
6	eBooks University Press Collections	<ul style="list-style-type: none"> <li>Covering a variety of subjects, ranging from basic introductory texts to high-level materials from more than 90 of the best university presses from around the world;</li> <li>Over 37,600 e-books available in full-text.</li> </ul>	<ul style="list-style-type: none"> <li>Covering a variety of subjects;</li> <li>Top university presses include: Cambridge University Press, Harvard University Press, McGill-Queens University Press, MIT Press, Oxford University Press, etc.</li> </ul>
7	Harvard Business Review	<ul style="list-style-type: none"> <li>HBR's complete catalog of e-books;</li> <li>Over 720 e-books available at full-text</li> </ul>	<ul style="list-style-type: none"> <li>Business Communication;</li> <li>Decision-making and problem-solving;</li> <li>Economics;</li> <li>Entrepreneurship;</li> <li>HR and personnel management; etc.</li> </ul>

8	Legal Source	<ul style="list-style-type: none"> <li>• Providing indexing and full-text coverage of the most respected scholarly law journals, current issues, thoughts, and trends of the legal world;</li> <li>• Over 1,100 academic publications in full-text;</li> <li>• Over 830 peer-reviewed journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative law;</li> <li>• Antitrust law;</li> <li>• Banking law;</li> <li>• Business law;</li> <li>• Constitutional law;</li> <li>• Insurance law;</li> <li>• Intellectual property law;</li> <li>• Others</li> </ul>
9	eBooks Business Collections	<ul style="list-style-type: none"> <li>• Ranged from conducting business research to helping students understand general business concepts</li> <li>• Over 21,200 e-books in full-text.</li> </ul>	<ul style="list-style-type: none"> <li>• Business ethics;</li> <li>• Career development;</li> <li>• Economics entrepreneurship;</li> <li>• Finance;</li> <li>• Human resources,</li> <li>• Leadership, etc.</li> </ul>
10	Emerald Insight	<ul style="list-style-type: none"> <li>• Permanent access to 160 publications issued in 2021-2022;</li> <li>• Two-year access to eJournals and case studies dating back to 1994.</li> </ul>	<ul style="list-style-type: none"> <li>• Accounting, finance, economics;</li> <li>• Business, management, and strategy;</li> <li>• HR, learning, organization studies</li> <li>• Others.</li> </ul>
11	Sage Journals	<ul style="list-style-type: none"> <li>• Permanent access to 962 publications issued in 2021-2022;</li> </ul>	<ul style="list-style-type: none"> <li>• Business &amp; management;</li> <li>• Communication &amp; media studies;</li> <li>• Research methods;</li> </ul>
		<ul style="list-style-type: none"> <li>• Two-year access to eJournals collection dating back to 1999.</li> </ul>	<ul style="list-style-type: none"> <li>• Social work &amp; social studies, etc.</li> </ul>
12	FiinPro	<ul style="list-style-type: none"> <li>• The Vietnam's most comprehensive, in-depth, and up-to-date financial database.</li> </ul>	<ul style="list-style-type: none"> <li>• Market and trading data;</li> <li>• Corporate actions;</li> <li>• Financial data;</li> <li>• Earning consensus;</li> <li>• Market news and analysis;</li> <li>• Others.</li> </ul>

Moreover, students have access to the libraries of the faculties. SIBM has a library with a variety of textbooks and reference books. Students at the **Bachelor of International Business** can use all library facilities offered by UEH and SIBM. The libraries operate to ensure the research needs of students. The library can extend its operating hours to all day during the examination period, including Saturday and Sunday, to serve students.

The **Vietnam-Netherlands Programme** can use the VNP library. The library offers a broad range of 6,000 copies of books, magazines, articles in economics and other relevant fields of the study programme. A library room is equipped with a range of tables that serves students' reading and discussing purposes. The room are walled by shelves of books, magazines, datasets and other materials.

