

Decision of the FIBAA Accreditation and Certification Committee



22th Meeting on June 19, 2026

PROGRAMME ACCREDITATION

Project Number:	23/053
Higher Education Institution:	International University (IU), Vietnam National University
Location:	Ho Chi Minh City
Study programme:	Bachelor of Arts in Accounting Master of Public Management Master of Business Administration
Type of accreditation:	initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the Bachelor of Arts in Accounting and the Master of Public Management study programmes are accredited.

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 Master of Business Administration study programme is accredited with two (2) conditions.

For the **MBA**:

- **Condition 1** (see chapter 2):

The University ensures that the required professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission. For an MBA programme, this translates into at least two years of professional experience after the first higher education qualification.

- **Condition 2** (see chapter 3.1): The University ensures that theoretical questions where possible, are explained by means of practical examples from the lecturers' own business experience.

Proof of meeting these conditions is to be submitted by March 18, 2027.

Period of Accreditation: June 19, 2026 – June 18, 2031

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

International University (IU),
Vietnam National University, Ho Chi Minh City

Bachelor/Master programme:

1. Bachelor of Arts in Accounting
2. Master of Public Management
3. Master of Business Administration

Qualification awarded on completion:

1. Bachelor of Arts in Accounting
2. Master of Public Management
3. Master of Business Administration (MBA)

General information on the study programme

Brief description of the study programmes:

Bachelor of Arts in Accounting (BAA)

The programme aims to provide students with fundamental and professional knowledge in accounting and auditing, equip them with research and management skills, prepare them for postgraduate studies and professional certifications, and develop their ability for lifelong learning to keep up with evolving accounting regulations. The programme is taught in English.

Master of Public Management (MPM)

In this programme, students shall acquire the knowledge, skills, and competencies necessary for leadership roles in the public sector in (Southern) Vietnam. It is taught in Vietnamese but exposes students to international resources in English. The programme is taught in a blended learning format.

Master of Business Administration (MBA)

The programme aims to develop leaders, experts, and researchers for companies, research institutes, business and social organisations, and government agencies. It provides students with current knowledge in business administration, decision-making skills, business analysis skills, business systems design skills, and leadership skills. The programme is taught in English.

Type of study programme:

1. Accounting: Bachelor programme
2. Public Management: Master programme
3. Master of Business Administration (MBA): Master programme

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

1. Bachelor of Arts in Accounting (BAA): eight semesters, 225 ECTS credits / 139 national credits
2. Master of Public Management (MPM): four semesters, 120 ECTS credits / 60 national credits
3. Master of Business Administration (MBA): four semesters, 121.5 ECTS credits in the Research Module or 111 ECTS credits in the Practical Module / 60 national credits

Mode of study:

All programmes: full-time

Didactic approach:

BAA and MBA: study programme with obligatory class attendance

MPM: study programme with obligatory class attendance and blended-learning

Double/Joint Degree programme:

none

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

1. Bachelor of Arts in Accounting (BAA): 60
2. Master of Public Management (MPM): 100
3. Master of Business Administration (MBA): 100

Programmes cycle starts in:

All programmes: winter semester

Initial start of the programmes:

1. Bachelor of Arts in Accounting (BAA): 2019
2. Master of Public Management (MPM): 2014
3. Master of Business Administration (MBA): 2010

Type of accreditation:

All programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Arts in Accounting (BAA), Master of Public Management (MPM), and Master of Business Administration (MBA) was made between FIBAA and International University, Vietnam National University, Ho Chi Minh City on November 26, 2025. On August 19, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Dr. Wladislav Gawenko

Lancaster University Leipzig

Assistant Professor in Accounting

Prof. Dr. Dennis Hilgers

Johannes Kepler University Linz

Professor of Public and Nonprofit Management

Dr. Annette Metz

CONBEN South-East Asia Ltd

Founder of CONBEN South-East Asia Ltd, Director and Consultant

Assoc. Prof. Dr. Cuong Nguyen

Industrial University of Ho Chi Minh City

Associate Professor and Dean of Faculty of Commerce and Tourism

Lennart Schwark

University of Cologne

Master of Science, Business Administration

FIBAA project manager:

Christiane Butler

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on January 13 – 15, 2026 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 12, 2026. The statement on the report was given up on May 25, 2026. It has been taken into account in the report at hand.

¹ The panel is presented in alphabetical order.

Summary

For Bachelor programmes

The Bachelor of Arts in Accounting offered by International University, Vietnam National University, Ho Chi Minh City fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19, 2026, and finishing on June 18, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For Master programmes

The Master of Public Management and Master of Business Administration offered by International University, Vietnam National University, Ho Chi Minh City fulfil (MPM) or respectively, fulfil with two exceptions (MBA) the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 19, 2026, and finishing on June 18, 2031, under conditions (MBA). 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. These includes fulfilling the requirements set by the EQUAL MBA Guidelines.²

The panel members identified need for improvement regarding the following aspects:³ For the **MBA**, Professional experience (Admission procedure), and Contents (Integration of theory and practice). They recommend the accreditation on condition of meeting the following requirements:

For the **MBA**:

- **Condition 1** (see chapter 2):

The University ensures that the required professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission. For an MBA programme, this translates into at least two years of professional experience after the first higher education qualification.

- **Condition 2** (see chapter 3.1): The University ensures that theoretical questions where possible, are explained by means of practical examples from the lecturers' own business experience.

Proof of meeting these conditions is to be submitted by March 18, 2027.

² Please refer to the conditions and recommendations for the MBA programme

³ These aspects are asterisk criteria which means that they are essential for the study programme.

Furthermore, the quality requirements that have not been fulfilled – for the **MBA**, Selection procedure (chapter 2), and Practical business experience of faculty (chapter 4.1) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- Working on building university processes and structures for governance to implement their overall strategy and consequently setting more distinguished programmes goals and unique profiles (see chapter 1.3),
- Presenting a more nuanced English language proficiency requirement for the three study programmes (see chapter 2),
- Ensuring that reading lists are continuously updated in the module handbooks and other material that is distributed to students (see chapter 3.2), and
- Introducing a specialised psychological counselling service for students (see chapter 4.2), and
- Adding a list of all offered programmes on the HEI's website (see chapter 5).

In addition, for the **BAA** and **MBA**:

- Setting up international partnerships with universities for the purpose of student exchanges (see chapter 4.3).

In addition, for the **MPM** and **MBA**:

- Inviting more guest lecturers from different industries/sectors to give hands-on insights from practice (see chapter 3.3).

In addition, for the **BAA**:

- Increasing the available number of resources on international standards (IFRS) (see chapter 3.2).

In addition, for the **MPM**:

- Offering more guidance for students on how to select their electives based on specifically defined and differentiated graduation profiles (see chapter 3.1).

In addition, for the **MBA**:

- Leveraging the programme's potential for international growth (see chapter 1.2),
- Aligning the MBA programme requirements with internationally known standards as formulated in the EQAL MBA guidelines (see chapter 2).
- Clearly separating the research module track from the MBA programme and position it as a consecutive Master's programme apart from the MBA (see chapter 3.1),
- Involving a sufficient number of external (visiting or part-time) lecturers from the industry to ensure the practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice (see chapter 4.1),
- Setting up a separate alumni network to facilitate the exchange within MBA alumni apart from the campus events offered by IU (see chapter 4.4), and

- Publishing transparent information about the programme concept at its current state on the website, including key deviations from the EQAL MBA Guidelines, including:
 - the programme admits students without prior work experience,
 - the programme lacks theory-practice transfer, and
 - faculty is missing relevant industry experience (see chapter 5).

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 some criteria in which **all programmes** exceed the quality requirements:

- Access to literature (see chapter 4.4),
- Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5),
- Evaluation by students (see chapter 5),
- Evaluation by faculty (see chapter 5), and
- External evaluation by alumni, employers and third parties (see chapter 5)

In addition, for the **BAA** and **MBA**:

- Foreign language contents (see chapter 3.4).

In addition, for the **MPM** and **MBA**:

- Methods and scientific practice (see chapter 3.1), and
- Examination and final thesis (see chapter 3.1).

In addition, for the **BAA**:

- Practical business experience of faculty (see chapter 4.1).

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

International University – Vietnam National University Ho Chi Minh City (IU), one of the eight member universities of VNU-HCM, was established on December 5, 2003, by the decree signed by the Prime Minister to be a platform to promote the reform of higher education in Vietnam. It is the first public university in Vietnam that uses English as the primary language in teaching and researching.

IU and its partner universities currently offer undergraduate and graduate accredited programmes. The focus has been on offering academic majors that are aligned with the growing demand for human resources in such fields as economics, management, science, and technology. IU's overall model adheres to the international standards in developing syllabi or curricula in collaboration with universities in the United States, Europe, and Asia.

Vision

IU is a leading research-oriented university in Vietnam and the Asia-Pacific region, achieving international accreditations in both education and research. The University aims to build an autonomous, innovative, and creative educational environment that nurtures and develops well-qualified human resources to meet the demands of both domestic and global labour markets.

Mission

IU carries out its education missions as follows:

- **Combination of an international identity and Vietnamese culture:** As an international higher education institution, International University combines global perspectives with Vietnamese cultural values, fostering a dynamic and open academic environment that strongly maintains Vietnamese traditional values.
- **Pioneering university administrative reforms:** International University implements an autonomous administrative model based on advanced management practices, aiming to enhance operational efficiency and ensure educational quality in the context of international integration.
- **High-quality, multidisciplinary education:** International University offers a wide range of internationally standardised programs across diverse fields, striving for full accreditation at both regional and global levels to meet students' learning needs in various disciplines.
- **Educating global citizens through the use of English as an instruction medium:** At International University, teaching and researching in English is a strategic distinction, elevating the global competency of scholars around the world. Students are equipped with the knowledge and skills to become socially responsible global citizens and future community leaders.
- **Research aligned with innovation and community service:** International University values both high-level theoretical research and practical applications that meet the needs of enterprises, localities, and society. Simultaneously, community engagement and service are actively promoted as an essential part of IU's sustainable development strategy.

Schools and departments

IU has ten schools, two departments and one centre offering academic training programs including:

- School of Business
- School of Economics, Finance and Accounting
- School of Computer Science and Engineering
- School of Electrical Engineering
- School of Biotechnology
- School of Languages
- School of Industrial Engineering and Management
- School of Civil Engineering and Management
- School of Biomedical Engineering
- School of Chemical and Environmental Engineering
- Department of Mathematics
- Department of Physics
- Centre for Public Administration

The Department of Accounting and thereunder the Bachelor of Arts in Accounting belongs to the School of Economics, Finance and Accounting (EFA). The Master of Public Management belongs to the Centre for Public Administration (CFPA) and the Master of Business Administration to the School of Business (SOB).

Statistical data and evaluation results

Bachelor of Arts in Accounting (BAA)

The statistical data indicates that the Accounting programme operates either slightly above or below the approved intake capacity. The University explains this by two structural and quality-assurance-related factors:

- **Yield Rate Fluctuations:**

Admission cut-off scores are determined in advance based on projected capacity. However, final enrolment decisions are made by applicants only after these cut-off scores are published. As a result, minor deviations from the exact target intake are inevitable and represent normal operational variances rather than planning deficiencies.

- **Quality Assurance Priority:**

Cases of under-capacity are, in several intakes, a deliberate outcome of the Faculty's quality assurance policy. The programme consistently prioritises entry quality over numerical fulfilment of quotas and refrains from lowering admission thresholds solely to reach full capacity.

The programme's staffing, infrastructure, and academic resources are planned based on approved capacity and accommodate these minor fluctuations.

Regarding the success rate below 50%, the University explained that some students dropped out of the Accounting programme for a combination of academic, economic, personal, institutional, and social reasons. While a small number of students permanently discontinue their studies for financial or personal reasons, the majority of “non-successful” cases are delayed graduates who remain enrolled and complete the programme beyond the standard study period.

In response to the low success rate and student dropouts, the programme has implemented the following measures:

- Early and strengthened academic advising and counselling systems: Each faculty member serves as an advisor who is required to meet with students at least twice every semester.
- Inclusive and engaging learning environments: The Office of Student Services implements structured engagement and wellbeing initiatives, including mentoring programmes, co-curricular activities, and counselling services, to strengthen students’ sense of belonging, self-efficacy, and academic persistence.
- The programme has been restructured such that taking English Intensive Programme is at the discretion of the students.

		2019	2020	2021	2022	2023	2024
# Study Places offered		50	50	55	70	60	50
# Applicants	Σ	355	1022	1501	1435	246	402
	f	N/A	N/A	N/A	N/A	N/A	N/A
	m	N/A	N/A	N/A	N/A	N/A	N/A
Application rate		710.00%	2044.00%	2729.09%	2050.00%	410.00%	804.00%
# First-Year Students (accepted applicants)	Σ	43	78	60	74	55	47
	f	35	63	49	63	41	35
	m	8	15	11	11	14	12
Rate of female students		0,81	0,81	0,82	0,85	0,75	0,744680851
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0,00	0	0	0	0,00	0
Percentage of occupied study places		86,00%	156,00%	109,09%	105,71%	91,67%	94,00%
# Graduates	Σ	18	19	1	Not graduated yet	Not graduated yet	not graduated yet
	f	15	17	1			
	m	3	2	0			
Success rate (students who finished their studies)		41,86%	24,36%	1,67%	Not graduated yet	Not graduated yet	Not graduated yet
Dropout rate (students who dropped their studies)		18,60%	16,67%	15,00%	12,16%	12,73%	2,13%
Average duration of study		4.56 years	4.63 years	4 years	n/a	n/a	n/a
Average grade of final degree		76	79,5	86,6	n/a	n/a	n/a

Master of Public Management (MPM)

		2019	2020	2021	2022	2023	2024
# Study Places offered		72	60	72	70	100	80
# Applicants	Σ	105	47	40	44	95	82
	f	57	29	18	21	52	43
	m	48	18	22	23	43	39
Application		145,83%	78,33%	55,56%	62,86%	95,00%	102,50%
# First-Year Students (accepted applicants)	Σ	65	39	25	47	63	60
	f	36	26	10	21	32	35
	m	29	13	15	26	31	25
Rate of female students		0,55	0,67	0,40	0,45	0,51	0,58
# Foreign Students	Σ	0	0	0	0	0	0
	f	0	0	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0,00	0,00	0,00	0,00	0,00	0,00
Percentage of occupied study places		90,28%	65,00%	34,72%	67,14%	63,00%	75,00%
# Graduates	Σ	59	30	7	2	Not graduated yet	Not graduated yet
	f	33	19	3	2		
	m	26	11	4	0		
Success rate (students who finished their studies)		90,77%	76,92%	28,00%	4,26%	Not graduated yet	Not graduated yet
Dropout rate (students who dropped their studies)		1,54%	0,00%	0,00%	2%	0	0
Average duration of study		2,78	3,13	3	2	n/a	n/a
Average grade of final degree		79	80,8	82,6	84,9	n/a	n/a

Master of Business Administration (MBA)

		2019	2020	2021	2022	2023	2024
# Study Places offered		30	40	33	44	35	35
# Applicants	Σ	25	38	30	21	47	36
	f	14	10	17	16	29	27
	m	11	28	13	5	18	9
Application		83,33%	95,00%	90,91%	47,73%	134,29%	102,86%
# First-Year Students (accepted applicants)	Σ	20	23	20	15	32	34
	f	11	17	12	11	22	26
	m	9	6	8	4	10	8
Rate of female students		0,55	0,74	0,60	0,73	0,69	0,76
# Foreign Students	Σ	1	0	0	1	0	0
	f	1	0	0	1	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0,05	0	0	0,07	0,00	0
Percentage of occupied study places		66,67%	57,50%	60,61%	34,09%	91,43%	97,14%
# Graduates	Σ	14	13	8	1	Not graduated yet	not graduated yet
	f	9	11	5	1		
	m	5	2	3	0		
Success rate (students who finished their studies)		70,00%	56,52%	40,00%	Not graduated yet	Not graduated yet	Not graduated yet
Dropout rate (students who dropped their studies)		5,00%	4,35%	0	0	0	0
Average duration of study		2.29 years	2.31 years	2.38 years	2 years	n/a	n/a
Average grade of final degree		80,2	81	82,6	n/a	n/a	n/a

Appraisal

For the **BAA** and the **MPM** programme, the application and admission rates vary greatly. The University interprets these fluctuations as normal considering students apply for multiple programmes and at different institutions and choose their preferred option after receiving approvals.

For **all study programmes**, the duration of study seems to exceed the estimated duration. The University plausibly explains the fluctuations in application and admission rates by structural and quality management reasons. The longer duration of study can be explained by the flexibility the study programmes provide for the students, so they can work besides their studies. This was evidenced during the interviews with students and graduates. The panel further notes that the student evaluation surveys show that students are satisfied.

While the rate of female students is consistently high or at least at 50% for all study programmes, the rate of foreign students is mostly zero. For the **MPM** programme, this can be explained by the programme language (Vietnamese). For the **BAA** and the **MBA** programmes, there is room for improvement regarding the foreign student's rate. Both programmes are facilitated entirely in English and the University's mission is to provide education on a global level. The panel team encourages the University to follow-up on the recommendations throughout this report to support this internationalisation strategy and making the programmes more appealing to international students.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The programme objectives are designed to align with the mission and strategic goals of IU. These objectives clearly reflect each programme's academic orientation, professional relevance, and commitment to equipping graduates with the knowledge, skills, and competencies required to succeed in their respective fields and contribute effectively to society and the global workforce.

Bachelor of Arts in Accounting (BAA)

Programme Objectives

The BAA programme aims to provide students with fundamental and professional knowledge in accounting and auditing, equip them with research and management skills, prepare them for postgraduate studies and professional certifications, and develop their ability for lifelong learning to keep up with evolving accounting regulations:

- PO1. The programme aims to provide students with fundamental knowledge in accounting and auditing.
- PO2. The programme helps students be able to pursue postgraduate studies as well as obtain professional certificates in accounting and auditing (VACPA,⁴ ACCA,⁵ and CPA⁶).
- PO3. The programme equips students with research skills and proficient professional practice skills, including analysis, planning and consulting.
- PO4. The programme aims at developing management skills in the field of accounting and auditing for the students.
- PO5. The programme helps students be able to self-study and to participate in training courses to keep up with new regulations related to accounting and auditing laws.

Programme Learning Outcomes

After completing the study programme, the BAA students must meet the specific outcomes as follows:

- PLO1: Have knowledge and argumentation in the field.
- PLO2: Have basic knowledge of the structure and principles of the political direction of the Communist Party of Vietnam and the basic principles of Marxism-Leninism.
- PLO3: Analyse financial statements, management reports, tax reports, and audit reports to assist businesses in making short and long-term decisions. Have critical thinking skills, examination, evaluation of risk issues, and the assurance, reliability of

⁴ Vietnam Association Of Certified Public Accountants

⁵ Association of Chartered Certified Accountants

⁶ Certified Practising Accountant Australia

accounting information, thus providing appropriate solutions in the field of accounting and auditing.

- PLO4: Research and develop in the field of accounting and auditing. Be able to research laws, standards, decrees, circulars when faced with an accounting issue and to propose optimal solutions for businesses.
- PLO5: Possess skills in organisation and management in professional accounting and auditing activities.
- PLO6: Possess skills in applying advanced information technology in the field of accounting and auditing (MS-Office or specialised software).
- PLO7: Demonstrate communication skills, teamwork, debate, and presentation of ideas.
- PLO8: Adhere to professional and ethical standards in accounting and auditing.
- PLO9: Respect ethical principles, professional responsibility, and professional regulations; enthusiastic and responsible for their work.
- PLO10: Collect, process information, apply new methods and current regulations in the field of accounting, auditing, taxation in Vietnam and internationally. Engage in activities of professional organisations such as: VACPA (Vietnam), CPA Australia, ACCA (UK), CIMA (UK), CMA (US), CFM (US). Respect diversity differences in a multicultural environment, be proactive and strive to improve the work environment.

The programme PLOs reflect the mission of IU, which is to become one of the leading research universities in Asia, with the aim of nurturing talent and providing high quality labour for both domestic and international workforces. Graduates are equipped with the knowledge and skills necessary to succeed in their professional careers.

