

# Decision of the FIBAA Accreditation and Certification Committee

20<sup>th</sup> Meeting on November 26, 2025

## PROGRAMME ACCREDITATION

|                                      |                                                                                                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 24/006                                                                                                                                                                                                                               |
| <b>Higher Education Institution:</b> | University of Economics                                                                                                                                                                                                              |
| <b>Location:</b>                     | Ho Chi Minh City, Vietnam                                                                                                                                                                                                            |
| <b>Study programme:</b>              | Bachelor of Finance (Bachelor of Arts in Finance – Banking)<br>Bachelor of Banking (Bachelor of Arts in Finance – Banking)<br>Bachelor of Investment Economics<br>Bachelor of Public Finance (Bachelor of Arts in Finance – Banking) |
| <b>Type of accreditation:</b>        | initial accreditation                                                                                                                                                                                                                |

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

### *Accreditation*

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

Period of Accreditation: November 26, 2025, until November 25, 2030

The FIBAA Quality Seal is awarded.



## Assessment Report

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**Higher Education Institution:**

University of Economics Ho Chi Minh City (UEH),  
Vietnam

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**Bachelor programmes:**

1. Bachelor of Finance
2. Bachelor of Banking
3. Bachelor of Investment Economics
4. Bachelor of Public Finance

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**Qualification awarded on completion:**

1. Bachelor of Arts in Finance – Banking
2. Bachelor of Arts in Finance – Banking
3. Bachelor of Arts in Investment Economics
4. Bachelor of Arts in Finance – Banking

# General information on the study programmes

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

### Bachelor of Finance (BFP):

The BFP aims to equip learners with in-depth global standard knowledge of corporate financial management and investments. After graduation, students can take on financial management roles at various levels of responsibility for all businesses and organisations operating in Vietnam. Students shall also have financial market knowledge to take on finance-banking-related jobs at intermediary financial institutions such as investment funds, securities companies, banks, insurance companies, and others. For the development of the financial sector and the social context in Vietnam, graduates will also have an understanding of the legal system, institutional environment, and specific characteristics of the financial sector in Vietnam. They will demonstrate professional ethics, professional working skills, the ability to self-study, and a desire for lifelong learning to adapt to the rapid changes in the global financial sector.

### Bachelor of Banking (BBP):

The BBP aims to provide students with a solid foundation in economics, business, and law, with a focus on banking and finance. The programme is designed to prepare graduates to become competent professionals in the banking and financial sectors, equipped to work in banks, financial institutions, corporations, or academia. The programme strives to develop students' specialised knowledge and practical skills to enable them to compete effectively in a dynamic global economic and financial environment. The curriculum emphasises professional competence, decision-making, problem-solving, and information technology management, while also fostering autonomy, responsibility, and ethical awareness in both organisational and societal contexts.

### Bachelor of Investment Economics (BIEP):

The objective of the BIEP is to equip students with comprehensive knowledge and competencies across multiple disciplines. Graduates are expected to possess foundational understanding in business and investment law, politics, society, technology, national security, and physical education. They shall gain interdisciplinary knowledge in economics, public policy, management, business, and data science, and specialised expertise in economics and investment management. The programme also aims to develop students' ability to work effectively in a dynamic global market, while fostering autonomy, responsibility, and ethical awareness.

### Bachelor of Public Finance (BPFP):

The BPFP aims to provide students with a strong foundation in economics, finance, and management, alongside specialised and globally oriented knowledge in public finance. The programme shall develop students' capacity for scientific research and practical application, preparing them to manage both public and corporate finances in line with international standards and accepted practices. It also shall enable graduates to work in domestic and international labour markets across the public and private sectors, academia, and non-governmental organisations.