Student of the Vietnam-Netherlands Programme can also access the Erasmus University Rotterdam's library. The most valuable media access tool may be the Erasmus Remote Network Access account (ERNA account) that the ISS grants to VNP' students. The account gives students and employees access to the digital library of Erasmus University with numerous databases, e-books and journals. These materials are helpful for students, not only in studying but in their thesis writing stage and further researching.

Library staffs are trained and have professional qualifications ensuring to serve the needs of students. The librarian is in charge of updating new titles based on the demand of teaching



and studying. He/she is also available during working hours, which is the same with the programme's working hours, six days per week. Upon enrolment, students are entitled to receive a student ID card which enables the student to access library and other services at the programme's website. Email accounts and e-learning accounts are issued to students individually for further information and management, including detailed instruction to log in the Smart Library and to use the library service on the sixth floor of the main campus. Guidelines for the process of returning and borrowing books are widely published for students. The instructions for library usage are displayed and easy to understand on the library website.

## Appraisal:

During the on-site visit, the panel had the possibility to visit the facilities of UEH for **all four study programmes**. According to the panel, the quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms and self-learning spaces are available for the students that can be booked online. Moreover, the teaching rooms and laboratories equipped with state-of-the-art technology. For special contents of the curriculum (e.g., business games, role-playing game, virtual elements, research), UEH possesses appropriate rooms which possess the specific technical components needed, as well as a technological support team.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured, most of the literature is available online via the Smart Library. The literature expressly required for the study programmes are available in the library and also kept up to date.

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

## 4.5 Additional services

The Department of Student Affair (DSA) is to assist all UEH business students to find employment and prepare them for the application process. This career office offers a range of services, including the following: coordination of visits of employers to campus, aptitude and vocational testing, personal counselling, help in resume writing, interviewing, launching the job search, listings for those students who are searching for employment, establishment of a permanent reference folder and career resource materials. There are some workshops organised by partnership companies to introduce about their internship programmes. Students can also access a list of companies for potential internship opportunities. The Department periodically organises recruitment events, community events, job fairs, career orientation

seminars to help students meet with employers and find suitable career opportunities. The Department coordinates with businesses to organise employability skills courses such as resume-writing or interviews. The Department also organises study visits to enterprises. The field-based visit allows students to communicate with business leaders, study and experience the working environment, corporate culture and listen to the sharing of employability skills and career prospects.

Besides that, some recruiting information is also posted on the University website and to students' email addresses. Furthermore, the academic staff of each study programme also consults students on job opportunities. Some lecturers having relationships with industry can introduce students to contact and work at enterprises. In addition, tutors in the **Bachelor programmes** have formal talks with students every semester to guide them to job search after graduation or prepare for each stage in the job-seeking process.

### Alumni Activities

All students when graduate from the programme will receive a yearbook which includes all contacts of students studying in the same cohort. That yearbook helps the alumni to keep in touch with each other. Moreover, the information of alumni has been collected so that UEH can update alumni's situation such as career, company and future plans. Every year, alumni are invited back to UEH to share and consult current students about choosing specialisation and career. The communication with alumni is through email, phone and social media.

UEH has established the Alumni Association, with clear operating regulations. Information is posted on the website <https://ueh.edu.vn/hop-tac/cuu-sinh-vien/>. The Alumni Association structure ensures prestige and has connections with alumni. and good support for students and the University.

The UEH Alumni Association is established voluntarily for gathering and connecting student generations of the UEH with the desire to share experiences, create an environment for communicating and find opportunities for cooperation and mutual support each other in work and life; at the same time supporting the development of UEH. UEH Alumni has operating regulations with the information posted on the website<sup>24</sup>. The Alumni Association has annual and periodic activities and includes the following tasks:

- Organising activities and events to meet the needs and interests of members: sports activities, travel, academic exchange, sharing of life experiences, social work, business connections, contributing to economic development for the community and members.
- Organising activities to exchange information on advances in related fields: economics, business administration and law; coordinating in training and scientific research between UEH and the locals and between UEH and the members' enterprises.
- Tightening the spirit of solidarity among students of courses and disciplines who have been studying at UEH in many forms such as communicating and mutual supporting, helping poor studious students and holding formal meetings.
- Building an effective communication channel to connect members.
- Supporting each other in life, study, work and business.
- Mobilising resources to contribute to the development of UEH and the community.