Master of Public Management (MPM)

Programme Objectives

- PO1: Learners are equipped with a solid foundation in modern public management and the capability to formulate and implement public policies based on strategic thinking and interdisciplinary knowledge.
- PO2: Upon graduation, learners will be qualified to serve as experts in public agencies, state organisations, and public service units.
- PO3: Learners develop leadership and human resource management skills to effectively govern and adapt to changes within the public sector.
- PO4: Learners enhance their communication abilities and English proficiency, enabling them to work efficiently in international and integrated environments.
- PO5: Learners build essential soft skills such as teamwork, presentation, socio-psychological understanding, and communication aligned with governmental guidelines, while also being capable of managing communication situations and crises effectively.
- PO6: Learners cultivate the ability to identify and assess ethical issues, ensuring they act with integrity and professional responsibility.

- PO7: Learners gain opportunities to acquire international experiences in public management, enhancing their competencies and adaptability to globalisation.
- PO8: Learners are encouraged to participate in international conferences to strengthen research capacity and share Vietnamese public management practices with the global academic community.

Programme Learning Outcomes

According to the Vietnamese Qualification Framework (VQF), learning outcomes at the master's level should cover three key areas: knowledge, skills, and autonomy and responsibility.

After completing the study programme, MPM graduates meet the specific outcomes as follows:

Knowledge

- PLO1: Understand and apply knowledge of the public sector's role in leadership and organisation, emphasising transparency, accountability, sustainability, and innovation in the context of globalisation and transformation.
- PLO 2: Analyse and evaluate national issues and public management practices in the reform context, based on public management theories and principles.
- PLO 3: Utilise specialised knowledge to formulate, implement, and evaluate public policies, public projects, and public services.
- PLO 4: Apply interdisciplinary knowledge and resource management skills to analyse and assess cross-sectoral issues.

Skills

- PLO 5: Analyse, critique, and make decisions based on evidence; learners are equipped with research capacity and information literacy to perform effectively in public management.
- PLO 6: Develop critical thinking, communication, teamwork, foreign language, and leadership skills to build organisational capacity and adapt to change.
- PLO 7: Apply technology and analytical tools to process data and propose solutions to public management problems.

Level of autonomy and responsibility:

- PLO8: Propose professional initiatives, innovations, and responsible actions with integrity in public management.

The learning outcomes for the MPM programme are based on criteria that align with the training objectives of the national curriculum framework and the overall goals of the MPM programme. Each learning outcome is divided into three levels: Introduction, Reinforce, and Mastery.

Aligned with IU's mission to become a leading research institution in Asia, the programme's PLOs are designed to support this vision. The MPM aim to develop high-quality public management professionals equipped to serve both national and international public sectors. Graduates will be prepared with the knowledge, critical thinking, and practical skills necessary to analyse and address diverse public management challenges, both within Vietnam and globally. Through a combination of theoretical foundations and applied knowledge, the MPM

ensures that students can effectively navigate and lead in the complex, evolving world of public governance. Besides, the alignment constitutes an essential element of the programme structure, ensuring that each course contributes systematically to the achievement of the intended learning outcomes and the overall programme objectives.

Master of Business Administration (MBA)

Common Programme Objectives

PO1 Knowledge: To provide students with expanded, advanced, and updated knowledge of business management based on the knowledge previously taught at the undergraduate level, including knowledge of business statistics, financial management, strategic management, marketing, accounting, and customer management. At the same time, the program also offers basic knowledge of scientific research methods so that after graduation, students can continue to pursue a doctoral program in Business Management.

PO2 Skills: To equip students with analytical thinking skills, research, and the ability to evaluate economic, social, and environmental issues and policies; skills in presentation and idea expression; reporting, project development, and implementation; synthesizing and solving practical problems; applying statistical tools to practical activities; and effectively working both in teams and independently.

PO3 Level and professional competence (theory and practice): The ability to analyse and evaluate economic activities and forecast economic fluctuations at the local level and of enterprises; the ability to plan and organize the implementation of economic development programs and business services for localities and enterprises; the ability to research, formulate policies and business strategies, and participate in project formulation and the evaluation of international business projects by international economic organizations.

Common Programme Learning Outcomes

After completing the study program, the students must meet the specific outcomes as follows:

PLO 1: Professional and Political Competence

- Identify key political guidelines and ethical standards in business.
- Explain the impact of political guidelines and ethics on business practices.
- Apply political guidelines and ethical standards in international business scenarios, demonstrating professional competence.

PLO 2: Strategic Decision-Making

- Recognize fundamental leadership and management strategies.
- Apply leadership and management strategies to decision-making in typical business situations.
- Lead strategic decision-making processes in complex and dynamic business environments.

PLO 3: Business Analysis and Evaluation

- Identify basic analytical tools for business evaluation.
- Use analytical tools to evaluate business operations in domestic and global markets.

- Conduct in-depth evaluations of business strategies and operations, providing strategic recommendations.

PLO 4: Management and Sustainability

- Understand fundamental concepts of business management and sustainability.
- Manage and implement sustainable business practices in various contexts.
- Design and lead sustainable business initiatives that drive organizational success.

PLO 5: Business System Design

- Identify key components of business systems, including marketing, finance, and HR.
- Integrate core business functions to design systems that meet market demands.
- Lead the creation of innovative business systems tailored for global competitiveness.

PLO 6: Operational Excellence

- Understand the principles of business system operations.
- Manage and optimize operations across business units.
- Drive operational excellence in complex, cross-functional business environments.

PLO 7: Advanced Communication Skills

- Demonstrate basic proficiency in English communication within business contexts.
- Engage effectively in professional and social interactions in English.
- Lead complex business negotiations and presentations in English, achieving at least IELTS 5.5 or equivalent.

Mapping Programme Learning Outcomes to Track 1 and Track 2

The programme maintains one common qualification profile for all MBA graduates. However, the two tracks differ in terms of emphasis according to the intended academic or professional orientation.

Programme Learning Outcome	Track 1 – Research-oriented	Track 2 – Practice-oriented	Remarks
PLO 1: Professional and Political Competence	✓ ✓	✓	Track 1 emphasises professional ethics and political awareness in research, policy analysis, and academic contexts; Track 2 applies this competence in managerial decision-making and professional practice.
PLO 2: Strategic Decision-Making	✓	✓ ✓	Both tracks develop strategic decision-making; stronger emphasis in Track 2 through applied management, consultancy, and leadership in business organisations.

PLO 3: Business Analysis and Evaluation	✓ ✓	✓	Track 1 focuses on analytical thinking, scientific research methods, quantitative analysis, and evidence-based evaluation through the Master's Thesis.
PLO 4: Management and Sustainability	✓	✓ ✓	Track 2 applies this outcome more extensively through practical management scenarios, organisational development, and sustainability initiatives.
PLO 5: Business System Design	✓	✓ ✓	Track 2 places stronger emphasis on designing business solutions, planning, and integrated management systems through applied projects.
PLO 6: Operational Excellence	✓	✓ ✓	Track 2 focuses more strongly on operational implementation, optimisation, and organisational performance in real business environments.
PLO 7: Advanced Communication Skills	✓	✓	Common to both tracks; Track 1 applies communication in academic research and thesis defence, while Track 2 applies communication in negotiation, presentation, and professional practice.

Note: ✓ = achieved; ✓ ✓ = major emphasis

The MBA programme maintains a common set of Programme Learning Outcomes for all students to ensure consistency of qualification at Level 7. However, the two tracks differ in emphasis according to their intended orientation.

Track 1 (Research-oriented) places greater emphasis on analytical competence, critical evaluation, and research capability, particularly through PLO 3, supported by advanced research methodology and thesis-related activities.

Track 2 (Practice-oriented) places greater emphasis on strategic leadership, organisational implementation, and operational management, particularly through PLO 2, PLO 4, PLO 5, and PLO 6, which are developed through practice-based coursework and applied projects.

Both tracks ensure achievement of the full qualification profile while allowing students to pursue different academic or professional pathways aligned with their career goals.

Targeted Professional Fields and Societal Relevance

Bachelor of Arts in Accounting (BAA)

The BAA programme prepares graduates for careers in accounting, auditing, finance, and taxation across diverse settings, including multinational corporations, accounting firms, public

sector institutions, and non-profit organisations. The curriculum emphasises both technical proficiency and ethical standards in accounting practice. Practical relevance is ensured through close engagement with professional bodies such as the Association of Chartered Certified Accountants (ACCA) and the Certified Practising Accountant Australia (CPA), integration of digital tools, and stakeholder feedback from alumni and employers. Graduates are expected to uphold integrity, transparency, and contribute to sustainable financial management.

Master of Public Management (MPM)

The MPM programme targets professionals in the public sector, NGOs, and international organisations. It equips students with advanced competencies in governance, public policy, strategic planning, and leadership. The programme incorporates real-world public administration cases, interdisciplinary projects, and simulated policy-making exercises. Graduates are trained to address public sector challenges with a focus on accountability, citizen engagement, and sustainable development. Continuous feedback from government representatives, alumni, and policy experts ensures the programme remains responsive to current societal needs.

Master of Business Administration (MBA)

Track 1 – Research Module

PO4.1 (Research Module): Graduates are equipped to become researchers, policy makers, and business strategists at research institutes and state management agencies; teach specialized business management at universities and vocational colleges; and possess the academic foundation to continue training at the doctoral level domestically and internationally in the field of business management.

Track 2 – Practical Module

PO4.2 (Practical Module): Graduates are prepared to take on senior leadership positions in businesses, socio-economic organizations, and state management agencies; and act as specialists advising business leaders on management and production operations, applying strategic thinking to solve real-world business challenges.

Across all three programmes, stakeholder engagement through surveys, advisory boards, and academic industry partnerships is systematically used to ensure the relevance and societal impact of the intended learning outcomes. Graduates are not only equipped for employment in their target sectors but are also prepared to contribute to broader goals such as sustainability, social responsibility, and ethical decision-making.

Appraisal:

For all study programmes, the qualification objectives are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the respective disciplines. 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 respective aspired level at graduation. They take into account the requirements of the national qualification framework.

The panel highlights that the programmes' objectives and learning outcomes are very detailed and well thought-out.

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

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

International orientation is one of the strategic goals of IU, reflected in the design, operation, and continuous development of its academic programmes. IU aims to provide internationally benchmarked education that prepares students for global integration through English-taught programmes, internationally trained faculty, internationally-aligned curriculum content, and international mobility opportunities. This commitment is supported by institutional efforts such as international cooperation, research integration, and student exchange initiatives.

IU actively expands partnerships with leading institutions in the Americas, Europe, and Asia, for student exchange and credit transfer opportunities (e.g., with the United States, Canada, Germany, the Netherlands, Japan, and South Korea).

Bachelor of Arts in Accounting (BAA)

The School of Economics, Finance and Accounting focuses on training quality and developing internationally recognised programmes that meet the demands of both learners and society (prioritises attracting and recruiting international students, faculty members, and regularly updating standards in teaching, learning, and researching against international benchmarks).

The School maintains strong partnerships with overseas institutions. Notably, collaboration with Macquarie University enables students to transfer abroad after two years of study. The School also promotes student exchange and works closely with professional bodies such as ACCA and CPA Australia, facilitating pathways to internationally recognised certifications.

The BAA curriculum is regularly updated to reflect global developments in accounting, auditing, and finance (e.g. via international case studies). Students benefit from internships with foreign and multinational companies, as well as workshops led by senior professionals from global corporations. International research-based learning is supported by access to international databases.⁷

Master of Public Management (MPM)

The MPM programme reflects the globalised nature of public sector governance and the increasing interconnectedness of public management challenges. Its students are equipped to operate in local and international environments.

Its curriculum integrates international perspectives on public management practices, governance models, and policy-making frameworks and incorporates public sector innovation, digital governance, and sustainable development from both local and global perspectives.

⁷ See chapter 4.4

The programme is regularly updated to align with international trends. Students are encouraged to participate in international conferences, fostering academic exchange and professional networking (e.g., with professors from Europe, Korea, Thailand, and other countries), potentially opening doors for future educational pursuits.

Research-based learning is strongly supported through institutional funding, engagement with international experts, and access to international academic databases.

To maintain high teaching quality, the School recruits internationally trained faculty and actively supports their participation in global research activities.

Master of Business Administration (MBA)

The MBA curriculum is regularly updated to reflect international business trends and is benchmarked against leading regional and global MBA programmes. Students participate in study tours, exchanges, and joint projects with international partners, gaining exposure to multinational business environments.

Teaching and research methodologies align with international standards and emphasise applied learning in areas such as international marketing, global branding, and international market expansion.

Students are encouraged to attend international conferences and engage in research-based learning supported by international experts and comprehensive access to global academic databases. Faculty members are internationally trained and actively involved in global research networks, ensuring the programme remains internationally relevant and academically rigorous.

Appraisal:

For all programmes, the design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

The panel notes though, that students cannot take advantage of the many offers of the University, e.g., international exchanges and international competitions, because their academic schedule does not allow it. Hence, the panel encourages the University to translate their efforts towards internationalisation to fit the student's curricula, so that they can benefit from the international offers.⁸

The panel learned during interviews with employers of **MBA** graduates that the MBA programme offers a unique value to international students, because they gain critical insights into Vietnamese business practices. Graduates serve as intercultural consultants and marketing experts for multinational corporations in Vietnam. Hence, the panel highlights that there is an opportunity for the programme management to promote this programme to international students who would like to work in Vietnam or with international companies that are doing business in or with Vietnam. The Vietnamese economy provides vast opportunities for international cooperation. Therefore, for the **MBA**, the panel **recommends** leveraging the programme's potential for international growth.

⁸ See also 3.4

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

1.3 Positioning of the study programme

Positioning of the study programme in the educational market

IU is an interdisciplinary institution committed to excellence in teaching, research, and internationalisation. As the first public university in Vietnam to adopt English as the primary medium of instruction and research, IU sets itself apart in the national higher education landscape. Its strong affiliation with VNU-HCM an institution ranked among the top 901–950 universities globally and within the top 22% of universities in Asia according to the QS World University Rankings 2025 further enhances IU's reputation for academic quality and global competitiveness. IU's high admission standards, English-taught programmes, and integration of theoretical and practical learning equip graduates with the skills and knowledge necessary to thrive in an increasingly international job market.

Bachelor of Arts in Accounting (BAA)

Vietnam's deeper integration into the global economy and the rising demand for internationally recognised accounting qualifications such as CPA and ACCA highlight the need for English-medium programmes that align with global curricula. However, such offerings remain limited within the national higher education landscape.

In response to this gap, the IU has introduced a BAA programme delivered entirely in English. The programme is designed to meet the evolving needs of both domestic and international markets, preparing graduates for roles in multinational corporations and global financial environments.

According to IU,⁹ the programme is highly competitive, reflected in its consistently high admission benchmarks and selective intake.¹⁰ Its positioning is further reinforced by IU's reputation for academic excellence, rigorous training, and strong graduate outcomes.

The programme also receives good appraisal from employers who continue to receive students for internships and graduates.

Master of Public Management (MPM)

The MPM programme is the only programme at IU designed to be taught in Vietnamese to meet the training requirements for the grassroots level staff in the public sector in Ho Chi Minh City.

The MPM programme distinguishes itself in the educational market by offering a curriculum that integrates both theoretical foundations and practical applications in public sector management, governance, and policy evaluation. The programme is also designed to enhance leadership and decision-making skills, preparing professionals to address complex issues in a rapidly changing public sector environment.

⁹ See self-report p. 49

¹⁰ See chapter Statistical data

Its focus on ethical leadership, public sector innovation, and policy effectiveness appeals to individuals committed to public service and societal development, positioning it as a leading choice for future public sector leaders in Vietnam.

The statistical data¹¹ demonstrates interest in the programme, as reflected in the number of applications received annually.

Master of Business Administration (MBA)

The expanding MBA market in Vietnam, driven by economic growth, rising demand for skilled professionals, and increasing global interconnectedness, is highly competitive. Key competitors include VNU, the University of Danang, and international institutions like the University of Hawaii, University of Melbourne, and INSEAD.

IU's MBA programme plans to distinguish itself with global accreditation, a focus on emerging markets, and flexibility for working professionals. It features an international faculty, guest speakers, and entrepreneurship support, tailored to Vietnam's growing start-up ecosystem.

The number of applications has increased over the years, reaching the peak during the 2023 academic year.¹²

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

For all programmes

IU regularly reviews, updates, and adjusts the programmes based on feedback and surveys from relevant stakeholders. This approach ensures the programme meets stakeholder needs and supports its development, ultimately improving the career development of graduates.

Bachelor of Arts in Accounting (BAA)

According to IU,¹³ students are equipped with knowledge and skills to meet the working environment's needs in accounting. After graduation, students easily find jobs with high salaries, have opportunities for promotion, and join big enterprises. The first graduating cohort from the BAA programme secured employment within one year of graduation (95% in 2023). The employment rate further improved in the subsequent year, 2024, reaching 100%.

Master of Public Management (MPM)

Many MPM graduates currently hold senior positions at the central level, as well as key roles such as department directors, district or commune chairpersons, and leaders across various sectors in numerous provinces throughout the country. This achievement is a testament to the programme's impact on enhancing the quality of leadership in Vietnam's public sector.

The MPM programme has aligned stakeholder requirements with the PLOs and designed the curriculum structure and content accordingly. The programme aims to educate and inspire students about careers in management, and policy analysis within both domestic and international nonprofit government organisations.

The programme fosters students' analytical, communication, and management skills to meet the practical needs of the modern public sector. The Centre for Public Administration regularly reviews, updates, and adjusts the programme based on feedback and surveys from relevant

¹¹ Ibid.

¹² See chapter Statistical data

¹³ See self-report p. 52f.

stakeholders. The majority of students are already employed during their studies and continue to hold stable positions upon graduation. Therefore, the employment rate from 2021 to 2024 has consistently reached 100%. Additionally, the survey data show that about 64% of graduates in 2023 and 80% in 2024 reported an increase in income after completing the programme.

Master of Business Administration (MBA)

The MBA programme has aligned stakeholder requirements with the PLOs and designed the curriculum structure and content accordingly.

The employment rate for MBA graduates from 2021 to 2024 has consistently reached 100%. The majority of students secure employment shortly after completing the programme. In 2022, around 75% of students reported an increase of their income after finishing the MBA programme. Particularly notable is the 87.5% job-major fit rate in 2023, showing strong alignment between academic training and professional roles. This figure affirms the programme's relevance to industry needs and its success in supporting graduates to secure well-paying, meaningful employment in a competitive job market. Additionally, about 18% of graduates pursue further education for a PhD. Feedback from employers consistently reflects high satisfaction with the students.

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

All study programmes are developed in alignment with the IU's mission to become a leading research-oriented institution in Asia. Each programme reflects the University's educational philosophy, which emphasises interdisciplinary learning, international integration, and societal impact. By aligning programme-level objectives with institutional strategies, the programmes contribute to IU's broader goals of nurturing high-quality human resources, fostering innovation, and addressing national and global challenges through excellence in teaching, research, and public service.

The programmes reflect IU's commitment to social responsibility, transparency, and sustainable development through education. They encourage student participation in scientific research and international academic exchange, supporting IU's emphasis on global engagement and interdisciplinary research.

Appraisal:

For all programmes:

The reasons given for the positioning in the educational market of the study programmes are plausible. The panel highlights that the three programmes are very competitive in Vietnam. Especially the MPM programme's affordable tuition fee is very attractive to Vietnamese public sector professionals. However, on an international level, the programmes are not very competitive yet (0% international students).

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. The panel notes that employability is mostly restricted to the domestic market, but they highlight that graduates also find employment at multinational companies in Vietnam, for which they provide valuable skills based on the respective programme's design

and curriculum. Moreover, there is further potential for the programmes to leverage their international partnerships¹⁴ to make the programmes more competitive internationally.

The study programmes are convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning. However, the panel notes that the programmes and the University still lack a specific and unique profile and strategy in order to become the leading research-oriented institution in Asia. The panel **recommends** working on building university processes and structures for governance to implement their overall strategy and consequently setting more distinguished programmes goals and unique profiles.

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

¹⁴ See chapter 1.2

2. Admission

Admission to undergraduate and postgraduate programmes at IU is governed by national regulations issued by the Ministry of Education and Training (MOET) and specified in the University's annual admission plans. Admission criteria, quotas, and procedures are publicly announced on the IU website and reviewed annually to ensure transparency, fairness, and alignment with the University's academic standards and strategic objectives.