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## **Type of study programmes:**

Bachelor programmes

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**Projected study time, national credits (ECTS credits):**

1. BFP: 3.5 years, 123 VN credit points (221.4 ECTS credits)
2. BBP: 3.5 years, 125 VN credit points (225 ECTS credits)
3. BIEP: 3.5 years, 123 VN credit points (221.4 ECTS credits)
4. BPFP: 3.5 years, 125 VN credit points (225 ECTS credits)

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**Mode of study:**

full-time

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**Didactic approach:**

study programme with obligatory class attendance

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**Double/Joint Degree programme:**

no

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

1. BFP: 519 students, 11 classes per year, ~47 students per class
2. BBP: 250 students, 7 classes per year, 30-50 students per class
3. BIEP: 200 students, 4 classes per year, 30-50 students per class
4. BPFP: 50-70 students, 1 class per year, 50-70 students per class

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**Programme cycle starts in:**

September

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**Initial start of the programme:**

1. BFP: 1976
2. BBP: 1976
3. BIEP: 1996
4. BPFP: 1976

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**Type of accreditation:**

initial accreditation

# Procedure

A contract for the initial accreditation of the Bachelor of Finance, Bachelor of Banking, Bachelor of Public Finance, and Bachelor of Investment Economics was made between FIBAA and UEH on February 19, 2024. On January 14, 2025, UEH 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<sup>1</sup>. UEH has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Natalie Aleksandra Gurvits-Suits**

School for Business and Governance Tallinn University of Technology, Estland.  
Associate Professor of Accounting

**Jacob Krüger**

University of Bayreuth, Germany  
Student of Economics (B.Sc)  
(Student representative)

**Dr. Nguyen Chi Thang**

HUTECH University, Vietnam  
Director of Institute of International Education  
(Country Expert)

**Dr. Olaf Neitzsch**

Dr. Olaf Neitzsch Consulting  
General Director  
(Professional Practice)

**Prof. Dr. Victor Randall**

Hochschule Coburg, Germany  
Professor of Finance, Financial Services and Financial Management

**Dr. Zamzagul Sultanova**

Zhangir Khan University, Kazakhstan  
Associate Professor of the Higher School of Economics and Audit

FIBAA project manager:  
Lisa Lubomierski

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 10-11 at the UEH's premises in Ho-Chi-Minh-City, Vietnam. At the end of the conference, the panel has given short feedback on its first impressions to representatives of UEH.

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

The resulting assessment report was delivered to UEH for comments on November 4, 2025. UEH submitted its statement on the report on November 6, 2025. This feedback has been taken into account in the present document.

## Summary

The Bachelor of Finance, Bachelor of Banking, Bachelor of Public Finance, and Bachelor of Investment Economics offered by UEH fulfil the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 26, 2025, and finishing on November 25, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The quality requirement that has not been fulfilled for **all study programmes** – Internationality of the student body (chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. Additionally, the requirement of foreign language contents (chapter 3.4) is not fulfilled for the **Bachelor of Public Finance**. The measures UEH takes to solve the identified problems are to be considered during the re-accreditation.

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

- critically assessing the usage of foreign materials in cases of locally oriented courses (see chapter 3.3).
- stronger involvement of programme directors in the process of finding guest lecturers for the study programmes (see chapter 3.3).
- aiming to invite more experts, especially practitioners, such as banking managers for example (see chapter 3.3).
- developing a clear strategy to improve student mobility (see chapter 3.4).
- formalising cooperations with international companies in Vietnam to strengthen the cooperation network further (see chapter 4.3).
- expanding resources for specialised courses, for example Introduction to Python, SQL, or Power BI dashboard (see chapter 4.4).
- trying to offer more library spaces for independent study (see chapter 4.4).
- implementing dedicated resources for career counselling (see chapter 4.5).
- standardising the communication of the course evaluation results to students (see chapter 5).

For the **Bachelor of Banking Programme**, the expert panel additionally recommends that the programme reviews and, where necessary, enhances the supervision and guidance provided to students during the thesis process to ensure that all graduates are able to produce high-quality scientific work (see chapter 3.1). Lastly, for the **Bachelor of Public Finance**, the panel recommends critically examining its foreign language contents (see chapter 3.4).