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<sup>24</sup> see: <https://ueh.edu.vn/hop-tac/cuu-sinh-vien/> (last access July 31, 2023)



The study programmes also maintain the relationships with alumni in the social platforms through updates on the website, information on the fan page and engagement in the alumni social network groups.

### Appraisal:

For **all four study programmes**, career counselling and placement services are offered to the students and graduates to promote their employability. The University provides sufficient resources.

Furthermore, 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 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

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

The University has a centralised budget and is committed to fund its programmes, including those that may not generate sufficient revenue due to low market demand. The University retains tuition revenues and allocates annual funding to academic units based on the headcount of the tenured faculty for operation expenses other than salary. The University is responsible for costs associated with teaching such as guest speaker's honorarium, adjunct faculty's salary and other variable costs. The costs are managed through a financial plan, the annual action plan. The regulations on financial management are specified in the Internal Expenditure Regulations.

As a public institution, the University must comply with the government policies and regulations concerning programme reports, funding and closing. The University must guarantee graduation to its students. UEH's study programmes are funded for the entire study period so that students who cannot afford the tuition fee will be able to complete their studies by taking bank loans or studying hard to get scholarships. In supporting students in taking bank loans, UEH implemented a project on academic credit from 2018 to 2020 to help students pay tuition fees when they cannot afford them.

### Appraisal:

The income related to **all of the programmes** ensure that each cohort of students starting within the accreditation period can complete the study programme.

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

## 5. Quality assurance and documentation

The quality assurance and quality development of study programmes is centralised at University level. The task is shared amongst the UEH Quality Assurance Council, UEH Department of Quality Assurance – Curriculum Development (QA Department) and the quality assurance teams in the academic units. The UEH Quality Assurance Council is responsible for counselling the UEH President on quality assurance policies. The UEH QA Department oversees planning and implementing campus wide quality assurance and quality development, conducting quality assessment surveys and auditing academic programmes.

The Schools' quality assurance teams are tasked with documenting quality assurance work of the Schools and academic departments and programmes, and provide support to the UEH QA Department. The UEH Department of Quality Assurance - Curriculum Development processes the data collected from the survey system, produces statistical survey results and sends survey results to the UEH University, relevant units and the MOET upon request.

Bi-annually, the UEH QA Department conduct surveys of students, alumni and employers with respect to the programme contents, process and outcomes. It also leads the quality self-evaluation and quality auditing following the Ministry of Education and Training's guidelines. The annual review and revision of the programmes is based on survey findings, course evaluation results and feedbacks from employers and strategic partners. In addition, the Schools monitor the ratio of graduates per student cohort and demand for actions by department when the ratio remains low and further report on employment after graduation.

In addition, the University encourages academic departments and programmes to pursue external quality auditing and accreditations. The Schools regularly hold formal and informal sessions in which employers and alumni provide feedback on programme outcome and quality, as well as curricular contents. The School Council, the most powerful organisation of the University in which also a student representative is present, meets regularly and has the task of planning, reviewing and making decisions to develop and improve the comprehensive training quality of the University.

The University mandates that programme and department administrators review and update programme content every five years. During this cycle, minor modification of the curriculum is permissible. All information about programme updates, and major and minor revisions will be documented according to the University's guidelines and regulations and are shared with the students and interested individuals.