Undergraduate programmes apply multiple admission pathways to enhance accessibility, while postgraduate programmes require relevant academic qualifications, foreign language proficiency, and, where applicable, professional experience.¹⁵

Admission requirements

Bachelor of Arts in Accounting (BAA)

Admission to the BAA programme is regulated by MOET and based on the annual student quota allocated to IU and distributed by discipline. Since 2015, admission has been based on results from the National High School Graduation Examination (NHSGE).

IU applies multiple admission pathways to identify qualified and high-potential applicants. Since 2025, the following three admission schemes have been implemented:

1. **National High School Graduation Examination (NHSGE) Results**

- Primary admission pathway
- Applicants are ranked by examination scores until the quota is filled

2. **VNU-HCM Competency Assessment Test**

- Admission based on results from the competency assessment organised by Vietnam National University – Ho Chi Minh City

3. **Direct Admission and Priority Admission**

- In accordance with MOET and VNU-HCM regulations
- Applicable to candidates eligible for direct or priority admission, including holders of international high school diplomas

Selection is conducted by ranking applicants from highest to lowest scores within each scheme until the allocated quota is met. Quotas for each pathway vary annually and are published in the IU admission brochure and on the IU website.

To support the programme's international orientation, IU recognises international English certifications (e.g. IELTS, TOEFL iBT) as substitutes for the English component of the NHSGE (see Figure 1).

¹⁵ See <https://tuyensinh.hcmiu.edu.vn/tuyen-sinh/international-university-recruits-2000-students-through-three-methods-in-2025/>, last access on January 7, 2026

IELTS Certificate	Academic	TOEFL iBT Certificate	Exchange score
≥6		60 – 78	10
5.5		46 – 59	8.5
5.0		35 - 45	7.5
≤ 4.5			None

Figure 1: Recognition of International English Certifications in the admission to the BAA Programme

For national students

Admission is based on NHSGE results, with subject combinations including:

- A00: Mathematics, Physics, Chemistry
- A01: Mathematics, Physics, English
- D01: Literature, Mathematics, English
- D07: Mathematics, Chemistry, English

The obtained scores of a candidate participating in the national university entrance exam organised by MOET are valid for admission to all universities. Based on the test results, MOET decides the minimum score for a student to be admitted to a university programme. The IU Recruitment Committee will decide the admission score for each IU programme based on the quota assigned for VNU-HCM by MOET. The scores vary each year; however, they must be higher than the minimum scores set by MOET. The IU Student Admission Panel will decide on the case by case for candidates who select other schemes.

For international students

International applicants do not have to follow the MOET curriculum. Admission procedures are announced on the IU website.

Requirements include:

- Interview with the Admission Committee
- Standardised test results (e.g. SAT or equivalent) as determined by IU

Successful candidates receive an official admission decision from IU.

Transfer students

Students from overseas universities, IU departments, schools, or twinning programmes may apply for transfer, if:

- Available programme quota
- Transfer students not exceeding 10% of the total quota

Applications and credit transfers are reviewed by the Departmental Committee and approved by the Office of Academic Affairs and the Board of Rectors.

Admission pathways are evaluated annually after enrolment to improve effectiveness and alignment with recruitment strategies.

Master of Public Management (MPM) and Master of Business Administration (MBA)

Both programmes follow a unified admission framework regulated by MOET and IU internal policies. Annual admission quotas are determined by IU and reported to VNU-HCM. Admissions may be conducted through one or multiple intakes per year and are publicly announced.

Both programmes apply the following admission routes:

- **Direct Admission**
 - For candidates with outstanding academic achievements (e.g. honours degrees, valedictorians, national or international awards)
- **Admission by Application Review**
 - For candidates with relevant academic backgrounds, professional experience, or participation in IU articulation programmes
- **Admission by Testing or Combined Testing and Review**
 - For candidates not eligible for direct admission or review-only routes

Applications may be submitted in person, online, or in hybrid formats. All applicants must demonstrate foreign language proficiency in accordance with the Vietnamese 6-level framework. International applicants are additionally required to attend an interview with the Admission Committee.

Programme specific requirements for MPM:

- **Educational Background:**
 - Bachelor's degree from an accredited institution, preferably in public management, political science, economics, law, or business administration
 - Other disciplines may be considered with relevant public-sector experience
- **Language Proficiency:** The programme is taught in Vietnamese; however, applicants must demonstrate foreign language proficiency equivalent to level 3/6 of the Vietnamese framework or international equivalents (e.g. IELTS, TOEFL).

These requirements support the programme's objective of developing competent public-sector leaders capable of applying theoretical knowledge to real-world governance challenges. Admission criteria are regularly reviewed based on feedback from alumni and public-sector stakeholders.

Programme specific requirements for MBA:

- **Educational background**
 - Bachelor's degree or equivalent
 - Research-oriented applicants must have a good or above-average academic record or relevant publications
- **Language proficiency**
 - Required in accordance with the Vietnamese 6-level framework
- **Eligible undergraduate majors**

- Business Administration, Marketing, Real Estate, International Business, Commercial Business, E-Commerce, Fashion and Textile Business
- **Additional knowledge requirements**
 - Graduates from Finance–Banking, Insurance, Accounting, Auditing, Administration–Management, or related fields must complete bridging courses as determined by IU

Additional knowledge courses include:

- Principles of Accounting
- Principles of Marketing
- General Management and General Economics

Counselling for prospective students

IU provides year-round admission counselling services to ensure prospective students receive accurate and up-to-date information on admission requirements, examinations, language placement, curricula, tuition fees, scholarships, financial aid, and career opportunities.

Modes of counselling and communication channels

- In-person counselling at IU offices
- Telephone consultations
- Email support
- IU official website and Facebook fan page

Faculty members, administrative staff, and programme-specific counselling teams provide personalised guidance during office hours.

To maximise reach and engagement, IU and its schools organise a wide range of targeted counselling activities throughout the academic year:

For the BAA Programme and MBA Programme:

- Livestream counselling sessions on IU platforms and national media
- Participation in the annual University Counselling Fair
- Organisation of IU Tours and IU Camps
- Distribution of updated programme brochures

For the MPM Programme:

- Information sessions at political training schools and public-sector institutions
- One-on-one consultations
- Annual updates and dissemination of programme brochures

IU systematically evaluates counselling effectiveness through stakeholder feedback. Satisfaction levels for all programmes remain high, and feedback is used to continuously refine counselling strategies.

All admission counselling information, including updated brochures, handbooks, and contact points, is made publicly available on IU's official website:

- BAA Admission: <https://efa.hcmiu.edu.vn/admission/>
- MPM Admission: <https://cfpa.hcmiu.edu.vn/en/chuong-trinh-thac-si-1/>
- MBA Admission: <https://bs.hcmiu.edu.vn/#/academicPrograms/7/19/93>¹⁶

Selection procedure

Master of Public Management (MPM)

After document submission, the specialised subcommittee evaluates the pre-admission files to determine applicants' eligibility for three main pathways:

1. Direct Admission
2. Admission Review Based on Application Evaluation
3. Combined Admission and Examination Review

The Direct Admission Process candidates (those with excellent academic records e.g., honours degree, high GPA, valedictorian, national or international award winners and sufficient language proficiency) are reviewed by the specialised subcommittee. A proposed list of admitted candidates is submitted to the Admissions Council and approved by the IU President.

The Admission Review Based on Application Evaluation:

1. Step 1 – Application Evaluation: Subcommittees assess academic transcripts, English proficiency, research activities, and awards.
2. Step 2 – Score Consolidation: Average scores are calculated; discrepancies greater than 2.0 points trigger a re-evaluation.
3. Step 3 – Admission Decision: Candidates with scores ≥ 5.0 are listed in descending order and submitted to the IU President for final approval.

The Combined Admission and Examination Review:

1. Step 1 – Initial Screening: Applications are scored on a 10-point scale using IU-approved criteria.
2. Step 2 – Interview (if applicable): Evaluates knowledge, research potential, teamwork, and creativity.
3. Step 3 – Examination: Written assessments are administered where necessary.
4. Step 4 – Score Consolidation: As above, with average scores calculated.
5. Step 5 – Admission Decision: Final list of admitted candidates is submitted and approved.

Candidates who pass one of the three methods receive admission confirmation and enrolment instructions via email or mail. Admission scholarships are granted to top-performing applicants.

The selection procedure is reviewed annually and adjusted based on admission data and programme needs, ensuring continuous improvement and relevance to market demands.

Master of Business Administration (MBA)

Track 1 (Research Module) is specifically targeted at students who aim to pursue doctoral studies or careers in academia and research-intensive roles. This track is ideal for individuals

¹⁶ Last access on May 28, 2026

seeking to develop deep academic and research capabilities to contribute to scientific communities.

Track 2 (Practical Module) is designed for professionals and mid-career managers seeking to strengthen their applied business skills for immediate practical application. This group focuses on career advancement and strengthening managerial competencies to analyse real-world business issues and propose practical solutions in domestic and international organizations.

Since 2024, the admission process has been formally updated and standardised. The MBA programme applies the following Graduate Admission Procedure:¹⁷

- Step 1: Submission of Application – Applicants submit complete admission dossiers with all required documents and evidence.
- Step 2: Initial Review by the Graduate Admission Council – The Council approves candidates eligible for direct admission or further selection and establishes specialised subcommittees.
- Step 3: Evaluation by Specialised Subcommittees – Applications are reviewed and scored based on defined criteria, including language proficiency, academic background, research achievements, professional experience, personal profile, institutional reputation, and scholarship eligibility.
- Step 4: Compilation of Results – The Secretariat consolidates evaluation results and proposes admission outcomes based on the approved quota.
- Step 5: Final Decision by the Graduate Admission Council – The Council approves admission results and scholarship awards.

Professional experience

Master of Business Administration (MBA)

Official admission criteria differ from the EQAL recommendation primarily due to the Vietnamese higher education regulatory context and applicant demographics. The programme therefore ensures full compliance with national regulations while implementing institutional mechanisms to uphold the post-experience nature of the MBA.

Candidate quality and professional background are ensured through multiple selection and verification layers:

- Mandatory interviews (for international/combined tracks),
- Entrance examinations to verify academic readiness,
- Strict verification of professional background.

All applicants must submit a Curriculum Vitae certified by their employer or local authority, validating the authenticity of their managerial experience.

Operationally, IU has given the following data on student intake with a professional background of two or more years:

¹⁷ See <https://bs.hcmiu.edu.vn/Uploads/Files/546/824ac0be5d77425bb11e74450bbd99f1.pdf>, last access on January 19, 2026

- 59% of the 2023 cohort (13 out of 22 profiles),
- 70% in 2024 (16 out of 23 profiles), and
- 68% in 2025 (19 out of 28 profiles).¹⁸

Ensuring foreign language proficiency

IU ensures that students in all programmes possess adequate foreign language proficiency, in alignment with each programme's academic goals and the university's internationalisation strategy.

Bachelor of Arts in Accounting (BAA)

- Minimum English level: B1 or equivalent (IELTS 5.5 / TOEFL iBT 61)
- Students not meeting the requirement must complete intensive English courses
- Placement tests determine appropriate course levels

Intensive English (IE) courses start at the beginning of each semester or after midterm week of each semester, while Academic English (AE) courses start at the beginning of each regular semester only.

Master of Public Management (MPM)

The MPM programme is primarily delivered in Vietnamese to cater to the specific needs of public sector professionals in Vietnam. However, the programme still places emphasis on English proficiency to meet the institution's standards for foreign language skills. This requirement ensures that students can access and understand international research materials and stay informed about global trends in public management.

The English level requirements are as follows:

- Proof of English proficiency via recognised certificates (e.g. TOEIC, IELTS $\geq$ 4.5, TOEFL iBT $\geq$ 40, Cambridge)
- Certificates must meet level 3/6 of the Vietnamese framework and be valid for two years
- IU administers language tests for applicants without valid certificates

Master of Business Administration (MBA)

The English level requirements are as follows:

- IELTS $\geq$ 5.5, TOEFL iBT $\geq$ 46, Cambridge, or Aptis (B2)

Vietnamese citizens applying for admission are exempted from the foreign language proficiency evaluation if they have the following certificates or diplomas:

- A bachelor's degree or higher in English language studies
- A bachelor's degree or higher from a programme taught in English
- One of the English language certificates meeting at least level 4 according to the 6-level Foreign Language Proficiency Framework for Vietnam,

¹⁸ Additional data provided before the assessment conference

The University will organise a foreign language proficiency test to assess the language skills of candidates who have not met the requirements above.

Native speakers of the language used in the master's programme are exempt from the language requirement.

Appraisal:

For all programmes, the admission requirements are defined and in general, comprehensible (see specifications for the MBA programme below). The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

For the **MBA**, the programme admission requirements differ from internationally known standards in that general economics and managerial knowledge is required. The panel points out that according to the EQAL MBA Guidelines (p.3), an MBA programme is *“designed for those who may not have an academic background in management or related Subjects [...] The IU differs from these guidelines and requires applicants to take additional courses to make up for missing knowledge in general economics and management. Therefore, the panel gives a **strong recommendation** aligning the MBA programme requirements with internationally known standards as formulated in the EQAL MBA guidelines. Following these standards, it is not logical to require prior knowledge in general economics and management, if the MBA programme is *“designed for those who may not have an academic background in management or related Subjects.”**

For the **BAA** and the **MPM**, the selection procedures are transparent and ensure that qualified students are admitted.

For the **MBA** programme, the selection procedure is incoherent. The panel was able to review statistical data that clearly indicated, that in 2023, 40% of students entered the programme without any prior work experience, in 2024, it was 30%, and in 2025, 32%. According to IU, this is in accordance with national regulations and ensures the programme's competitiveness on the national level. However, the EQAL MBA Guidelines state (p. 2) that an *“MBA should be designed solely for participants with at minimum 2-3 years of relevant postgraduate work experience.”* The panel can acknowledge that this requirement potentially hampers national competitiveness in the short-term. However, following international guidelines will in the long-term support the programme's competitiveness on an international level and in turn, make it more relevant again, nationally.

Therefore, the panel recommends the following **condition** for the **MBA** programme:

The University ensures that the required professional experience corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission. For an MBA programme, this translates into at least two years of professional experience after the first higher education qualification.

With their statement, the HEI shows willingness to addressing this issue. The necessary adjustments to the admission regulations will be implemented for the cohorts starting in 2027. The panel acknowledges those efforts and trusts in the implementation of those adjustments. The condition will only be formally upheld by FIBAA until the revised and signed admission regulation for the MBA programme is approved by the HEI and handed in again to validate fulfilment of the condition.

For all programmes, the admission requirements (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). However, the panel team urges the University not to oversell the English language requirements, as it might harm their overall reputation. English language capabilities represent a strong USP when it comes to BAA and MBA programmes; but an overambitious English language focus in the MPM programme might endanger this USP. A transparent and differentiated presentation of the language requirements in all three programs might be more appropriate. Hence, the panel team **recommends** presenting a more nuanced English language proficiency requirement for the three study programmes.

For all programmes, the admission procedure is described, documented, clear and easily accessible. The admission decision is based on transparent criteria and is communicated in writing.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1* Admission requirements (Asterisk Criterion)			X		
2.2 Counselling for prospective students			X		
2.3 Selection procedure (if relevant)			BAA, MPM	MBA	
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)				MBA: Condition	MPM, BAA
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

Bachelor of Arts in Accounting (BAA)¹⁹

The BAA is a 139-credit hour (equivalent to 225 ECTS credits), four-year degree programme taught in eight semesters. Students are trained in professional ethics, knowledge and skills as well as social competence to become experts able to work as officers or researchers in the accounting and auditing industry both domestically and internationally. They become accountants, auditors, financial analysts, and researchers in accounting and auditing fields.

The curriculum starts with general knowledge and skills. They are provided with basic and business foundation courses. The curriculum progresses to specialised knowledge and skills. New courses that facilitate developing technical skills and practical knowledge about finance/accounting fields have been added to the programme such as “Workshop 2 on Accounting Issues” which includes the topics of securities trading, taxation in practice and credit analysis. In the third year, students are expected to gain practical skills and apply their knowledge in context, therefore internship courses are offered during this period. After gaining at least 114 credits including internship courses, students can apply for a thesis.

There are yearly course syllabi reviews and revisions. In addition, the school contacts employers, its alumni as well as experts in the accounting and auditing area for feedback. Based upon the feedback, the curriculum is revised and amended.²⁰

Master of Public Management (MPM)

The MPM curriculum consists of a two-year degree programme taught in four semesters, totalling 60 credit hours or 120 ECTS credits.

The curriculum of the MPM programme is designed to align with the programme’s qualification objectives, ensuring that students acquire the knowledge, skills, and competencies necessary for leadership roles in the public sector. The teaching method integrates theory and practice, management science, and policy planning. Courses include public management, public policy, leadership, international relations, economics, development research, and logical thinking. The academic programme helps students become leaders by equipping them with analytical, communication, and management skills to meet the practical needs of the modern public sector in the context of international integration.

The MPM curriculum integrates theory, practice, and research to ensure a coherent and professionally relevant learning experience. Core courses develop students’ analytical and decision-making skills, while practice-oriented modules, such as Public Financial Management, emphasise the application of theory to real public sector operations. Research methodology courses provide a solid foundation in scientific inquiry and data analysis, enabling students to develop rigorous research projects and produce high-quality master’s theses with clear practical relevance to their professional roles. The programme is deliberately designed to build on students’ prior professional experience by incorporating case studies, group work, and applied research, allowing immediate transfer of learning to workplace contexts.

¹⁹ For curriculum overviews see Appendices at the end of this report.

²⁰ See also chapter 5

At the same time, the curriculum offers a diverse range of electives that enable students to specialise in emerging and high-demand areas such as digital governance, behavioural economics, evidence-based policymaking, and crisis management. These electives enhance employability by equipping graduates with niche and forward-looking competencies aligned with current public sector challenges, including digital transformation, sustainability, and public sector reform. Through a balanced combination of core and elective modules, the programme ensures both a comprehensive understanding of public management and the flexibility to pursue individual career goals, supporting the development of adaptable, innovative, and effective public sector leaders.

In addition, the MPM curriculum provides students with rigorous training in professional ethics: knowledge, skills, and social competency. This prepares them to become experts who can work as officers or researchers in domestic and foreign enterprises.

The curriculum of the MPM programme has been developed based on continuous feedback from both alumni and professionals.

Master of Business Administration (MBA)

The MBA is a two-year degree programme taught in four semesters, totalling 60 credit hours or 121.5 ECTS credits in the Research Module or 111 ECTS credits in the Practical Module.

The MBA curriculum provides students with rigorous training in professional ethics, knowledge, skills, and social competency. This prepares them to become experts who can work as officers or researchers in domestic and foreign enterprises.

The MBA programme offers two tracks. The MBA by Research, emphasises research through five knowledge blocks: general courses, compulsory courses, elective courses, research seminars/workshops, and a graduation research thesis.

The second track is the MBA programme focusing on practical application, or MBA by Coursework. This MBA by Coursework programme is structured into five knowledge blocks: general knowledge courses, compulsory courses, elective courses, an internship, and a graduation project.

The programme is reviewed and revised every two years as necessary. To ensure that the programme will train students to meet current requirements of employers and industries, the school contacts employers, its alumni as well as experts in the business area for feedback.

Rationale for degree and programme name

Bachelor of Arts in Accounting (BAA)

The programme degree and name *Bachelor of Arts in Accounting* reflects both the academic orientation and the labour-market purpose of the programme. The title aligns with the programme's learning outcomes, graduate career pathways, and the official MOET classification for the Accounting discipline, ensuring both academic coherence and regulatory compliance.

Master of Public Management MPM

The programme title *Master of Public Management* captures the programme's content, professional orientation, and intended learning outcomes. The title signals a focus on public management, governance, and policy-making, with an emphasis on leadership, strategic management, and innovation in the public sector.

Master of Business Administration (MBA)

The rationale for the degree and programme name of the MBA at IU is rooted in both global trends and the specific needs of Vietnam's rapidly developing economy.

The programme name "Master of Business Administration" reflects its alignment with globally recognised standards while being tailored to the Vietnamese context, ensuring that graduates are equipped to navigate both domestic and international business environments.