The measures that UEH 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 four programmes** exceed the quality requirements:

- Positioning of the study programme within UEH's overall strategic concept (chapter 1.3)
- Integration of theory and practice (chapter 3.1)
- Methods and scientific practice (chapter 3.1)

- Academic qualification of faculty (chapter 4.1)
- Internal cooperation (chapter 4.1)
- Process organisation and administrative support for students and faculty (chapter 4.2)
- Access to literature (chapter 4.4)

Additionally, the **Bachelor of Finance** exceeds in the quality requirement of programme director (chapter 4.2), and the **Bachelor of Finance**, **Bachelor of Banking**, and **Bachelor of Investment Economics** exceed the quality requirements of foreign language contents (chapter 3.4).

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

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# Information

## Information on the Institution

The University of Economics Ho Chi Minh City (UEH) was officially established on October 27th, 1976, as the first University of economics and management in Southern Vietnam, tasked with the duties to train researchers, managers and teaching staff in the field of economics.<sup>2</sup> Its vision is to become a multidisciplinary University with reputable academic influence focusing on sustainable development within Asia by 2030. In October 2023, UEH became one of seven higher education institutions in Vietnam operating under the "Multidisciplinary University" model, marking an important milestone for UEH in upgrading its management model.<sup>3</sup>

UEH has four colleges: College of Business (CoB), College of Economics, Law and Government (CELG), College of Technology and Design (CTD), the Honours College, and one branch in Mekong Delta. The colleges include 14 Schools, six scientific business units, eleven department units with a total of over 30,000 students on different levels and education formats.<sup>4</sup> UEH offers Bachelor, Master and Doctoral programmes.

UEH offers three forms of their Bachelor programmes, namely the standard programmes, the advanced programmes in Vietnamese and the high-quality programmes in English. In the standard form, all courses are given in Vietnamese. In the advanced programmes, 20 % of the courses in the common basic disciplinary modules (major) and special course modules (minor) are given in English. In the English high-quality form, all courses are given in English, except for eleven credits related to Marxist theory.<sup>5</sup>

UEH has a strong desire to cooperate with domestic and foreign universities. UEH gradually integrates into the international academic and scientific networks and creates workforce that meets national demands. UEH offers international programmes for instance with Victoria University of Wellington, New Zealand, with the International Institute of Social Study at Erasmus University Rotterdam, Netherlands, and the City University of Seattle.<sup>6</sup> Further, it is among the Top 301+ best universities in Asia in 2024 according to the QS Asia University Rankings 2024.<sup>7</sup>

**The School of Finance (SoF)** is one of six schools in the College of Business (COB). In terms of students, SoF is currently one of the largest schools at COB. It offers undergraduate programmes in the following majors: Bachelor of Finance Programme (BFP), Financial Risk Management (will be closed down by October 2025), Financial Investment, International Finance, and Insurance. In addition, the school offers postgraduate, part-time, and second-degree programmes. SoF has 29 full-time faculty members, including one professor, six associate professors, 20 PhD, and nine MSc holders.

**The School of Banking (SoB)** was established in 2003 and belongs to the College of Business as well. The school currently has a team of 29 experienced lecturers in teaching and

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<sup>2</sup> Pursuant to Decision No. 426/TTg issued by the Prime Minister on October 27th, 1976.

<sup>3</sup> The Prime Minister signed Decision 1146/QĐ-TTg on transferring the University of Economics Ho Chi Minh City.

<sup>4</sup> See [Overview](#), last accessed August 15, 2025.

<sup>5</sup> For the bachelor programmes at hand, currently only the standard and the partially English forms are available.

<sup>6</sup> See [International Joint Programs](#), last accessed August 15, 2025.

<sup>7</sup> See [Rankings](#) for an overview of national and international rankings, last accessed August 15, 2025.

research, 90% of whom have master's and doctoral degrees in Finance and Banking from high-ranking international universities.