### Instruments of quality assurance

By UEH regulation, the UEH Department of Quality Assurance – Curriculum Development sends course evaluation surveys to all students at the end of each course. The survey covers teaching performance, instructor accessibility and achieved learning outcomes, as well as an evaluation of student workload. The survey results are provided to the department chairs. The department chair is responsible for communicating the findings to the instructors and providing additional feedbacks if necessary. The survey results are compiled into reports according to the department and each lecturer. Survey results are provided to lecturers, department and school leaders and are the basis for adjustments and improvements in the quality of the course or programme. Every year, the Department of Quality Assurance – Curriculum Development

will review and improve the survey content to suit the current situation and new goals through comments from lecturers and school at the year-end meeting.

By UEH regulation, the school administrators hold periodic meetings with the school's scientific committees, department chairs, programme directors and faculty to evaluate and review the modular structure, content, teaching methods, exams and student evaluation of the study programmes. Further, lecturers get to evaluate the study programmes. Additionally, all faculty members go through a periodic appraisal interview and the results are discussed by management. At the appraisal interview, the faculty is required to give feedback e.g., on the programmes, their teaching and the courses. Faculty members also have the opportunity to evaluate the quality of services.

Furthermore, the **VNP** is periodically evaluated by a faculty from the ISS during his/her visiting. In combination with his/her teaching, the faculty provides a brief evaluation report after reviewing the curriculum as well as administrative procedures. The report will be accordingly sent to both ISS and UEH for the improvement of the programme's management and implementation.

UEH and the Schools receive feedback from alumni through surveys, focus group interviews as well as at job fairs, career workshops and alumni events. Additionally, employers, professional associations and companies who hold cooperation agreements with the Schools provide feedback. Further, companies evaluate students at the end of their internship. The report results are submitted to the Schools' internship coordinators.

#### Programme information

All relevant programme information and records are archived in the UEH Department of Quality Assurance – Curriculum Development programme such as curricula, learning outcomes, syllabi, instructor curriculum vitae, market surveys, programme reviews and evaluations. The Department of Undergraduate Training in cooperation with relevant departments such as the Department of Scheduling - Testing provides students with information regarding the school-year plan, timetable, assignment submission requirements, online learning resources and the graduation and examination regulations. The curricula as well as the expected learning outcomes are published on the websites of the University.

The University and the Schools provide information on various activities by academic units across campus during the academic year on different platforms. Activities range from seminars, conferences, corporate seminars, academic competitions, extracurricular sessions and anniversary events to career opportunities. The students can access this information through different campus channels such as wall posters, banners, emails, Facebook and monthly newsletters. The public can access this information via the University website and social network postings. The UEH Communication and Marketing Department is tasked with maintaining press relation and network communication with the media, the public and the students. In addition, in compliance with the Ministry of Education and Training regulations, the University regularly reports qualitative and quantitative data about activities of all programmes to the Ministry.

## Appraisal:

The panel got insights into the quality assurance and development processes of the University that have been set up. Evaluations of the study courses, the lecturers and the University in general are carried out on a regular basis, which systematically and continuously monitor and develop the quality of the programme with respect to its contents, processes and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Responsibilities are clearly defined.

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

The study programmes' contents, curricula and examination schemes have been suitably documented and published (e.g., course plan and exam regulations). The University regularly publishes current news and information both quantitative and qualitative about the study programmes.

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

# Quality profile

HEI: University of Economics (UEH)

## Bachelor / Master programme:

- The Vietnam-Netherlands Programme – Master of Science in Applied Economics (VNP)
- Master of Arts in Business Administration (MBUS)
- Bachelor of Arts in Business Administration (BBUS)
- Bachelor of Arts in International Business (IB)

		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)		VNP	MBUS, BBUS, IB		
1.2*	International orientation of the study programme design (Asterisk Criterion)		VNP	MBUS, BBUS, IB		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		VNP	MBUS, BBUS, IB		
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		VNP	MBUS, BBUS, IB		
<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)				MBUS condition	VNP, BBUS, IB
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)	VNP		MBUS, BBUS, IB		
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)			VNP, MBUS, IB	BBUS condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)				condition	
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			BBUS		VNP, MBUS, IB
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			

		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)		VNP	MBUS, BBUS, IB		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
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		