Integration of theory and practice

The three programmes integrate theory and practice through structured curricula and outcome-based learning approaches. The programmes include case studies, projects, internships, and expert-led seminars.

Bachelor of Arts in Accounting (BAA)

The programme integrates theory and practice through case studies, group discussions, presentations, fieldwork, and an internship. For example, practice-oriented courses such as "Workshop 2 – Issues in Accounting" are specifically designed to bridge theory and professional practice through direct engagement with industry experts.

This integration is further strengthened through close collaboration with professional bodies (e.g. CPA Australia, ACCA), research institutes, and multinational firms, which contribute to curriculum relevance and provide students with exposure to current industry practices through seminars, company visits, and networking activities.

In addition, all students are required to complete a credited internship in the final years of study, allowing them to apply academic knowledge in real workplace settings. Internships are jointly supervised by academic staff and industry mentors, ensuring structured guidance, performance evaluation, and reflective learning.

Master of Public Management MPM

The MPM programme integrates theory and practice through a range of student-centred pedagogical approaches including lectures, discussions, case studies, group work, presentations, and independent study.

The programme intends to balance conceptual foundations with experiential learning, enabling students to apply theory to real public sector contexts. Key components demonstrating this integration include:

- **Case studies and real-world scenarios**, which allow students to apply theories of governance, policy analysis, and strategic management to practical public sector challenges.
- **Thesis and research projects**, culminating in a master's thesis that addresses concrete public management issues and generates practice-oriented insights.
- **Internships and fieldwork**, offered through partnerships with government agencies, public institutions, and international organisations, providing direct exposure to professional public sector environments.
- **Guest lectures and practitioner involvement**, inviting senior public officials and policymakers who share real-world experience and perspectives.

- **Feedback from alumni and public organisations**, which ensure continuous alignment of curriculum content with evolving public sector needs.

Master of Business Administration (MBA)

The MBA programme integrates theory and practice through student-centred pedagogical approaches including industry-led guest lectures, discussions, case studies, group work, presentations, and field excursions.

The programme offers two pathways to support practical application and research skills. The **Research Module** equips students with comprehensive research competencies through a series of seminars covering research design, academic writing, quantitative and qualitative data analysis, and advanced statistical techniques. These seminars bridge theoretical knowledge and applied research, preparing students to complete a rigorous master's thesis and pursue further academic study, including PhD-level research.

The **Practical Module** provides hands-on experience through specialised courses such as “Integrated Business Management Simulation” and “Business Planning”. These courses allow students to apply their theoretical understanding in simulated business environments, develop strategic and operational management skills, and directly prepare for their graduation projects.

Interdisciplinary thinking

Bachelor of Arts in Accounting (BAA)

The programme includes interdisciplinary thinking skills such as Critical Thinking, Business Computing Skills, Microeconomics, Macroeconomics, Statistics, intermediate courses such as Financial Accounting, Financial Management and specialised courses such as Advanced Financial Reporting and Analysis, Advanced Auditing, Corporate Finance. Through those courses, students can acquire theoretical knowledge, practical skills related to other disciplines that help students in solving real-life problems.

Students are also encouraged to participate in competitions held by professional institutions such as the Chartered Financial Analyst Institute (CFA), the Association of Chartered Certified Accountants (ACCA), Certified Management Accountant (CMA), and universities where they integrate knowledge from accounting, finance, law, and technology to tackle complex, real-world problems.

In addition, the BAA programme strengthens its interdisciplinary focus through partnerships with organisations like ACCA and CPA Australia who contribute to syllabus design, while guest lectures and workshops give students valuable insight to diverse business practices. These approaches help students enhance both technical expertise and soft skills including communication, collaboration, and lifelong learning preparing them to apply interdisciplinary thinking and adapt to dynamic demands of their future careers.

Master of Public Management (MPM)

The curriculum of the MPM programme integrates interdisciplinary aspects as follows:

Diverse Course Structure: The curriculum is designed with courses from multiple disciplines such as political science, economics, law, sociology, and information technology. This combination helps students gain a deeper understanding of the social, economic, and political contexts in which public management operates. This integration fosters critical thinking from various perspectives.

Courses Addressing Modern Issues: The programme not only focuses on foundational knowledge but also incorporates courses on modern trends such as e-government, sustainable development issues, and public sector innovation. These integrated courses equip students with the tools and skills needed to apply interdisciplinary solutions to real-world challenges in public management, beyond just theoretical concepts.

Scientific Research and Data Analysis Courses: Students are trained in scientific research methods, enabling them to approach and solve problems using a multidisciplinary approach. Courses on data analysis are also embedded in the curriculum to help students develop the ability to use data to support decision-making processes in complex environments.

Practical Application: The curriculum encourages practical application of interdisciplinary knowledge through case studies, project-based learning in government agencies or public institutions. This real-world exposure allows students to apply their multidisciplinary understanding to solve public sector challenges effectively.

Master of Business Administration (MBA)

The MBA programme encourages students to draw connections between disciplines such as economics, management, finance, marketing, and technology. Through a blend of coursework, case studies, and collaborative projects, students learn to apply diverse methodologies and frameworks to real-world challenges. This integrative approach is designed to cultivate critical thinking, creativity, and strategic insight. Hence, the MBA programme wants interdisciplinary thinking to be cornerstone, fostering a holistic approach to problem-solving and decision-making. This aspect of the curriculum ensures that students are not confined to siloed perspectives but are equipped to integrate knowledge across various fields, promoting innovation and adaptability in complex business environments.

Ethical aspects

Ethical aspects are integral to the educational experience in the BAA, MPM, and MBA programmes – in both academic and professional contexts. The central framework for teaching ethics in the programmes is the University's policies on academic honesty, integrity, and respect for knowledge and truth (e.g., Regulations on Professional Ethics in Teaching and Research). For example, all assignments, internship reports, and thesis papers are required to be submitted through Turnitin for plagiarism detection.

Each programme is designed to foster ethical awareness in students. One of the key PLOs across all three programmes is the commitment to professional ethical standards, respect for gender equality, adaptation to cross-cultural settings, and compliance with the laws of both the home and host countries.

Extracurricular activities organised by the University, including social activities, charity events, and student unions, also contribute to promoting ethical behaviour among students. These activities aim to reinforce the values of integrity, cooperation, and social responsibility, offering students practical opportunities to engage in ethical practices beyond the classroom.

Bachelor of Arts in Accounting (BAA)

In the BAA programme, several courses contribute specifically to ethical development. Key courses such as "Business Ethics", "Corporate Governance", and "Business Law" equip students with a strong understanding of the ethical principles that guide professional behaviour

in business environments. These courses provide students with the knowledge needed to address ethical dilemmas in accounting, governance, and legal frameworks.

Master of Public Management (MPM)

The MPM programme similarly incorporates ethics across its curriculum. Courses related to public ethics, governance and accountability, and leadership are designed to help students navigate the ethical challenges they will face in public management and governance. These courses focus on ethical decision-making, accountability, and transparency in the public sector, ensuring that students understand the complexities of managing public resources with integrity and respect for societal values.

Master of Business Administration (MBA)

In the MBA programme, ethical considerations are embedded throughout the curriculum, particularly in courses like “Business, Ethics and Society”, “Corporate Social Responsibility”, and “Global Business Ethics”. These courses provide a comprehensive understanding of how business practices intersect with ethical principles, emphasising the role of businesses in contributing to social and environmental well-being. Students are taught to analyse ethical issues in a global business context, taking into account diverse cultural and legal perspectives.

Methods and scientific practice

Bachelor of Arts in Accounting (BAA)

The curriculum includes key courses such as “Business Research Methods” and “Corporate Governance”, where students are guided to conduct literature reviews, formulate research questions, and apply appropriate methodologies to analyse real-world business problems. Students are expected to develop their own research topics and carry out individual research projects as part of their academic training.

Students complete applied research projects and their graduation theses on current issues in the accounting field. In addition, the programme promotes a strong research culture by encouraging students to engage with the research interests of academic staff. Students are motivated to present high-quality theses to the public for bonus points, and research activities are integrated into learning through assignments and case studies. Furthermore, students’ research efforts are supported with financial incentives provided by the University.

Master of Public Management (MPM)

The MPM programme integrates scientific practice into the curriculum by focusing on research methods and data analysis. Students are equipped with the skills needed to design, conduct, and analyse research through courses like “Research Methods in Public Management”, “Policy Evaluation”, and “Data Analysis”. These courses offer both qualitative and quantitative methods training, such as case study analysis, statistical methods, and survey research.

In addition, students are encouraged to work on applied research projects related to public institutions and governmental agencies, allowing them to apply their research training to real-world challenges

Furthermore, the programme requires students to complete a master’s thesis, which involves original research on a public management issue. This component ensures that graduates are capable of conducting independent, scientifically rigorous, and policy-relevant research in the field of public management. Students are incentivised to present their well-researched theses

to the general audience in order to earn extra credit. The learning activities encompass the students' research endeavours, which get financial backing from the institution.

Master of Business Administration (MBA)

The MBA programme offers training in research methodology through courses like “Applied Statistics for Business” and “Business Case Analysis”. These courses require students to conduct literature reviews, formulate research questions, and apply appropriate research methodologies.

Students who select the **Research Module** track will take six additional advanced courses, such as “Research Methods”, “Scientific Research Project”, “Research Design”, and “Quantitative Research – Data Process using Amos SEM & SmartPLS”, which focus on developing their research skills for advanced academic work.

Students are encouraged to complete applied research projects and are required to write a master's thesis (Research module) or analyse a business case, present solutions and write a report (Practical module), further enhancing their ability to conduct scientific work.

Examination and final thesis

Bachelor of Arts in Accounting (BAA)

Student assessments are designed in both format and content to ensure alignment with the intended learning outcomes and qualification level. The School applies various assessment methods such as midterm exams, final exams, projects, and case studies appropriate to the course structure and clearly specified in the course syllabi. These are introduced at the beginning of each course.

Assessment rubrics and grading schemes are included in each syllabus. Two main types of rubrics are used: holistic rubrics, which provide an overall score, and analytic rubrics, which assess multiple specific criteria. Rubrics are tailored to each course and aligned with PLOs. Student performance is evaluated using a university-wide grading scale (A+ to F). Students with valid reasons for not completing a course receive an “Incomplete” (Grade I).

As regulated by the University, course grades are calculated based on Midterm exam (20%–40%), Final exam (30%–50%), and other components (e.g., quizzes, assignments, projects) (20%–40%).

Detailed assessment procedures are outlined in the Student Handbook. Students who fail a course must retake it in a subsequent semester. While no re-assessment is allowed for failed courses, students may review midterm exams with instructors or request a remarking of final exams.

Student progress is encouraged through performance-based scholarships awarded each semester. Lecturers provide feedback alongside scores to support academic improvement. Students may also seek further consultation to enhance their learning outcomes.

The Graduation Thesis is assessed and evaluated based on established criteria, rules and procedures shared with the students. Students writing their thesis must follow the international publication standards.

After completing at least 114 credits, the student is allowed to write a thesis of his own business relevant interest in finance or accounting. He or she will then work with an assigned supervisor

who is either an academic staff, a visiting instructor or any other academically qualified business executives.

At the end of the first month of thesis, proposal committees including all supervisors will be set up to evaluate the students' research proposals. The committee will provide recommendations for students to improve their work or change their topic if necessary.

After that, students work closely with their supervisors to collect data, analyse the data, utilise various methods to come up with research results and complete their thesis writing. The completed thesis reports are submitted to the School of Economics, Finance and Accounting (EFA) and evaluated by the supervisors and evaluators assigned by the EFA.

The final defense committee will be held to listen to the student's presentation of their research results. The final mark for a thesis is the average point score of all the marks including that of the supervisor, the evaluator, and each of the committee's members.

Master of Public Management (MPM) and Master of Business Administration (MBA)

Assessment tools include midterm and final exams, quizzes, assignments, and projects. These are specified in the syllabi and introduced to students during the first session of each course. The assessment formats emphasise real-world application, critical thinking, and integration of interdisciplinary knowledge.

Grading systems in both programmes follow IU's institutional regulations, with letter grades from A to F, and a Grade I for incomplete coursework. The grading structure typically includes midterm (20–40%), final (30–50%), and other continuous assessments such as assignments, quizzes, and projects (20–40%).

Evaluation tools are supported by both holistic and analytic rubrics, ensuring transparency and consistency in assessing presentations, group projects, theses, and case studies. These rubrics are tailored to each programme's learning outcomes and assessment types.

Students may request re-marking of final exams through formal procedures. While failed courses must be retaken in future semesters, midterm exam reviews and consultation with instructors are available.

Scholarships are awarded each semester based on academic performance and eligibility criteria.

Graduation Thesis – Master of Public Management (MPM)

In the fourth semester, students begin their thesis under the mentorship of a designated supervisor, who may be a faculty member, visiting lecturer, or qualified practitioner. A thesis committee is established early in the process to review research proposals and offer feedback. Students then proceed with data collection and analysis, working closely with their supervisors to finalise their thesis.

Theses are assessed based on standardised evaluation criteria and procedures. Final assessments are conducted by a committee comprising the supervisor, an evaluator, and faculty members, with the overall grade determined by averaging all individual scores. Students are also required to comply with international publication standards and formatting regulations.

Graduation Thesis/Project – Master of Business Administration (MBA)

Thesis (Research Module/Track): Students engage in a Master's Thesis valued at 15 credits. This track focuses on developing students' academic and research capabilities. It is ideal for

those aiming to pursue doctoral studies or careers in academia and research-intensive roles. The duration for this track is approximately six months.

In the 4th semester, the student is granted permission to defend and write a thesis on a business topic of their choosing within the discipline of business. Afterwards, the individual will collaborate with a designated supervisor who may be an academic faculty member, a visiting lecturer, or a business executive.

Graduation Project (Practical Module/Track): Students undertake a Graduation Project worth eight credits and complete two to three elective courses totalling seven credits. In this track, students analyse real-world business issues using research methodologies and propose practical solutions. This is designed for students seeking to strengthen their applied business skills. The duration for this track is approximately four months.

The objective of the Project is to afford students the chance to thoroughly investigate a subject of study that is both intriguing and pertinent to their chosen professional trajectory. The Project will require students to showcase their proficiency in conceptualising, researching, analysing, and evaluating a matter in a business-related field. This overall result may be achieved by applying the information acquired during the MBA programme.

In an original research study, the foundation for solving a problem in an organisation, industry, or company of their choosing, or based on their own professional interest, is essential for the research dissertation. In a practical problem-solving context, you will be placed in an assigned organisation as part of their consultancy dissertation, working for a client or company.

Appraisal:

The curricula of the three study programmes adequately reflect the qualification objectives of the respective study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes.

For the **MBA** programme (Research and Practical module), the contents of the programme are in line with the EQAL MBA Guidelines regarding that “[t]he MBA is a *generalist, postgraduate qualification at the Master’s level*”.²¹ Moreover, the programme has shown good practice examples of how student’s work cases are discussed in class and benefit the students.

However, the consideration of students’ prior professional experience in the **MBA** programme is limited by the fact that not all students have (relevant) work experience²² and that full-time lecturers miss (relevant) practical business experience as well.²³ Under consideration of the recommendations and conditions formulated in chapters 2, 3.1 (see below), and 4.1, the panel refrains from a further condition directed at the conceptual coherence. Once the University has followed up on the recommendations and conditions in other chapters it immediately solves the problem above. Moreover, when enhancing coherence with international EQAL MBA guidelines, the institution underlines their efforts towards internationalisation.

However, until these issues are resolved, the University should provide information on the website for transparently communicating the current programme profile to international

²¹ See EQAL MBA Guidelines p.2.

²² See Condition in chapter 2.

²³ See chapter 4.1.

students who might have very different expectations towards an international MBA programme.²⁴

In **all three study programmes**, the areas of specialisation (compulsory electives) enable students to acquire additional competences and skills. However, for the **MPM** programme, students need to choose three out of 20 elective courses. The list of electives contains subjects from “Strategic Management” or “Digital Government” to “Econometrics” and “Writing reports”. This broad offering without any further guidance on career goals and which subjects go well together, leaves students without a concrete orientation towards specific graduation profiles. Therefore, for the **MPM** programme, the panel team **recommends** offering more guidance for students on how to select their electives based on specifically defined and differentiated graduation profiles.

The three programmes’ respective degrees and programme names correspond to the contents of the curriculum and the programme’s objectives.

For the **BAA** and the **MPM** programmes, theoretical questions are explained by means of practical examples. The panel highlights that in the **BAA**, guest lecturers and case studies enrich classroom discussions. Similarly, for the **MPM** programme, lots of practical real case studies are employed.

The panel sees room for improvement regarding integration of practice in the **MBA** programme. The missing practical experience of the faculty²⁵ makes the practical cases used in class to a theoretical study instead of a lively discussion involving insights from the real-world. The missing practical integration is further demonstrated in that a research track is not normally part of an MBA programme. An MBA programme usually places the focus on practical application. A research-focused consecutive Master in Business Administration does not lead to an “MBA” degree and is to be clearly differentiated from it. Therefore, the panel **strongly recommends** clearly separating the research module track from the MBA programme and position it as a consecutive Master’s programme apart from the MBA. In addition, the panel recommends the following **condition for the MBA programme**:

The University ensures that theoretical questions where possible, are explained by means of practical examples from the lecturers’ own business experience.

For all programmes, there is evidence for interdisciplinary thinking. The panel highlights that the University’s approach of integrating community work (which can be different activities) into the curriculum is very convincing.

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

Students also acquire methodological competences and are enabled to do scientific work on the required level. In addition, for the **MPM** and the **MBA** programmes, methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

²⁴ See conditions in chapters 2 and recommendation in chapter 5 about transparent information on the University’s website.

²⁵ See recommendation in chapter 4.1

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

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

For the **MPM** and **MBA**, the concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. Students are given feedback, which, if necessary, is linked to advice on the learning process. The final theses comply with the standards for international publications.

	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)			BAA, MPM	MBA: Condition	
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)		MPM, MBA	BAA		
3.1.7* Examination and final thesis (Asterisk Criterion)		MPM, MBA	BAA		

3.2 Structure

The programmes are organised in a modular structure, allowing students to acquire knowledge and skills through a cohesive sequence of courses. The modular approach ensures that learning is cumulative, with each module building on previous ones. Bachelor of Arts in Accounting (BAA)

Projected study time	4 years
Number of Credit Points (CP)	139 credits = 225 ETCS credits
Workload per CP	Theoretical courses: 12.5 hours in class and 30 hours self-study Practical courses: 25 hours in class and 30 hours self-study
Number of courses	48 courses
Time required for processing the final thesis and awarded CP	15 credits = 24.5 ECTS credits, Max. 6 months

Master of Public Management (MPM)

Projected study time	2 years
Number of Credit Points (CP)	60 credits= 120 ECTS credits
Workload per CP	Theoretical courses: 12.5 hours in class and 30 hours self-study Practical courses: 25 hours in class and 30 hours self-study
Number of courses	19 courses
Time required for processing the final thesis/graduation project and awarded CP	15 credits= 45.5 ECTS credits, Max. 6 months

Master of Business Administration (MBA)

	Research Module	Practical Module
Projected study time	2 years	2 years
Number of Credit Points (CP)	60 credits = 121.5 ECTS credits	60 credits = 111 ECTS credits
Workload per CP	12.5 hours in class and 30 hours self-study	12.5 hours in class and 30 hours self-study
Number of courses	16 courses	17 courses
Credit points (CPs) accumulated in Courses before conducting Final thesis (Research Module) or Graduation project (Practical Module)	General Knowledge: 4 credits (~6 ECTS credits) Compulsory Knowledge: 21 credits (~33 ECTS credits) Elective courses: 6 credits (~10 ECTS credits) Internship / Scientific Research Workshop: 14 credits (~26 ECTS credits)	General Knowledge: 4 credits (~6 ECTS credits) Compulsory Knowledge: 15 credits (~25 ECTS credits) Elective courses: 27 credits (~46 ECTS credits) Internship/ Practice courses: 6 credits (~10 ECTS credits)
Time required for processing the final thesis/graduation project and awarded CP	Thesis: 15 credits (~45.5 ECTS credits) (Max.6 months)	Graduation Project: 8 credits/ 17.5 ECTS credits (Max.4 months)
Number of contact hours	900 hours	600 hours

In line with the EQUAL MBA Guidelines, the MBA programme includes a substantial proportion of structured contact hours. Students have 600 hours (Practical module) to 900 hours (Research thesis) of structured contact, including lectures, seminars, case-based discussions, group work facilitated by faculty, and supervised project work. These components are delivered in both face-to-face and synchronous online formats, ensuring intensive interaction between students and lecturers.