**The School of Economics (SoE):** The SoE is part of the College of Economics, Law, and Government (CELG). SoE is structured around several key bodies, including its Scientific Council, the Board of Directors, the administration, and six departments: Economics, Planning-Investment-Development, Valuation, Human Resource Management, Real Estate, and Agriculture-Natural Resources-Environment. Its faculty consists of 54 members, including one professor, two associate professors, as well as PhDs and master's degree holders who have received formal training and advanced studies from diverse institutions in Vietnam and abroad. At the undergraduate level, SoE offers six main programmes: Applied Economics, Agribusiness, Valuation and Asset Management, Investment Economics, Human Resource Management, Real Estate and Economic Management (for part-time students). At the postgraduate level, SoE offers both master's and doctoral programmes.

**The School of Public Finance (SoPF),** a member of the College of Economics, Law, and Government, was established in 1976. The School of Public Finance is the only institution specialising in public finance and public administration training in Southern Vietnam. The school offers undergraduate and postgraduate training in public finance and short-term training courses. SoPF has 18 tenured faculty members and over 1200 students in three undergraduate programmes, one master's and one doctoral programme.

## Statistical data and development of the programmes

UEH states that the four programmes keep developing and improving continuously due to the implementation of recommendations from previous accreditations.<sup>8</sup> The statistical data below shows the number of applicants, the number of first-year students, the acceptance rate, the student success rate, the average study duration, and the average final grade of the programmes.

Every five years, UEH study programmes undergo a major revision in which programme objectives and learning outcomes are reviewed and updated.

### Bachelor of Finance (BFP):

In the revision process, statistical data are considered by SoF and the programme director.

Table 1: Statistical Data of BFP

|                                                             |   | 1. Cohort<br>(K45-2019) | 2. Cohort<br>(K46-2020) | 3. Cohort<br>(K47-2021) | 4. Cohort<br>(K48-2022) | 5. Cohort<br>(K49-2023) | 6. Cohort<br>(K50 -<br>2024) |
|-------------------------------------------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------|
| # Study Places<br>offered by HEI                            |   | 350                     | 500                     | 540                     | 610                     | 540                     | 510                          |
| # Applicants                                                | Σ | 355                     | 661                     | 703                     | 717                     | 2464                    | 2981                         |
|                                                             | f | 234                     | 473                     | 501                     | 506                     | 1642                    | 1932                         |
|                                                             | m | 121                     | 188                     | 202                     | 211                     | 822                     | 1049                         |
| Application rate                                            |   | 101%                    | 132%                    | 130%                    | 118%                    | 456%                    | 585%                         |
| # First-Year<br>Students                                    | Σ | 355                     | 498                     | 544                     | 612                     | 524                     | 519                          |
|                                                             | f | 234                     | 356                     | 388                     | 432                     | 361                     | 352                          |
|                                                             | m | 121                     | 142                     | 156                     | 180                     | 163                     | 167                          |
| Rate of female<br>students                                  |   | 66%                     | 71%                     | 71%                     | 71%                     | 69%                     | 68%                          |
| # Foreign<br>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<br>students                                 |   | 0                       | 0                       | 0                       | 0                       | 0                       | 0                            |
| Percentage of<br>occupied study<br>places                   |   | 101%                    | 100%                    | 97%                     | 100%                    | 97%                     | 102%                         |
| # Graduates                                                 | Σ | 320                     | 431                     | NA                      | NA                      | NA                      | NA                           |
|                                                             | f | 214                     | 315                     | NA                      | NA                      | NA                      | NA                           |
|                                                             | m | 106                     | 116                     | NA                      | NA                      | NA                      | NA                           |
| Success rate<br>(students who<br>finished their<br>studies) |   | 90%                     | 87%                     | NA                      | NA                      | NA                      | NA                           |
| Dropout rate<br>(students who<br>dropped their<br>studies)  |   | 3.4%                    | 2.6%                    | NA                      | NA                      | NA                      | NA                           |