Study and exam regulations

All programmes

Study and examination regulations for both bachelor's and master's programmes at IU are defined in official policy documents, including the IU Academic Regulation under the credit system and the IU Examination Regulation. These documents are publicly accessible via the

university website²⁶ and administrative offices. For all programmes, courses follow an outcomes-based assessment framework with specified assessment components, grading criteria, and weighting, as stated in approved course syllabi. Midterm and final examinations are scheduled during designated exam periods without overlapping teaching activities, and exam schedules and venues are communicated to students at least one week in advance for midterms and two weeks in advance for final exams.

Examinations are conducted under strict supervision to ensure fairness and academic integrity. Each exam room is monitored by proctors at a ratio of one proctor per 30 students, with additional lobby proctors. Students arriving 15 minutes late are not permitted to enter and are marked absent, and all students must sign to confirm submission of their exam papers.

In cases of illness, accidents, or legal obligations, students may apply for a make-up examination by submitting supporting documentation within five days of the exam date. Where make-up exams are not feasible, an Incomplete ("I") grade is recorded, and the exam is retaken in the following semester. In force majeure situations, such as natural disasters or epidemics, alternative assessment formats, including online examinations with continuous camera monitoring, may be implemented upon approval by the Board of Presidents.

While the Master's programmes require a minimum passing grade of 55/100 and calculate final grades as a weighted average of multiple components, the bachelor programme applies programme-specific grading thresholds. Grades are submitted by instructors within two weeks of the examination date through the university's designated academic management system and are subject to approval by the relevant academic unit. Students may request a re-mark or reassessment within the prescribed timeframe. Attendance is mandatory for all classes and assessments, and sustained participation is required to remain eligible for final examinations.

Feasibility of study workload

Bachelor of Arts in Accounting (BAA)

The student workload for the BAA programme is defined in the curriculum overview and workload tables. To graduate, students must complete 139 credits, equivalent to 215 ECTS credits (1 ECTS credit = 27.5 hours), over eight academic semesters.

Students normally take twelve credits per semester (18.5 ECTS credits), while the maximum cap is 24 credits (37 ECTS credits) to prevent overload. The curriculum is designed to ensure a balanced workload across semesters and academic years, enabling completion within four years for average students.

Academic progress is monitored through the Edusoft-web system and academic advisors, based on GPA and registered credits. Advisors provide timely guidance and support to help students complete the programme on schedule.

Master of Public Management (MPM) and Master of Business Administration (MBA)

Both programmes require 60 IU credits, equivalent to approximately 112–124 ECTS credits and are designed to be completed within two academic years. There are no minimum or maximum credit requirements per semester, allowing students to adjust their workload based on personal and professional capacity.

²⁶ See [ENG.-IU-academic-regulation-under-credit-system 2021 No-2-719.pdf](#), last access on May 28, 2026

Workload feasibility is ensured through flexible curriculum structures, evenly distributed assessments, and diversified evaluation methods (assignments, projects, presentations, and exams).

Student progress is monitored each semester via Edusoft-web and academic advisors, using GPA and registered credits. Advisors intervene when academic difficulties arise. Regular course evaluations and exit surveys consistently indicate that students find the workload manageable and aligned with learning outcomes.

While the MBA is delivered fully in-person, the MPM employs blended learning in selected locations (e.g., Ben Tre, An Giang), combining online and face-to-face classes to support working professionals, while maintaining identical workload standards and learning outcomes.

Both programmes offer academic advising, counselling services, and contingency arrangements for online learning and examinations in cases of force majeure.

Equality of opportunity

IU is committed to ensuring equal opportunities and a non-discriminatory learning environment for all students of undergraduate and graduate programmes, regardless of gender, marital status, economic background, ethnicity, religion, or disability. The University welcomes a diverse student population from across Vietnam and internationally.

To support students from disadvantaged backgrounds such as those from rural or remote areas, ethnic minorities, low-income households, or with disabilities, IU offers various support policies including tuition fee exemptions or reductions.

Special attention is given to students in unique circumstances. The Office of Student Services and other relevant departments provide academic counselling, personal support, and flexible learning arrangements to ensure these students can successfully engage in their studies.

For students with disabilities, IU ensures reasonable adjustments in assessment formats, extended examination time, and accessible learning facilities, in compliance with institutional regulations and national standards.

In all programmes, the number of female students has consistently exceeded that of male students over recent years.

Appraisal:

For all programmes:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. The panel highlights that the workload description is very clear for students.

Practical components are designed and integrated in such a way that ECTS credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the panel discovered outdated reading lists in the module descriptions. The University keeps updated lists in a separate document called the "syllabus". The panel **recommends** ensuring that reading lists are

continuously updated in the module handbooks and other material that is distributed to students.

In addition, the **MBA** programme includes a substantial proportion of structured contact.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programme is 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 recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work – insofar intended – is also clearly defined. The University supplies the final grades with an ECTS grading table.

The feasibility of the study programmes' 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, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.²⁷

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

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

3.3 Didactical concept

Logic and plausibility of the didactical concept

The three study programmes are designed in alignment with IU's educational philosophy of being "Comprehensive – Liberal – Pioneering – Global." This philosophy is embedded throughout the curriculum structure, POs and PLOs, ensuring that students are not only equipped with specialised knowledge in their respective fields, but also develop a broad and adaptable skill set to thrive in a dynamic and interconnected world.

According to IU,²⁸ students are expected to develop critical thinking, effective communication, teamwork, and a strong sense of self-directed learning. The curricula are aimed to promote

²⁷ See also chapter "Statistical data"

²⁸ See self-report p. 118f.

global awareness, ethical responsibility, and leadership capabilities. Through the use of innovative teaching methods such as case studies, simulations, and interdisciplinary projects students are encouraged to engage actively in the learning process, apply theoretical knowledge to real-world contexts, and become agents of positive change within their professional environments and communities.

All Schools have adopted a student-centred approach in teaching and learning to deliver the courses. Students have a chance to do group projects and make presentations, work in teams, and discuss openly with lecturers. Furthermore, IU also holds many events for students to develop their practical skills and self-learning, for example:

- **Student Scientific Research Conference:** provides students with opportunities to conduct independent research, present findings, and develop analytical and self-learning skills through academic inquiry and scientific dissemination (180 participants at the 6th conference).
- **IU Startup Demo Day:** encourages students to transform ideas into practical products and business models, thereby strengthening entrepreneurial competencies, teamwork, problem-solving, and presentation skills.
- **Innovation Camp:** serves as a practical learning platform where students collaborate in interdisciplinary teams to address real-life challenges, thereby enhancing practical problem-solving skills and experiential learning.

IU conducts student evaluations on courses and teaching. The results of these student evaluations have been used to improve teaching methods and help students achieve PLOs.

For the MPM and MBA programmes, some specific methodologies apply as follows.

Master of Public Management (MPM)

Teaching and learning methods are designed to ensure students acquire both theoretical foundations and practical skills essential for public sector leadership.

Key teaching methods include:

- **Lectures and Seminars:** Lectures provide a foundation in core concepts, while seminars offer interactive spaces for discussion and critical analysis.
- **Case Studies:** Students engage with real-world public management cases to apply theoretical knowledge and enhance problem-solving capabilities.
- **Group Projects:** Collaborative assignments simulate real-world public sector challenges, fostering interdisciplinary thinking and teamwork.
- **Simulations and Role-plays:** These experiential methods help students practice leadership and decision-making in public management contexts.
- **Presentations:** Individual and group presentations develop communication skills essential for public service leadership.
- **Blended Learning:** The programme offers blended learning formats for students in remote areas such as Ben Tre and An Giang. This includes a combination of online lectures, in-class sessions, and digital course materials to ensure accessibility and flexibility.

- **Research Projects and Thesis:** An inquiry-based learning model is emphasised through supervised research projects, developing competencies in data-driven decision-making, policy analysis, and academic writing.

Additionally, practical skill development is supported through workshops, contests, and business games that reinforce self-directed learning. The use of Blackboard, Microsoft Teams, Zoom, e-books, and digital libraries ensures an effective learning environment for all students.

Master of Business Administration (MBA)

The programme incorporates a variety of interactive learning methods, including collaborative group projects, presentations, teamwork activities, and open discussions with instructors, all of which promote the development of soft skills such as communication, teamwork, and critical thinking. In addition to classroom activities, IU regularly organises extracurricular events, including business games and academic contests, to further develop students' practical skills and foster self-directed learning.

To strengthen the research orientation of MBA students, the programme integrates inquiry-based and experiential learning methodologies into its curriculum. This approach ensures that students acquire both theoretical knowledge and practical research skills applicable to business environments. Faculty members provide guidance through the use of real-world case studies, helping students to develop critical analysis skills, identify research gaps, formulate hypotheses, and apply data-driven decision-making. Interdisciplinary collaboration is encouraged through group projects and peer discussions, promoting a holistic understanding of complex business challenges.

Furthermore, the programme includes hands-on workshops focused on research methodologies, data analytics, and both qualitative and quantitative techniques, enabling students to build essential competencies for academic and professional research. Students also benefit from individualised mentorship and constructive feedback from faculty, supporting their research development and fostering intellectual curiosity, innovation, and meaningful contributions to the field of business. This approach aligns closely with the PLOs and prepares students to address practical business problems through structured academic inquiry.

Course materials

All programmes

Course materials are primarily made accessible through IU's Learning Management System (LMS) – Blackboard, allowing students including international students to conveniently access materials anytime and anywhere. These materials include lecture slides, reading assignments, case studies, video lectures, reference articles, and assessment guidelines. The digital accessibility supports blended learning and distance learning models, addressing the specific didactical requirements of each mode of delivery.

The learning materials are compiled by lecturers using a broad range of scholarly resources, including digital databases, e-books, and printed materials available through the IU Library. These resources support different levels of engagement, from fundamental knowledge acquisition to advanced analytical work, particularly important for graduate-level programmes such as the **MPM** and **MBA**.

The IU Library plays a vital role in facilitating academic access, offering both physical borrowing services and extensive digital collections. Students and faculty can access up-to-date

databases, including Thomson Reuters EIKON, which is particularly relevant for research and thesis projects in the **MBA** and **BAA** programmes. Library resources are regularly reviewed and updated to ensure relevance and coverage, based on requests and programmatic needs.

To enhance the quality and relevance of course materials, IU has implemented a systematic update mechanism, guided by institutional policies. This process ensures that materials remain current with academic standards, industry practices, and global developments. Instructors are encouraged to revise syllabi and course documents regularly to integrate the latest research and practical insights.

Furthermore, feedback from students and faculty is collected and analysed to improve the effectiveness and usability of learning materials.

Guest lecturers

Bachelor of Arts in Accounting (BAA) and Master of Business Administration (MBA)

Both programmes regularly invite guest speakers from various universities, institutes, and organisations across the public and private sectors to share their professional expertise, career experiences, and insights into employers' expectations. These guest speaker sessions are organised in the form of seminars, workshops, and direct participation in classes.

Such activities provide students with valuable real-world perspectives, enhance their understanding of industry practices, and support their career orientation and preparation for the labour market.

Master of Public Management (MPM)

The MPM programme features a diverse range of guest speakers from various colleges, institutions, and both public and private sectors. These speakers give insights about their professional and career experiences, as well as the requirements of employers.

Guest lecturers and speakers play a prominent role in enhancing the learning experience within the MPM programme. By bringing in experts from various fields of public management, policy-making, and governance, the programme offers students the opportunity to gain practical insights and firsthand knowledge of real-world challenges in the public sector. These guest experts contribute diverse perspectives, bridging the gap between theory and practice, and often share their own experiences with public projects, leadership challenges, and innovative solutions.

The inclusion of guest lecturers fosters a more dynamic and engaging learning environment. Students benefit from exposure to the latest trends, best practices, and emerging issues relevant to their studies and future careers. Additionally, these sessions provide networking opportunities, allowing students to connect with experienced professionals and explore potential career paths in the public sector.

Lecturing tutors

All programmes

To support students during their academic journey, teaching assistants (TAs) are assigned to large classes typically those with 50 students or more. These TAs are senior students with excellent academic standing and are trained to assist the course instructor and the students.

Their responsibilities include organising review seminars, supporting students with case study analysis, and facilitating deeper understanding of course content. This system creates a peer-support structure that enhances student learning and encourages collaborative study.

Appraisal:

For all programmes:

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

Additionally, for the **MPM** which is facilitated in a blended-learning format, the methods used are suited for distance learning. They include, for instance, independent work with the course materials, lectures, business games, and case studies. The selection and kind of the didactic materials (printed teaching material, textbooks, digital media) correspond to the study programme objectives.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. For the **BAA** programme, the panel misses more references and resources on international accounting standards (IFRS). Students need to be familiar with both – the national and the international accounting standards. Hence, for the **BAA**, the panel **recommends** increasing the available number of resources on international standards (IFRS).

Additionally, for the **MPM**, when compiling the course materials, the specific didactical requirements for blended learning formats are taken into account; they are well-designed and neatly reproduced.

Guest lecturers are invited and contribute to the students' qualification process with their special experience. However, for the **MPM** and the **MBA** programme, the panel notes that guest lecturers are mainly from academia. They are missing representatives from the industry to enrich the programmes with more practical examples. Therefore, for the **MPM** and the **MBA** programmes, the panel **recommends** inviting more guest lecturers from different industries/sectors to give hands-on insights from practice.

Lecturing tutors support the students in the learning process and 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			X		

3.4 International outlook

International contents and intercultural aspects

Bachelor of Arts in Accounting (BAA)

International contents and intercultural aspects are embedded throughout the programme to prepare students for the demands of a globalised working environment. During the programme design and periodic review, the department has actively benchmarked against internationally recognised standards most notably the Association of Chartered Certified Accountants (ACCA) and CPA Australia curriculum ensuring that the programme structure and learning outcomes are aligned with International Financial Reporting Standards (IFRS). This integration ensures that students acquire globally relevant knowledge and skills applicable across various regulatory contexts.

The School has actively partnered with CPA Australia to enhance students' international exposure and practical learning. This collaboration includes organising seminars at the CPA Australia office and arranging visits to leading multinational companies specialising in accounting, auditing, and taxation. These initiatives give students direct access to global business practices and allow them to gain firsthand insight into professional standards and operations in international contexts.

The programme is delivered entirely in English, which fosters students' language proficiency and supports their ability to operate in international professional settings. Moreover, coursework, assignments, and assessments are designed to include international and intercultural case studies, allowing students to engage with diverse business scenarios and apply their knowledge in a cross-border context.

To enhance students' intercultural competence, the School organises a variety of extracurricular activities that encourage interaction across cultures, such as the Buddy Club, English Club, Culture Varsity, and student exchange programmes with partner universities abroad. These activities serve as platforms for students to build intercultural awareness and communication skills in real-world settings.

Master of Public Management (MPM)

Courses within the programme emphasise comparative public management and governance, enabling students to critically analyse and apply global practices to local contexts. The use of real-world international case studies allows students to explore diverse public management challenges and develop the skills necessary to navigate intercultural environments effectively.

To further enrich the international dimension of the programme, seminars and workshops are regularly organised featuring guest speakers from international institutions and organisations. These sessions offer students direct exposure to global perspectives and foster intercultural dialogue. The programme also actively encourages students to participate in international conferences, study tours, and collaborative projects with foreign universities and partners, thereby enhancing their global engagement and professional networks.

Moreover, the acquisition of international and soft skills is set in the learning objectives (PLO 4, 5, and 7), ensuring that graduates are not only well-versed in global public management practices but also capable of leading in multicultural and international settings. The programme's international orientation is reflected in its strategic goal to cultivate globally

competent public leaders, aligned with the expectations of international stakeholders and employers.

Master of Business Administration (MBA)

International contents are a fundamental component of the MBA curriculum, which is designed to prepare students for leadership roles in a dynamic and globally interconnected business environment. The entire curriculum is delivered in English with a clearly defined graduation requirement for English language proficiency. Courses such as “International Marketing”, “International Economics”, and “International Business Management” incorporate a wide range of international and intercultural business contexts, and students are required to complete assignments and exercises that emphasise global market dynamics, cross-cultural communication, and international business strategy.

To further support the development of intercultural competencies, the School organises various international extracurricular activities, such as international conferences, academic workshops, and seminars with guest speakers from foreign institutions. These opportunities allow students to engage with global business leaders and scholars, broaden their understanding of international business environments, and enhance their communication skills in multicultural settings.

The programme also prioritises practical, real-world case studies and examples drawn from global contexts, ensuring that students are not only theoretically equipped but also practically prepared to act effectively in diverse international settings.

Inbound and outbound student mobility is supported by IU’s student exchange programme which is managed by the Centre for International Mobility (CIM) in collaboration with the Office of External and Public Relations (OEPR) and the Office of Human Resource Development. Regular information sessions are held at the beginning of each semester, supported by multi-channel communication (email, social media, and official websites), ensuring students are well-informed about overseas study opportunities. There are personalised consultation services for application and support (e.g., visa, academic advising, course registration).

Internationality of the student body

The international composition of the student body at IU is aligned with the institution’s objective to cultivate a multicultural and globally oriented academic environment. Each year, IU welcomes incoming exchange students from various partner universities around the world, including Germany, Korea, Malaysia, and others. These students contribute to an international learning atmosphere that fosters academic exchange, enhances intercultural understanding, and improves students’ language proficiency and communication skills.

One of the **BAA** programme’s notable achievements is that 36 Accounting-related courses have been approved under the ASEAN Credit Transfer System (ACTS). This enhances student mobility within the region and strengthens IU’s attractiveness as a host institution for incoming students from ASEAN countries.

The **MBA** programme actively engages in twinning and articulation agreements with partner universities in Australia, New Zealand, the United Kingdom, and the United States, offering students valuable mobility opportunities and exposure to international academic environments.

Internationality of faculty

All programmes

The full-time faculty members hold undergraduate and/or graduate degrees from accredited institutions in countries such as the United States, the United Kingdom, Australia, New Zealand, and the European Union.

In addition to the core faculty, all programmes are enriched by visiting lecturers, industry experts, and executives who serve as guest speakers. These contributors offer students practical insights and exposure to international professional contexts.

The internationality of the faculty is further reflected in the diversity of nationalities, including lecturers from the United Kingdom, especially in the **BAA** programme. Moreover, many academic staff members possess international practical experience and frequently participate in international conferences and workshops held both in Vietnam and abroad.

Foreign language contents

For the **BAA** and **MBA** programmes, 100% of lectures, study materials, references, and instruction are conducted in English. Students must write and defend their Graduation Thesis in English.

For the **MPM** programme, the primary language of instruction is Vietnamese, but students have extensive exposure to English-language materials, including research papers, case studies, and publications. Guest lectures and seminars conducted by international experts are often delivered in English. This exposure helps broaden their understanding of global public sector trends and challenges. Students are expected to demonstrate a strong command of English grammar, vocabulary, and academic writing to effectively express ideas in both practical and academic contexts.

Appraisal:

For all programmes:

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

For the **BAA** and the **MBA**, the international composition of the student body can be improved, but corresponds to the programme concept, which focuses on providing an international education to Vietnamese students and giving them opportunities to go abroad. With following previous recommendations from the panel,²⁹ the BAA and the MBA programmes could be much more appealing to international students as well.

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

The **MPM** is taught in Vietnamese but requires students to engage with English materials as well to expose students to international references and enhance their English language skills

²⁹ See chapter 3 specifically, and chapter 2

during the programme. Hence, the proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

For the **BAA** and the **MBA**, lectures and course materials in English predominate. Internationality is clearly a key element of the study programme's profile.

	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			BAA, MBA		MPM
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		BAA, MBA	MPM		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All programmes

The programmes integrate the acquisition of communication and public-speaking skills, cooperation, and conflict-handling skills across their curricula. These competencies are systematically developed through dedicated course modules (e.g., Critical Thinking, Business Communication, advanced professional subjects), internships, seminars, and case-based learning exercises. A variety of didactical and methodological approaches, including interactive workshops and practical simulations, are employed to ensure that students practice and enhance these skills in realistic academic and professional contexts.

Beyond the formal curriculum, students engage in a wide range of extracurricular activities such as English clubs, competitions, leadership workshops, and internships at enterprises and public institutions. These activities further reinforce students' communication, teamwork, and leadership abilities.

Leadership skills and broad contextual knowledge are also key elements embedded into the programmes' structures, aiming to prepare graduates for complex, interdisciplinary, and multicultural professional environments. In addition, each programme implements a behaviour assessment system (e.g., Behaviour Point System, Student of Five Merits Certificate) that evaluates students' soft skill development and civic engagement throughout their studies.

In the **BAA**, students are also equipped with multidisciplinary competencies through courses such as Critical Thinking, Workshop 1, Workshop 2, Business Communication, Advanced Financial Reporting and Analysis, Advanced Auditing as well as guided Internship.

In the **MPM** programme, the development of broader leadership abilities and contextual knowledge prepares students to manage complex challenges within the public sector. By integrating leadership training and situational awareness exercises, the programme ensures that students are not only knowledgeable in their field but are also adept at working collaboratively, handling conflicts diplomatically, and communicating effectively with diverse stakeholders.

The **MBA** curriculum includes the integration and dissemination of many talents and skills from other fields, such as communication, teamwork, dispute resolution, interdisciplinary competence, leadership, and broad knowledge. Students also develop transdisciplinary

abilities via a variety of courses such as Data Analysis and Forecasting – Big Data Application, Business Planning, Business Cases Analysis, Strategic Management, Business Ethics and Society, Cross Cultural Management, and Developing Leadership skills.

Appraisal:

For all programmes:

The students 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.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel highlights that in recent years the programmes have been updated to include more soft skills.

		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)

Bachelor of Arts in Accounting (BAA)

To systematically enhance graduate employability, the programme integrates theoretical foundations with practical applications across its curriculum, fostering the development of multidisciplinary competencies and industry-relevant skills. It is structured to enable students to actively apply knowledge and skills in preparation for future professional roles.

The School of Economics, Finance and Accounting further supports students' career readiness through targeted initiatives, including CV writing workshops and structured interview preparation resources. Regularly organised field trips to companies provide students with experiential learning opportunities, allowing them to observe operational processes, engage with industry professionals, and gain insights into organisational structures and cultures. Besides, IU always actively creates and maintains good relationships with businesses to increase job opportunities for students, the School works in close collaboration and partnership with a variety of organisations to deliver small events where businesses come and advertise for internship and graduate programmes.

Master of Public Management (MPM)

The MPM programme is designed with a strong focus on enhancing employability. Throughout the curriculum, there is a seamless integration of theory and practice, ensuring that students are equipped with practical skills and theoretical knowledge that are immediately applicable in the public sector. Each course emphasises multidisciplinary competencies such as problem-solving, critical thinking, and effective communication that are essential for success in public management roles.

Moreover, the programme not only prepares students for current public sector demands but also empowers them to adapt and apply their skills in new and emerging areas of work. By

engaging students in real-world projects, and case studies, the MPM programme enables them to actively practice and refine their abilities in diverse contexts. This practical experience allows students to be adaptable, innovative, and prepared to take on complex challenges.

The programme is oriented towards meeting anticipated needs of a dynamic job market. Regular graduate evaluations and feedback from employers help inform curriculum adjustments, ensuring that the skills and competencies taught are aligned with evolving industry requirements. As a result, MPM graduates are well-prepared to secure and succeed in roles that require advanced public management skills and are positioned to make significant contributions in various areas of public management.

Master of Business Administration

In addition, the School of Business (SOB) offers a wide range of professional development support, such as career coaching, advanced workshops, and resources to refine leadership and management capabilities. Field trips to companies are frequently organised, providing students with in-depth exposure to real-world business environments, operations, and leadership practices. These experiences allow students to engage with industry leaders, analyse business operations, and gain insights into organisational cultures and strategic decision-making processes. The School also fosters strong connections with companies to create networking opportunities that help students expand their professional networks and explore career progression pathways. Collaborating with leading firms, the SOB coordinates small-scale industry events, enabling businesses to present leadership development and executive programmes that further strengthen students' professional trajectories.

Moreover, the University actively cultivates and sustains strategic partnerships with businesses and organisations to enhance employment prospects, frequently facilitating events where employers promote internship and graduate recruitment opportunities through a comprehensive range of initiatives, including CV writing workshops, interview preparation guidance, the IU Job Fair, and the IU Job Hub. Furthermore, feedback is systematically collected from graduates, industry partners, and public sector employers to inform continuous curriculum enhancement and to ensure its relevance to the evolving labour market demands.

Innovation and Entrepreneurship Activities at IU

IU places strong emphasis on entrepreneurship and actively supports students in equipping themselves with knowledge and skills necessary to suitable employment after graduation. The University has implemented a comprehensive roadmap for innovation and entrepreneurship through a series of structured activities. These initiatives target not only IU students but also university students across Ho Chi Minh City and high school students nationwide. The activities are delivered in various formats, including seminars, workshops, training sessions, and competitions. Notable initiatives that reflect IU's distinctive approach include "IU Innovation Camp," "IU Startup Demo Day," "IU Incubation Period," "IU Innovation Story Day," and the "Sustainable Society Challenge".

IU has actively supported hundreds of student-led projects to participate in national and international innovation and entrepreneurship competitions, achieving notable results such as First Prize in the SV-STARTUP 2021 (Ministry of Education and Training), Encouragement Prize in the 2024 Binh Thuan Provincial Startup Competition, and First Prize in the Social Business Creation competition (HEC Montréal, Canada).

IU has been increasingly recognised in the entrepreneurial ecosystem, including being a member of the Vietnam Network for Innovation and Entrepreneurship in Universities and

Colleges (VNEI), listed among the Top 5 Institutions in the Social Business Creation competition (2021–2022), Top 3 in the Ho Chi Minh City i-Star Innovation and Startup Award (2023), recipient of the "Acknowledged Flagship Project" at the RCE Awards 2023 by the United Nations University, and a Certificate of Merit from the Minister of Education and Training for outstanding achievements in supporting student entrepreneurship (2017–2025).

Appraisal:

For all programmes:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its courses. The panel highlights that the HEI uses various didactic means to encourage employability, such as guest lectures and case studies. However, if lecturers miss professional experiences, the real insights from practical cases are limited.³⁰

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

³⁰ See also chapters 3.1 and 4.1

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

The BAA, MPM and MBA programmes employ a combination of full-time academic staff and visiting lecturers, selected to guaranteeing a proper teaching and learning process with a well-rounded blend of theoretical knowledge and practical insights.

Visiting faculty refers to lecturers engaged under visiting lecturer contracts with International University, VNU-HCM for teaching specific courses or supervising master's theses. This may also include faculty members from other Schools within IU whose expertise is relevant to particular subjects. Therefore, the number of visiting faculty and their teaching load vary by semester depending on the courses offered.

For example, the MPM programme may invite lecturers from the School of Electrical Engineering for the course Digital Government: Technology, Policy, and Public Service Innovation, or lecturers from the School of Civil Engineering and Management and other universities for elective courses such as Urban Growth and Development. Visiting faculty are mainly involved in elective courses, while compulsory courses are primarily delivered by full-time faculty members from the School of Business Administration and the School of Economics, Finance and Accounting.

While guest speakers are industry professionals or executives invited to deliver a short session (typically 2–3 hours) within a course to share practical experience, current business practices, and professional insights related to the course content.

IU manages strategies for continuous faculty development (Workshops, mentorship, research funding, sabbatical leave, Research orientation, engagement with practitioners, Research activities and industry connection development), integration of real-world perspectives, and a strong commitment to maintaining teaching quality and student satisfaction.

Aspect	BAA programme	MPM programme	MBA programme
Total number of faculty members	7 full-time lecturers + visiting lecturers (number varies)	20 full-time lecturers + visiting lecturers	52 full-time lecturers + visiting lecturers (number varies)
Full-time faculty	7 lecturers (2 Ph.D., 5 Master's holders; around 30.00% Ph.D.)	All faculty members involved in teaching hold doctoral degrees from overseas institutions and possess the expertise and knowledge required to deliver the programme effectively.	27 lecturers, all with doctoral degrees
Visiting faculty	Industry experts from Big 4 firms, MOF, MOE, ACCA, CPA Australia	Experts from universities, public agencies, NGOs, and international organisations	Industry professionals with executive business experience
Teaching load	an average teaching load of 6 courses (approximately 270 hours) per academic year	Doctoral 270 hours per year ~ 9 courses	The average teaching load for full-time and visiting lecturers in the IU MBA program is approximately 2.5 courses (approximately 145 hours) per academic year.

Figure 2: Overview of faculty

The **BAA** employs seven full-time lecturers, including a growing proportion of PhD holders (around 30% of the faculty), supplemented by guest speakers from accounting firms and regulatory bodies. The student-to-faculty ratio (9:1) ensures personalised instruction.

The **MPM** emphasises research-oriented education and blended learning across multiple locations (Ho Chi Minh City, An Giang, and Ben Tre), the programme engages both academic faculty and seasoned practitioners from the public sector and NGOs with expertise in public management, policy analysis, governance, economics, and management to provide high academic standards and strong practical relevance.

The academic core of the programme is supported by the Centre for Public Administration of International University (CFPA), an academic unit under the IU. The CFPA is responsible for academic coordination, curriculum development, and research integration. It is also in charge of inviting full-time lecturers from the School of Business and the School of Economics, Finance and Accounting to teach relevant modules, including courses in management, economics, public finance, and leadership skills. In addition, the CFPA coordinates the invitation of external experts, particularly for practice-oriented subjects and thesis supervision.

The **MBA** programme employs full-time Ph.D. faculty with emphasis on academic and research expertise, complemented by industry professionals and visiting lecturers with executive experience. In some semesters, visiting lecturers or industry professionals may be invited to teach selected courses for the whole semester, instead of having the same full-time lecturer deliver the course across multiple semesters. In addition, most relevant MBA syllabi incorporate one 2–3 hour guest speaker session delivered by industry professionals with executive experience, providing students with direct exposure to current business practices

and executive insights. These practitioner-led inputs are integrated with project-based and case-based learning activities, such as business case analysis, consulting-style group projects, live case discussions, and business simulations. Such activities are embedded in applied courses including Business Case Analysis, Strategic Management, Business Ethics and Society, Cross-Cultural Management, Developing Leadership Skills, and other relevant MBA courses.

Academic qualification of faculty

All lecturers are proficient in English. All faculty members possess advanced academic degrees either master's or doctorate in relevant disciplines such as Accounting, Finance, Business Administration, Public Policy, and Public Management. A significant proportion of the faculty members obtained their degrees from internationally recognised institutions.

Recruitment announcements that specify job requirements and qualifications, are published through university and public channels. Candidates are evaluated using predefined criteria, including academic qualifications, teaching experience, English proficiency, research performance, and practical experiences.

The recruitment process involves:

1. Document screening,
2. Personal interviews, and
3. Teaching Demonstration Seminar.

Candidates who pass all stages are offered formal Faculty Contracts and become subject to a structured Performance Evaluation system covering teaching effectiveness, research output, and academic service.

Faculty performance is evaluated in three ways:

- Teaching – Evaluated through students and reviews conducted by the School Management Board. Faculty members consistently receive high scores in student course evaluations (average above 4.0), confirming strong subject mastery and pedagogical effectiveness.
- Research – Measured by scholarly publications recorded in Sciman (IU's publication management system), participation in academic conferences, and involvement in research projects.
- Service – Evaluated based on contributions to academic committees, student advising, and facilitation of workshops or training sessions.

To encourage research productivity, IU implements a Research Reward Policy. This provides both financial incentives and academic recognition for faculty members who publish high-ranking journals such as SJRD ranking system.

Pedagogical / didactical qualification of faculty

All lecturers are required to complete Pedagogy Courses aimed at enhancing their teaching skills for higher education. These courses cover active learning strategies, instructional design, classroom management, and technology-enhanced teaching.

In addition to pedagogy training, faculty regularly engage in Faculty Training Activities, including participation in local/international conferences, workshops, and short-term specialised training. These opportunities help faculty members stay current with global teaching standards and pedagogical innovations. Within the past two years, the percentage of academic staff participating in such activities has increased significantly, demonstrating strong motivation for teaching development.

Course Evaluation Surveys assess clarity of instruction, responsiveness, and engagement. These results are reviewed to guide teaching improvements and highlight outstanding performance. Faculty who achieve excellent teaching evaluation results are recognised by the University. In some cases, awards or formal commendation are given based on teaching quality exceeding minimum standards.

IU implements a structured Mentor-Mentee Programme to support junior lecturers or new faculty. New instructors are paired with senior lecturers who provide coaching in teaching techniques, assessment methods, and classroom management. Pre-service activities also include class auditing and course material preparation.

Practical business experience of faculty

Faculty members across all three programmes bring practical experience into their teaching. Many visiting lecturers are actively working in senior roles within various sectors, enabling them to offer insights into current challenges and professional practices. Their backgrounds include positions such as financial analysts, management consultants, public sector managers, financial executives, and corporate leaders. Faculty members integrate real-life case studies, industry-specific knowledge, and examples from their careers into their course syllabi, enhancing the connection between academic content and real-world application.

Faculty are also encouraged to collaborate with external organisations to stay updated with sectoral developments and align their teaching with the expectations of employers. This is evident through the development of case study collections, applied research projects, and frequent communication between students and supervisors on industry-relevant topics. Students are also exposed to experiential learning activities such as field trips, supervised practical assignments, and community-based engagements. The practical experience of faculty members contributes to bridging the gap between theory and practice.

Internal cooperation

Faculty members participate in regular, structured Academic Meetings at course and department levels to coordinate curriculum delivery, teaching strategies, and assessment methods.

Moreover, all programmes promote joint research through Research Seminars, which provide a platform for interdisciplinary exchange and co-authored publications.

The following overview summarises internal cooperation aspects for each programme:

Aspect	BAA programme	MPM programme	MBA programme
Teaching Coordination	Organised by course groups; group leaders coordinate meetings to exchange teaching methods, materials, and pedagogical insights.	Interdisciplinary cooperation between Faculty of Business Administration and CFPA; joint teaching and thesis supervision.	Regular school- and department-level meetings focused on teaching methods and academic strategy.
Research Collaboration	Includes "Mentor–Mentee Research Program" and partnerships with external institutions.	Emphasis on cross-departmental and interdisciplinary public management research.	Focus on applied research in business; collaboration often results in practice-oriented outputs.
Quality Assurance Cooperation	Based on regular course evaluation and peer consultation to refine teaching and learning.	Quality review is conducted jointly by the CFPA and the Faculty of Business Administration through regular reviews of student feedback, course evaluations, and learning outcomes.	Performance reviews emphasize alignment with programme goals and collaboration on teaching improvements.
Teaching Innovation and Peer Learning	Supports classroom-based didactical skill development.	Encourages peer observation and exchange of innovative methods	Promotes use of digital tools and active teaching strategies discussed in collective forums.

Figure 3: Internal cooperation of respective faculty

In addition, the Annual Staff Conference serves as a common institutional mechanism for reflection and planning, bringing together academic and administrative personnel to discuss programme development, teaching innovation, and strategic direction.

Student support by the faculty

Across all three programmes, the availability and accessibility of faculty are strongly emphasised. Faculty members maintain regular office hours, are approachable, and respond promptly to student inquiries, creating a supportive academic environment.

Academic advising is formally structured. Lecturers and designated advisors provide individual consultations to guide students on course registration, study planning, and personal academic challenges. Direct feedback and individual academic support are consistently offered by faculty members. Students receive tailored advice and academic consultations to help address learning difficulties or performance issues.

Support for research and professional development is a key focus in the **MPM** and **MBA** programmes, particularly through thesis supervision, individual mentoring, and opportunities to engage in academic research. Faculty guidance ensures high standards in student research outputs.

Lastly, students across all programmes express high levels of satisfaction with the support provided by faculty. Communication with students is conducted through multiple official platforms, including the University email system, EdusoftWeb, Blackboard, the websites of the Office of Student Services (for undergraduate students) and the Office of Graduate Affairs (for graduate students), as well as official class communication channels managed by the respective Schools.

Student support in distance learning

Master of Public Management

A unified institutional framework guides the delivery of online and blended instruction. The Online Teaching Regulation sets clear standards for faculty on course design, student interaction, and assessment procedures in virtual environments. Faculty members across programmes are trained to use the University's learning management system (LMS), which acts as the primary platform for distributing course materials, submitting assignments, facilitating discussion forums, and administering assessments.

Students across programmes benefit from consistent communication with faculty via LMS, email, and video conferencing. Faculty members are committed to ensuring continuous interaction and personalised feedback for students who may not be physically present on campus.

Blended learning in MPM combines live online classes and self-paced study, giving students the flexibility to manage both their work and studies. It helps students take more control of their learning while still receiving regular support from faculty and keeping high academic standards.

Appraisal:

For all programmes:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives.

The academic and pedagogical/didactical qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure.

The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

For the **MPM**, the faculty is qualified for distance education. In the periods requiring personal attendance, a sufficient number of lecturers is available, guaranteeing a proper teaching and learning process. Course materials have been created and supplied by qualified staff. The ongoing support of the students is ensured.

The practical business experience of the **MPM** faculty corresponds to the requirement of the programme to integrate theory and practice.

In the **BAA**, the faculty members have above-average business experience and use them in their teaching activities.

In the **MBA**, the practical experience of the faculty is not sufficient. According to the CVs of the MBA faculty, their experience is solely of academic nature which hinders the lecturers to provide students with insights from the industry or to at least contextualise practical cases that students bring to class from their respective working environments. The EQAL MBA Guidelines recommend: *"The [MBA] should be designed explicitly to position theory into practice, building on the practical experience of the participants in addition to the academic and practitioner*

*expertise of the faculty.*³¹ Therefore, for the **MBA**, the panel **recommends** involving a sufficient number of external (visiting or part-time) lecturers from the industry to ensure the practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.³²

In the **BAA, MPM, and MBA**, 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.

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

In addition, in the **MPM**, a flexible methodology of individual study counselling is used. Methods for enhancing the individual learning processes are being introduced and demonstrably applied.

	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		BAA	MPM	MBA	
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)			MPM		BAA, MBA

4.2 Programme management

Across all three study programmes, the Programme Director holds a central role in managing both academic and administrative functions.

Core responsibilities include

- Leading the development and implementation of the curriculum,
- Supervising teaching assignments,
- Coordinating academic planning, and
- Ensuring stakeholder involvement in programme development.

The Programme Director regularly meets with faculty and administrative staff to maintain academic coherence and programme relevance. Decisions on curriculum and academic

³¹ See EQAL MBA Guidelines p. 5

³² See also Condition in chapter 3.1

matters are reviewed and approved by the Academic Committees of the respective Schools or Departments. The **BAA** programme is managed by the Department of Accounting under the School of Economics, Finance and Accounting. The *Department Chair* serves as the Programme Director; responsible for ensuring the academic and administrative coordination of the programme. In the **MPM** programme, the Head of Centre for Public Management serves as Programme Director; operates within a faculty-led structure, coordinating across departments and units and for the **MBA**, the School Dean serves as Programme Director, managing academic and operational activities.

The Programme Directors ensure compliance with institutional regulations and support the implementation of quality assurance mechanisms. This includes monitoring academic quality, quality assurance implementation through structured reviews and stakeholder feedback and participating in formal processes of internal evaluation and programme review.

Additional responsibilities cover faculty management (recruitment and development), student affairs (academic guidance and support), and managing partnerships with external professional organisations for developing partnerships for internships, public management projects, and professional development. These collaborations, often formalised through MoUs, contribute significantly to practical learning opportunities, internships, and student employability.

Process organisation and administrative support for students and faculty

Administrative support is provided at three levels:

- **University Level:** The Offices of General Administration, Undergraduate Academic Affairs, and Student Services provide services related to finance, facilities, technical issues, and academic advising for both students and faculty.
- **School Level:** Schools act as the main providers of administrative support to students and faculty, receiving and forwarding support requests to the university offices. Faculty receive support from school secretaries for administrative tasks and from Deans and Academic Committees for academic guidance. Regular meetings especially at the start of each semester update faculty on programme matters. Faculty are also encouraged to consult privately with Deans or Academic Committees on teaching-related concerns.
- **Class Level:** Lecturers and teaching assistants offer in-class support and refer students to appropriate university or school units when necessary.

To ensure students are well-informed about their rights and support services, all first-year students are required to attend Orientation Week, where they meet university representatives and school faculty/staff. Information is also made available on Blackboard and the school website.

Digital platforms such as Edusoftweb and Blackboard (LMS) allow students to manage academic progress, including monitoring grades, credits, tuition, and receiving important announcements.

Faculty satisfaction survey results reflect IU's ongoing efforts to enhance internal services and academic support, contributing to a more positive working environment for faculty members.

Student feedback on student support and counselling services, based on course evaluations from 2021 to 2024 show high satisfaction levels across all programmes.

Appraisal:

For all programmes:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative 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 panel learned that academic advisors play a crucial role for student support in all matters – academic and non-academic. Nevertheless, the panel finds that further specialised psychological counselling might add to the support services provided. There are cases when a student might prefer not to talk to their academic advisor about a personal issue but rather to an outside person who is a trained professional. For example, according to IU's own investigation of drop-out reasons, some students are suffering from isolation, and others are overwhelmed by juggling various responsibilities apart from their studies. Hence, the panel **recommends** introducing a specialised psychological counselling service for students.

	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 three programmes are built on cooperation with other higher education institutions (HEIs) and academic networks, both in Vietnam and abroad.

These partnerships are designed to:

- Enrich the academic experience through student and faculty exchanges.
- Support the development of globally competitive skills and intercultural competencies.
- Facilitate the integration of theoretical knowledge with practical, real-world applications.
- Promote collaborative research, academic dialogue, and shared learning resources.

FIBAA Sub-Criteria	BAA programme	MPM programme	MBA programme
1. Cooperation Agreements	Cooperates with international higher education institutions such as Macquarie University, as well as with professional organizations including CPA Australia, ACCA, ICAEW, MISA	Cooperates with academic institutions through joint field-based activities and academic networks.	Cooperates with academic institutions through exchange, collaborative research, and academic engagement.
2. Strategic Relevance and Alignment	Supports BAA's strategy for global exposure and intercultural competency development.	Aligned with MPM's mission to deliver real-world and practice-oriented learning experiences.	Strategically supports MBA's focus on applied business knowledge and global readiness.
3. Impact on Programme Design and Implementation	Conducts company field trips with partner institutions to bridge theory and business practice.	Organises field trips (e.g., to Can Gio, water plants) with partner institutions to reinforce practical learning.	Conducts company field trips with partner institutions to bridge theory and business practice.
4. Activities Supporting Students' Qualification and Skills Development	Provides study abroad, joint lectures, multicultural events, and exposure to diverse academic methods.	Provides hands-on insights into public sector operations, and cross-institutional learning.	Offers practical learning opportunities, exposure to varied industry practices, and academic viewpoints.
5. Regular Monitoring and Development of the Cooperation	Joint meetings and seminars serve as forums for ongoing review and enhancement of partnerships.	Graduate Program Fan Page facilitates communication, collaboration, and guest lectures.	Graduate Program Fan Page used to coordinate joint events, lectures, and academic discussions.

Figure 4: Cooperation activities in the BAA, MPM, and MBA programmes

Cooperation with business enterprises and professional organisations plays an essential role in enhancing the practice-orientation and labour market relevance of the three study programmes. These collaborations provide platforms for practical learning, professional networking, and programme development.

Bachelor of Arts in Accounting (BAA)

Over the past five years, the Department has built and sustained connections with both local enterprises such as MB Bank, MB Securities, and Vietcombank and international corporations including CPA Australia, ICAEW, HSBC, CJ Group and the Big Four accounting firms (E&Y, PWC, KPMG, Deloitte). These partnerships support the programme in several ways:

- To organise career consultation sessions for students, helping them shape their professional development plans.
- To provide opportunities for internships and direct recruitment, facilitating practical experience and smooth transitions to employment.
- To offer feedback on the curriculum, ensuring that the programme remains responsive to industry demands.

When developing or revising course syllabi, the Department takes into consideration the structure and requirements of relevant professional certification exams to better prepare students for these qualifications. Collaboration is also fostered through student participation in ICAEW Business Challenges and competitions sponsored by firms such as HSBC. These

activities contribute directly to programme development and the enhancement of graduate competencies.

Master of Public Management (MPM)

One of the key cooperation activities is the organisation of Field Trips to various companies and public institutions. These trips are conducted in collaboration with enterprises, allowing students to observe how management strategies are applied in real-life settings. Faculty members accompany students on these visits, ensuring integration between academic concepts and professional practices. The field trips expose students to different industries and sectors, thus enriching their perspective on public management.

Master of Business Administration (MBA)

A central activity is the Field Trips to companies, which are organised in collaboration with businesses across various sectors. These trips provide students with a hands-on view of business operations, strategic implementation, and problem-solving processes in the corporate world. Faculty-led visits ensure that theoretical knowledge is contextualised through practical exposure. These interactions span finance, manufacturing, services, and other key areas relevant to business education.

The **MPM** and **MBA** programmes also collaborate with professional organisations to offer scholarships. The Professional Organisation Scholarship for Students supports students with strong academic records or financial need. These scholarships sponsored by professional bodies and business organisations not only ease the financial burden but also foster long-term engagement through mentoring and career opportunities.

Appraisal:

For all programmes:

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

For the **BAA** and the **MBA**, the University could further develop specific partnerships with international universities for student exchanges. This would be another way to increase the number of international students in the programmes and enrich the classroom experience. Therefore, for the **BAA** and **MBA**, the panel **recommends** setting up international partnerships with universities for the purpose of student exchanges.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

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

For all programmes

IU currently operates classrooms and facilities across multiple buildings, with the newly constructed third building at the Thu Duc campus further increasing the total space for teaching and research purposes.

No.	Types of Room	Quantity	Area (m ²)
1	Conference room, lecture hall, multi-function hall, office for professors, associate professors, lecturers	135	9270.54
1.1	Lecture halls with 100-200 seats	8	1857.6
1.2	Classrooms with 50-100 seats	54	3976.38
1.3	Classrooms with less than 50 seats	30	1425
1.4	Office for professors, associate professors, full-time lecturers	43	2011.56
2	Libraries	2	1415
3	Research Center, Laboratories	67	6087.12

Figure 5: Facilities

In response to a student satisfaction survey, the University has implemented a series of improvement initiatives in 2025 to enhance classroom and laboratory facilities:

- Projection equipment: International University, VNU-HCM signed annual rental contracts for projectors to replace outdated units: 30 projectors were rented in 2024, followed by 19 additional units for two months in late 2024. In 2025, the University rented 50 projectors for the period from 24 March 2025 to 23 March 2026, and in 2026, 28 projectors continue to be rented. This arrangement has effectively met teaching needs while existing projectors are being gradually replaced.
- Connectivity: all lecture rooms were upgraded from VGA to HDMI connections in 2024, improving image quality and compatibility for teaching activities.
- Computer facilities: all classroom computers are currently equipped with at least 8 GB RAM, resulting in more stable performance for teaching and learning activities.

In addition, essential materials for repair and maintenance of classroom equipment are procured on demand to ensure regular maintenance and continuous operation.

Based on student feedback on internet and Wi-Fi service quality in classrooms and laboratories, the University has implemented several measures to enhance digital infrastructure. These include:

- Replacement of outdated internet equipment and upgrading network devices in classrooms and labs to ensure better signal quality.
- Inspection and replacement of damaged or degraded network cables due to long-term use.
- Maintenance of fiber optic cables and replacement of inter-floor switches.
- Expansion of Wi-Fi coverage to areas previously lacking access.
- Proposal to procure more powerful Wi-Fi routers with broader coverage and stronger performance.

Facilities are accessible to students with disabilities, including barrier-free entry, elevators, and appropriately equipped restrooms. IU's infrastructure development reflects its commitment to creating an inclusive environment. IU has built the plan for the technique system of whole buildings, guarantees classrooms for students and working facilities for staff.

IU's Office of Procurement Services (OPS) and Office of Finance and Planning (OFP) are responsible for the planning, maintenance, and continuous development of all facilities. They report annually on updates and improvements as part of the annual staff conference report. Staff are encouraged to submit requests for upgrades to enhance research and teaching quality.

Access to literature

Staff and students of all programmes have access to library resources through three key locations: the IU Main-Campus Library, the VNU-HCM Central Library, and a Reading Room at the City-Campus for Graduates.

The Library at the main campus opens six days per week from 8:00 am until 5:30 pm during weekdays and 8:00 am – 4:00 pm on Saturday. Explaining the opening hours, IU states that most staff and students leave campus at 4:00 pm to get back to the city centre.

IU provides off-campus digital access via a Single Sign-On (SSO) authentication system. Students and faculty members can retrieve full-text academic content and e-books from various databases including Taylor & Francis, Academic OneFile, Eikon Thomson Reuters, VitalSource, and IU's own digital institutional repository. Additionally, the University grants access to 30,000 full-text journal titles via VNU-HCM shared subscriptions with platforms such as ScienceDirect, Springer, ProQuest, IEEE, among others.

The library currently shares an integrated system with the VNU-HCM Central Library. In 2024, the search system was upgraded to Sierra version 1.6, along with a newly developed OPAC interface and customised EBSCO interface to improve search speed and result accuracy.

The library periodically processes and acquires new materials based on requests from faculty and staff.

Appraisal:

For all programmes:

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 is available.

In addition, for the **MPM**, the technical equipment is adequate to the task of virtual reality study courses and is well documented. The equipment satisfies modern multimedia requirements. In addition, technical support is offered to students during normal working hours. A hotline is established and offers advice or troubleshooting support at acceptable waiting times. Services for adequate support of the participants are documented. The requirements for students' work-station at home are listed (e.g. technical IT-equipment).

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

	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			

4.4 Additional services

Career counselling and placement service

At IU, the Office of Student Services, the Office of Undergraduate Academic Affairs, the Office of International Academic Collaboration, and the Office of Youth Union offer career counselling and placement services to all students and graduates, with the goal of promoting their employability.

IU also maintains a University-wide job portal – IU Job Hub, which functions as a centralised platform offering: A database of internships and full-time positions, employer information, resume and interview preparation tools, and labour market updates.

Career development activities such as Career Talk Shows (every semester) and Job/Career Fairs (annually) are organised and marketed. These events are open to students across all programmes and invite employers, alumni, and professionals for direct engagement.

Students have access to individual counselling via assigned academic advisors (usually faculty members), who provide programme-specific guidance.

IU also benefits from a broad corporate network, which facilitates student-employer connections and enhances the practical value of career services.

Alumni Activities

All programmes use programme-specific Graduate Programme Fan Pages and the official website of the Alumni Association³³. These online spaces serve as vibrant communities where alumni can stay connected with faculty, students, and each other. They are regularly updated with programme news, event invitations, job postings, and success stories, helping sustain engagement and a strong sense of belonging.

For the **BAA** programme, the School of Economics, Finance and Accounting (EFA) maintains a strong and dynamic relationship with its graduates via the EFA Alumni Association. Alumni are invited as guest speakers in courses such as Workshop 1, Workshop 2, and other professionally oriented courses. These sessions provide students with valuable insights into real-world expectations and industry trends, directly contributing to learning outcomes and career readiness. Each programme engages alumni through structured activities such as annual reunions, career seminars, and industry networking events. These events are promoted via institutional channels like email newsletters, social media platforms, and the IU portal.

The EFA Alumni Association, in particular, contributes to curriculum enhancement through alumni participation in focus group discussions and feedback sessions that inform continuous programme improvement. To further institutionalise alumni engagement, the EFA has developed an Alumni Engagement Strategy, detailing both short- and long-term action plans. These plans include alumni involvement in mentoring, internship coordination, and job placement support. A dedicated alumni website and portal will further consolidate communication, event planning, and professional development initiatives.

Dedicated staff at the School and Office of Student Services are assigned to manage alumni relations, ensuring responsiveness, continuity, and strategic alignment. The University also administers alumni satisfaction surveys and graduate tracer studies to assess the effectiveness and impact of alumni initiatives.

For the **MPM** programme, the alumni association fosters informal mentorship and professional exchange between alumni and current students, especially by showcasing diverse career pathways and public service impact.

The **MBA** programme maintains communication with alumni primarily through official channels managed by the Office of Graduate Affairs, which serves as a central platform for disseminating important announcements relevant to alumni, such as graduation information, academic schedules, and invitations to workshops or academic events.

Appraisal:

For all programmes:

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

A general alumni organisation has been set up with the aim of developing an alumni network. The panel considers this especially important for the **MBA** programme, because professional networking is a crucial part of an MBA programme. Hence, for the **MBA**, they **recommend** setting up a separate alumni network to facilitate the exchange within MBA alumni apart from the campus events offered by IU.

³³ See

https://www.facebook.com/iu.alumni.association?rdid=Attf54JhSENQcZix&share_url=https%3A%2F%2Fwww.facebook.com%2Fshare%2F1aPYqoDgns%2F#, last access on may 28, 2026

		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		

4.5 Financing of the study programme (Asterisk Criterion)

For all programmes

The funding of the IU includes tuition fees; state budget for scientific and technological tasks, national target programmes or other special projects; sponsors and aids from national or international individuals and organisations; other sources such as loans from credit institutions.

In the case of unforeseen circumstances or potential programme discontinuation, the University has contingency measures in place to ensure academic continuity. These may include transfer agreements with partner institutions or internal arrangements for programme continuation within another faculty or department.

Appraisal:

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

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

5. Quality assurance and documentation

For all programmes

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

IU has issued a quality assurance (QA) procedure that is applied institution-wide, including all schools and Centre for Public Administration. The Office of Quality Assurance and Testing (QATO) is responsible for implementing QA processes across the University. At the school/department level, internal QA is managed by a task force composed of faculty members from various units. This task force is established by the President and works in close coordination with QATO.

The programme design is led by the Dean in collaboration with lecturers and is overseen by the School Academic and Scientific Committee (SASC). Members of the SASC are nominated by the Dean and approved by the President of IU. In addition, a dedicated Quality Assurance Team is appointed by the Dean and approved by the President.

All study programmes are subject to regular internal reviews. These reviews are conducted annually for minor adjustments and every five years for major revisions, in accordance with the university's internal quality assurance (QA) procedures.

Programme development is guided by the "Academic Programme Design Guidelines", which ensure alignment with intended learning outcomes, public sector needs, and stakeholder expectations. The curriculum design process is defined in the "Process of Developing and Implementing Curriculum", which incorporates feedback from students, faculty, and industry professionals before approval by the Academic Council.

Ongoing updates to the programme are carried out in accordance with the "Guidelines to Review and Update Curriculum" ensuring continued relevance and quality. Stakeholder input is systematically collected through procedures outlined in the "Plan for Collecting Feedback from Stakeholders". Faculty members and students serve as essential members of academic and QA committees, contributing directly to programme planning, assessment, and continuous improvement.

The "Guidebook for Quality Assurance Practice" at IU offers a comprehensive QA framework applied across all academic programmes. The QA framework ensures that responsibilities are clearly assigned and that quality assurance processes are consistently and effectively applied across all stages of programme development and evaluation.

Monitoring Key Indicators

The programme's quality assurance activities are supported by periodic reviews of key indicators, including:

- Student workload and curriculum alignment
- Teaching and learning effectiveness
- Academic performance and success/dropout rates
- Graduate employability
- Stakeholder satisfaction
- Achievement of intended learning outcomes

To ensure the effective implementation, monitoring, and continuous improvement of quality assurance (QA) measures the follow-up process consists of the following key steps:

- Implementation of actions based on the results of internal and external evaluations, including stakeholder feedback, academic performance, and graduate outcomes.
- Monitoring and review of measures to assess their effectiveness and alignment with programme objectives and learning outcomes.
- Adaptation and refinement of activities, curricula, and support services as needed to respond to changing academic or industry requirements.
- Comprehensive documentation of all processes and learning outcomes to ensure transparency, traceability, and accountability.

Each programme develops its own improvement plans based on regular feedback and performance data. These are recorded and followed through structured instruments such as: Improvement Tracking Plans, improvement Activities Reports, QA Action Plan Monitoring Sheet. These tools provide a clear framework for tracking progress, enabling Schools and programme leaders to evaluate the success of implemented measures and ensure timely and appropriate adjustments.

In addition, IU regularly provides training for QA teams and sharing of effective QA practices across departments.

Evaluation by students

Students and graduates participate in semesterly and annual surveys, academic advisor meetings, and feedback on teaching quality, facilities, services and curriculum content:

- Course evaluation survey, (every semester)
- First year university entrance survey, (captures academic objectives, registration, and overall study readiness)
- Student feedback on curriculum and PLOs, (annually)
- IU services quality survey for students, (annually) and
- Exit survey for students before graduation.

In addition, students may access summary reports of course evaluation results and other surveys they have participated in through the Improvement Activities Report, which incorporates student feedback and is available on the official website of each respective School.

Evaluation by faculty

Faculty feedback plays a vital role in the continuous improvement of programme quality and delivery across all three study programmes. The feedback is collected through structured faculty surveys and assessments of IU services, ensuring teaching quality, curriculum relevance, and support services meet academic and operational expectations.

The survey for collecting faculty feedback is conducted annually with lecturers involved in teaching and research within each department. The objective is to gather insights regarding teaching workload, curriculum and syllabi, departmental involvement, and research activities

The annual service quality survey targets IU faculty and staff to evaluate university-wide support services. The survey includes feedback on services from all university offices and centres.

Survey results are compiled and analysed to inform service enhancement plans by relevant departments. Faculty feedback has led to improvements in teaching platforms, library services, and administrative procedures.

External evaluation by alumni, employers and third parties

External feedback from alumni, employers, and third-party stakeholders plays a vital role in IU's quality assurance system. The objective is to evaluate graduates' readiness for employment, curriculum relevance, and the practical value of the programme learning outcomes.

The following surveys are conducted:

- Alumni survey (one year after graduation evaluating the relevance of the curriculum to current job roles and labour market trends),
- Internship evaluation (after internship),
- Industry feedback (annually, feedback collected via structured surveys, meetings, emails, and phone calls).

Feedback focuses on core areas such as technical knowledge, soft skills, teamwork, leadership, communication, and curriculum alignment with industry needs.

All feedback results and improvement actions are reviewed in school-level meetings and publicly updated on each programme's website to ensure transparency and stakeholder engagement.

The programme's commitment to incorporating external perspectives is further demonstrated through the "Action Plan of Stakeholders' Satisfaction", which outlines how stakeholder feedback is systematically integrated into quality enhancement measures.

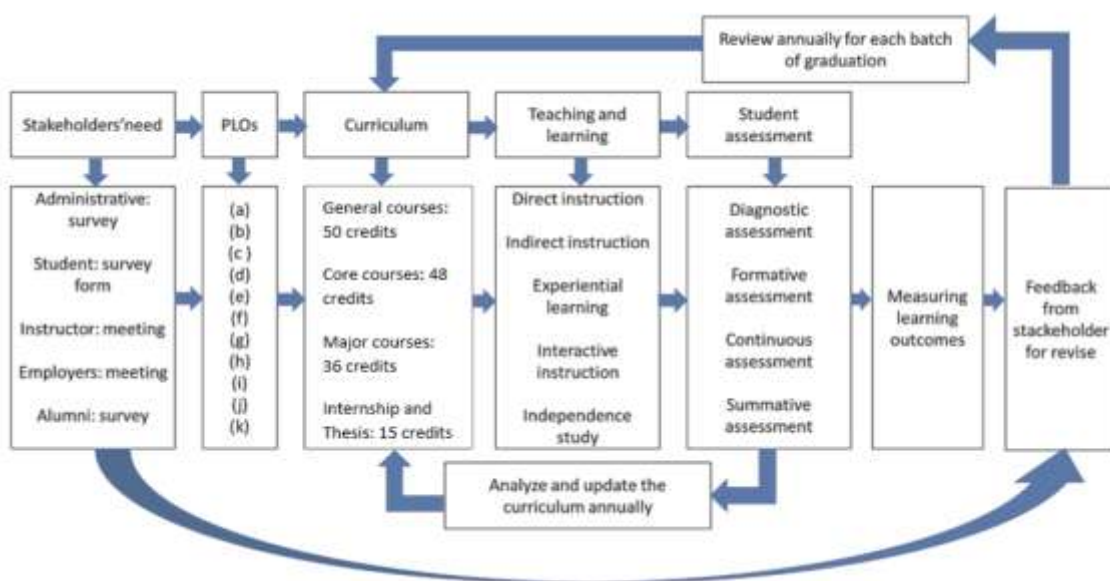


Figure 6: Procedure for reviewing curricula

Programme documentation

The content, curriculum, and examination scheme of the programmes are clearly documented and made accessible through various channels such as student handbooks, programme specifications, and school websites. These documents are available in both printed and digital forms and are regularly updated to ensure transparency and accuracy for all stakeholders. They include essential information such as programme objectives, curriculum structure, course descriptions, expected learning outcomes, admission requirements, examination regulations, and support services.

- Bachelor of Arts in Accounting (BAA): <https://efa.hcmiu.edu.vn/accounting/>
- Master of Public Management (MPM):
<https://cfpa.hcmiu.edu.vn/en/chuong-trinh-thac-si/>
- Master of Business Administration (MBA):
<https://bs.hcmiu.edu.vn/#/academicPrograms/2/11/74>

Information on activities during the academic year

IU ensures that important updates about academic, operational, and extracurricular activities are published through both institutional and programme-specific channels. Each school/department maintains a dedicated website where activities such as competitions, internships, exchange programs, and student support services are frequently posted.

At the university level, the External and Public Relations Office manages media and website updates, while each school/department is responsible for maintaining transparency about their respective programmes.

Furthermore, students and other stakeholders can access summary reports of course evaluation results and other surveys they have participated in through the “Improvement Activities Report”, which consolidates feedback from all stakeholder groups. These reports are published on the official websites of the respective Schools, thereby promoting transparency and encouraging active engagement from students, alumni, and industry partners in the quality assurance process.

In its annual report the HEI presents a summary of the activities of the academic year. Every year, schools and departments submit an “Activity Summary Report”, covering course delivery, student and faculty engagement, curriculum revisions, and partnerships. These reports feed into the university-wide “Annual Conference of Officers and Employees”, where IU reviews institutional performance and defines goals for the following year. Additionally, monthly briefings are held during the national flag salutation ceremony to inform staff of recent developments and upcoming events.

Appraisal:

For all programmes:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programmes with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the

student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Additionally, graduates and representatives from the business world are systematically included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

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

In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

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

In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

In addition, the external feedback is taken seriously and integrated systematically. The evaluation results are translated into a list of measures to be taken and published in an appropriate manner. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted, if necessary, as well as d) documented.

The study programme's content, curriculum and examination scheme have been suitably documented. The panel misses a list of all study programmes offered by the institution or the respective departments on the institution's website. A list of offerings makes it easier for prospective applicants and other third parties to find information on the study programmes. Hence, the panel **recommends** adding a list of all offered programmes on the HEI's website.

In addition, until the conditions for the **MBA** programme in chapter 2 (Admission) and 3.1 (integration theory-practice), and the recommendation in chapter 4.1 (business experience of faculty) are not fulfilled, the panel strongly advises the University to put more transparent information on the MBA programme website for international students in terms of what they can expect from the programme. Applicants should know how this programme differs from internationally agreed upon standards (EQAL MBA Guidelines). In order to avoid false

promises, the panel **recommends** publishing transparent information about the programme on the website, including key deviations from the EQAL MBA Guidelines, including:

- the programme admits students without prior work experience,
- the programme lacks theory-practice transfer, and
- faculty is missing relevant industry experience.

The HEI 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: International University, Vietnam National University, Ho Chi Minh City

Bachelor / Master programme: Bachelor of Arts in Accounting (BAA)
Master of Public Management (MPM)
Master of Business Administration (MBA)

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1* Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors			X		
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			BAA, MBA		MPM
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents		BAA, MBA	MPM		
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		BAA	MPM		MBA
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)			MPM		BAA, MBA
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		
4.3 Cooperation and partnerships					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
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		

Appendices

Curriculum Overview



Bachelor's Programme of ACCOUNTING MAJOR, 8 Semesters

1st Semester														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study			
M1	Module 1 Writing AE1 Compulsory	3,09								25	60	L/S	Exam Paper (60-120 Min)	3.09/ 225.2
M2	Module 2 Listening AE1 Compulsory	3,09								25	60	L/S	Exam Paper (60-120 Min)	3.09/ 225.2
M3	Module 3 Introduction to Business Administration Compulsory	4,64								37,5	90	L	Exam Paper (60-120 Min)	4.64/ 225.2
M4	Module 4 Introduction to Microeconomics Compulsory	4,64								37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M5	Module 5 Business Computing Skills Compulsory	4,64								37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M6	Module 6 Philosophy of Marxism and Leninism Compulsory	4,64								37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M7	Module 7 Physical Training 1 Compulsory	0,00										L/S	Exam Paper (60-120 Min)	
2nd Semester														
M8	Module 8 Writing AE2 Compulsory		3,09							25	60	L/S	Exam Paper (60-120 Min)	3.09/ 225.2
M9	Module 9 Speaking AE2 Compulsory		3,09							25	60	L/S	Presentation	3.09/ 225.2
M10	Module 10 Financial Accounting 1 Compulsory		4,64							37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M11	Module 11 Introduction to Macroeconomics Compulsory		4,64							37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M12	Module 12 Math for Business Compulsory		6,18							50	120	L/S	Exam Paper (60-120 Min)	6.18/ 225.2
M13	Module 13 Critical Thinking Compulsory		4,64							37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M14	Module 14 Political Economics of Marxism and Leninism		3,09							25	60	L/S	Exam Paper (60-120 Min)	3.09/ 225.2
M15	Module 15 Physical training 2 Compulsory		0,00									L/S	Exam Paper (60-120 Min)	
3rd Semester														
M16	Module 16 Principles of Marketing Compulsory			4,64						37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M17	Module 17 Statistics for Business Compulsory			4,64						37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M18	Module 18 Introduction to Vietnamese Legal System Compulsory			4,64						37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M19	Module 19 Financial Accounting 2 Compulsory			4,64						37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M20	Module 20 Scientific Socialism Compulsory			3,09						25	60	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M21	Module 21 Introduction to Psychology Elective			4,64						37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2
M22	Module 22 Introduction to Sociology Elective			4,64						37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2

4th Semester															
M23	Module 23 Fundamental of Financial Management Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
M24	Module 24 Organizational Behavior Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
M25	Module 25 Workshop 1 Compulsory				4,64					37,5	90	S	Written report	4.64/ 225.2	
M26	Module 26 History of Vietnamese Communist Party Compulsory				3,09					25	60		Exam Paper (60-120 Min)	4.64/ 225.2	
M27	Module 27 Ho Chi Minh's Thoughts Compulsory				3,09					25	60	L/S	Exam Paper (60-120 Min)	3.09/ 225.2	
M28	Module 28 World Economic Geography Elective				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M29	Module 29 Vietnamese History and Culture Elective				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M30	Module 30 Managerial Accounting Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
5th Semester															
M31	Module 31 Environmental Science Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M32	Module 32 Business Ethics Elective				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M33	Module 33 Corporate Finance Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M34	Module 34 Business Law Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M35	Module 35 Cost Accounting Compulsory				4,64					37,5	90	L	Exam Paper (60-120 Min)	4.64 / 225.2	
M36	Module 36 Elective 1				4,64					37,5	90			4.64 / 225.2	
6th Semester															
M37	Module 37 Accounting Control System Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M38	Module 38 Business Communication Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M39	Module 39 International Financial Management Elective				4,64					37,5	90	L	Exam Paper (60-120 Min)	4.64 / 225.2	
M40	Module 40 Corporate Governance Elective				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M41	Module 41 Auditing Compulsory				4,64					37,5	90	L/S/Demons	Exam Paper (60-120 Min)	4.64 / 225.2	
M42	Module 42 Management Decisions and Financial Reporting				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M43	Module 43 Financial Statement Analysis Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M44	Module 44 Internship Compulsory				4,64					37,5	90		Written report	4.64 / 225.2	
7th Semester															
M45	Module 45 Business Research Methods Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64 / 225.2	
M46	Module 46 Taxation Compulsory				4,64					37,5	90	L	Exam Paper (60-120 Min)	4.64 / 225.2	
M47	Module 47 Workshop 2 on Accounting Issues Compulsory				3,09					25	60	S	Written report	3.09/ 225.2	
M48	Module 48 Advanced Financial Reporting and Analysis				4,64					37,5	90	L	Exam Paper (60-120 Min)	4.64/ 225.2	
M49	Module 49 Advanced Auditing Compulsory				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
M50	Module 50 Elective 2				4,64					37,5	90	L/S		4.64/ 225.2	
Elective courses (select 2 courses)															
EM1	Elective Module 1 Business Analysis and Evaluation				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
EM2	Elective Module 2 Portfolio Theory and Investment Analysis				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
EM3	Elective Module 3 Financial Institutions and Markets				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
EM4	Elective Module 4 Logistic and Supply Chain Management				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
EM5	Elective Module 5 Leadership				4,64					37,5	90	L	Exam Paper (60-120 Min)	4.64/ 225.2	
EM6	Elective Module 6 Working Capital Management				4,64					37,5	90	L/S	Exam Paper (60-120 Min)	4.64/ 225.2	
8th Semester															
BA	Bachelor's Thesis								19,64		540			19.64/ 225.2	
total		25	29	26	29	23	37	36	20	1662,5	4530				
L:	Lecture														
S:	Seminar	225,2	225,2												

Figure 7: Curriculum BAA

Master of Public Management, 4 Semesters										
1 st Semester										
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1,00	2,00	3,00	4,00	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	Module 1: General Knowledge (Compulsory subjects)	6,18				50,00	120,00	L	Exam Paper	0,33
M2	Module 2: Public Management (Compulsory subjects)	3,09				25,00	60,00	L/D/A	Exam Paper	0,17
M3	Module 3: Public Finance and Budgeting (Compulsory subjects)	3,09				25,00	60,00	L/D/A	Exam Paper	0,17
M4	Module 4: (Elective Subject)	6,18				50,00	120,00	L/D/Pr	Exam Paper	0,33
2 nd Semester										
M5	Module 5: Quantitative Research Method in Public Administration (Research Method)		3,09			25,00	60,00	L/D/Pr	Exam Paper	0,12
M6	Module 6: Quantitative Research Method in Public Administration - Case Study (Research)		3,09			25,00	60,00	L/D	Exam Paper	0,12
M7	Module 7: Public relations, Communication and Negotiation: Theory and Practice (Compulsory)		3,09			25,00	60,00	L/D/Pr	Exam Paper	0,12
M8	Module 8: Elective Subject		6,18			50,00	120,00	L/D/Pr	Exam Paper	0,24
M9	Module 9: Applied Statistics Using SPSS (Special Study)		5,09			50,00	90,00	L/D/Pr	Exam Paper	0,20
M10	Module 10: Applied Structural Equation Modelling Using AMOS (Special Study)		5,09			50,00	90,00	L/D/Pr	Exam Paper	0,20
3 rd Semester										
M11	Module 11: Elective Subject			15,45		125,00	300,00	L/D/Pr	Exam Paper	0,50
M12	Module 12: Research Topic			15,27			420,00	A	Present	0,50
4 th Semester										
M13	Module 13: Thesis				45,45	350,00	900,00	A	Final Report Dissertation	1,00
total		18,5	25,6	30,7	45,5	500,0	2.460,00			

Figure 8: Curriculum MPM

	Elective courses								
M14	Module 14: Strategic Management For Public Purposes (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M15	Module 15: Evidence-based Policy Analysis and Evaluation (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M16	Module 16: Behavioral Economics and Public Policy (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M17	Module 17: Human Resource Management in Public Sector (Elective Subject)					25,00	60,00	L/D/Pr	Exam Paper
M18	Module 18: Crisis Change Management (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M19	Module 19: Applied Public Sector Economics (Elective Subject)					25,00	60,00	L/D/Pr	Exam Paper
M20	Module 20: Systemic and Integrated Policy Formulation (Elective Subject)					25,00	60,00	L/D/Pr	Exam Paper
M21	Module 21: Public Service Leadership (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M22	Module 22: Digital Government: Technology, Policy and Public Service Innovation (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M23	Module 23: Econometrics for Public Policy Analysis (Elective Subject)					25,00	60,00	L/D/Pr	Exam Paper
M24	Module 24: Appraisal for Public Investment (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M25	Module 25: Urban Growth and Development (Elective Subject)					25,00	60,00	L/D/Pr	Exam Paper
M26	Module 26: Cluster and National Competitiveness (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M27	Module 27: Economic Development (Elective Subject)					25,00	60,00	L/D/Pr	Exam Paper
M28	Module 28: Case studies in Public Management (Elective Subject)					25,00	60,00	L/D/A	Exam Paper
M29	Module 29: Study tour abroad (Elective Subject)					25,00	60,00	D/A	Report
M30	Module 30: Seminar 1 - Cybersecurity Management and Use (Elective Subject)					25,00	60,00	L/D	Exam Paper
M31	Module 31: Seminar 2 - Urbanization and Social Development (Elective Subject)					25,00	60,00	L/D	Exam Paper
M32	Module 32: Seminar 3 - Public Private Partnerships in Infrastructure (Elective Subject)					25,00	60,00	L/D	Exam Paper
M33	Module 33: Seminar 4 - Writing reports and Presentations for Leaders (Elective Subject)					25,00	60,00	L/D	Exam Paper

Figure 9: List of Electives MPM

Curriculum Overview

MBA program- Research Module, 4 Semesters



MBA Program - Research Module, 1 st Semester														FIBA
1 st Semester														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study				
	General Knowledge	6,18							50	120	L	Exam Paper (90-120)	5%	
	Compulsory Courses	19,00							162,5	360			16%	
MBA.CO.001	Statistics for Business	5,09							50	90	L	Group presentation / Exam Paper (90-120 Min)		
MBA.CO.002	Financial Management	4,64							37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.CO.003	Marketing Management	4,64							37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.CO.011	Managerial Economics	4,64							37,5	90	L	Presentation / Exam Paper (90-120 Min)		
	2 nd Semester													
	Compulsory Courses		14,82						137,5	270			12%	
MBA.CO.004	Strategic Management		5,09						50	90	L	Assignment/ Presentation / Exam Paper (90-120 Min)		
MBA.CO.006	Operations & Supply Chain Management		5,09						50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.CO.010	Research Methodology		4,64						37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
	3rd Semester													
	Elective Course (Select 2 course ~ 10 ETC credits)			10					100	180			8%	
MBA.GE.008	Negotiation and Problem Solving Skills			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.009	Business, Ethics and Society			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.010	Developing Leadership Skills			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.011	International Marketing			4,64					37,5	90	L	Assignment / Exam Paper (90-120 Min)		
MBA.GE.012	Cross-Cultural Management			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.013	International Economics			4,64					37,5	90	L	Presentation / Exam Paper (90-120 Min)		

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
MBA.GE.014	International Business Management			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.015	Corporate Financial Management			4,64					37,5	90	L	Group assignment/ Industry talks reflection report and participation/ Final exam	
MBA.GE.016	Venture Capital and Private Equity			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.017	Financial Strategies			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.018	Service Marketing			5,09					50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.019	New Product Development			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.020	Contemporary Human Resource Management			4,64					37,5	90	L	Presentation / Assignment	
MBA.GE.021	Digital Marketing and Ecommerce			5,09					50	90	L	Quizzes/ Project essay/ Exam Paper (90-120 min)	
MBA.GE.022	Data Analysis and Forecasting – Big Data Application			5,09					50	90	L	Group Exercise/ group project/ Exam Paper (90-120 Min)	
	4th Semester												
	Seminar				26,09				237,5	480			21%
MBA.SRP	Scientific Research project				3,09				25	60	L/S	Group Exercise/ group project/ Exam Paper (90-120 Min)	
MBA.SRP 1	Research Design				3,09				25	60	L/S	Group Exercise/ group project/ Exam Paper (90-120 Min)	
MBA.SRP 2	Academic Writing & Publication				4,64				37,5	90	L/S	Individual Presentation / Assignment (Reviewing papers) / Assignment (Writing a proposal)	
MBA.SRP 3	Quantitative Research - Data Process – SPSS (Advanced Quantitative Data Analysis: Module 1)				5,09				50	90	L/S	Group Exercise/ group project/ Exam Paper (90-120 Min)	
MBA.SRP 4	Quantitative Data Process – Amos SEM & SmartPLS (Advanced Quantitative Data Analysis: Module 2)				5,09				50	90	L/S	Group Exercise/ group project/ Exam Paper (90-120 Min)	
MBA.SRP 5	Qualitative Research - Data Process –Nvivo (Advanced Qualitative Data Analysis)				5,09				50	90	L/S	Group Exercise/ group project/ Exam Paper (90-120 Min)	
	Thesis					45,45			350	900			37%
MBA.THESIS	Thesis					45,45			350	900	L	Thesis	
total		121,55							1037,5	2310			100%
L:	Lecture									3347,5			

Figure 10: Curriculum MBA - Research Track

Curriculum Overview

MBA program- Practical Module, 4 Semesters



FIBAA

1st Semester														
Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study				
General Knowledge		6,18							50	120	L	Exam Paper (90-120 Min)	6%	
Compulsory Courses		14,82							137,5	270			13%	
MBA.CO.002	Financial Management	4,64							37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.CO.012	Marketing Management	5,09							50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.020	Contemporary Human Resource Management	5,09							50	90	L	Presentation / Assignment		
2nd Semester														
Compulsory Courses			10,18						100	180			9%	
MBA.CO.004	Strategic Management		5,09						50	90	L	Assignment/ Presentation / Exam Paper (90-120 Min)		
MBA.CO.024	Business Case Analysis		5,09						50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
3rd Semester														
Elective Course (9 course ~46 ETC credits)				46					450	810			41%	
MBA.CO.001	Applied Statistics for Business	5,09							50	90	L	Group presentation / Exam Paper (90-120 Min)		
MBA.GE.008	Negotiation and Problem Solving Skills		5,09						50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.CO.006	Operations & Supply Chain Management		5,09						50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.009	Business, Ethics and Society			5,09					50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.010	Developing Leadership Skills			5,09					50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		
MBA.GE.011	International Marketing			4,64					37,5	90	L	Assignment / Exam Paper (90-120 Min)		
MBA.GE.012	Cross-Cultural Management			5,09					50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)		

Modul No.	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester							Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final exam
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
MBA.GE.013	International Economics			4,64					37,5	90	L	Presentation / Exam Paper (90-120 Min)	
MBA.GE.014	International Business Management			5,09					50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.015	Corporate Financial Management			5,09					50	90	L	Group assignment/ Industry talks reflection report and participation/ Final exam	
MBA.GE.016	Venture Capital and Private Equity			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.023	Brand Management			5,09					50	90	L	Individual Project/Assignment/ Exam Paper (90-120 Min)	
MBA.GE.018	Service Marketing			5,09					50	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.GE.019	New Product Development			4,64					37,5	90	L	Project Essay / Presentation / Exam Paper (90-120 Min)	
MBA.CO.011	Managerial Economics			4,64					37,5	90	L	Presentation / Exam Paper (90-120 Min)	
MBA.GE.021	Digital Marketing and Ecommerce			5,09					50	90	L	Quizzes/ Project essay/ Exam Paper (90-120 min)	
MBA.GE.022	Data Analysis and Forecasting – Big Data Application			5,09					50	90	L	Group Exercise/ group project/ Exam Paper (90-120 Min)	
	4th Semester												
	Practice				10,18				100	180			9%
MBA.PRACTICE.01	Intergrated Business Management Simulation			5,09					50	90	L, B	Assignments/ Presentation/ Reflective Essay on	
MBA.PRACTICE.02	Business planning			5,09					50	90	L	Class exercise/ Assignment/ project	
	Graduation Project					23,82			175	480	L	proposal/ presentation/ report	21%
	total	111,2							1012,5	2040			100%
L:	Lecture									3052,5			

Figure 11: Curriculum MBA - Practice Track