<sup>8</sup> SER, p. 4.

|                               |  |      |      |    |    |    |    |
|-------------------------------|--|------|------|----|----|----|----|
| Average duration of study     |  | 4    | 4    | NA | NA | NA | NA |
| Average grade of final degree |  | 8.29 | 8.34 | NA | NA | NA | NA |

### **Bachelor of Banking (BBP):**

In 2023, the BBP implemented changes to adapt to employers' requirements in both financial and business in an international environment. This change is also consistent with UEH's multidisciplinary orientation and sustainable development. Subjects such as Banking Management and Strategy, Psychology, Design Thinking and Sustainable Development, Finance and Banking, Blockchain and Cryptocurrency were added to the curriculum. In addition, Ethics in Banking – based on CFA Professional Ethics Standards – were also included in the programme. The number of students enrolled in the BBP is allocated by UEH for each year. The graduation rate of students is 92%. The average score of the entire course of Banking students reaches 8/10–8.4/10 points.

*Table 2: Statistical Data of BBP*

|                                                       |   | 1. Cohort<br>(K45-2019) | 2. Cohort<br>(K46-2020) | 3. Cohort<br>(K47-2021) | 4. Cohort<br>(K48-2022) | 5. Cohort<br>(K49-2023) | 6. Cohort<br>(K50 -<br>2024) |
|-------------------------------------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------|
| # Study Places offered by HEI                         |   | 240                     | 150                     | 150                     | 130                     | 250                     | 250                          |
| # Applicants                                          | Σ | 239                     | 163                     | 229                     | 162                     | 1512                    | 2188                         |
|                                                       | f | 176                     | 122                     | 163                     | 124                     | 960                     | 1419                         |
|                                                       | m | 63                      | 41                      | 66                      | 38                      | 552                     | 769                          |
| Application rate                                      |   | 100%                    | 109%                    | 153%                    | 125%                    | 605%                    | 875%                         |
| # First-Year Students                                 | Σ | 239                     | 154                     | 147                     | 129                     | 236                     | 269                          |
|                                                       | f | 176                     | 114                     | 105                     | 99                      | 166                     | 191                          |
|                                                       | m | 63                      | 40                      | 42                      | 30                      | 70                      | 78                           |
| Rate of female students                               |   | 74%                     | 74%                     | 71%                     | 77%                     | 70%                     | 71%                          |
| # 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                       | 0                       | 0                       | 0                       | 0                       | 0                            |
| Percentage of occupied study places                   |   | 100%                    | 103%                    | 98%                     | 99%                     | 94%                     | 108%                         |
| # Graduates                                           | Σ | 220                     | 143                     | NA                      | NA                      | NA                      | NA                           |
|                                                       | f | 164                     | 106                     | NA                      | NA                      | NA                      | NA                           |
|                                                       | m | 56                      | 37                      | NA                      | NA                      | NA                      | NA                           |
| Success rate<br>(students who finished their studies) |   | 92%                     | 93%                     | NA                      | NA                      | NA                      | NA                           |

|                                                                      |  |      |     |    |    |    |    |
|----------------------------------------------------------------------|--|------|-----|----|----|----|----|
| <b>Dropout rate<br/>(students who<br/>dropped their<br/>studies)</b> |  | 1%   | 1%  | NA | NA | NA | NA |
| <b>Average<br/>duration of<br/>study</b>                             |  | 4    | 4   | NA | NA | NA | NA |
| <b>Average grade<br/>of final degree</b>                             |  | 8.09 | 8.4 | NA | NA | NA | NA |

### **Bachelor of Investment Economics (BIEP):**

Since 2021, the curriculum of the BIEP has integrated skills and knowledge in data science, big data, machine learning, artificial intelligence, and geographic information systems. To better prepare students for the labour market and support entrepreneurship and investment, the programme includes multidisciplinary and interdisciplinary courses such as Credit Appraisal, Advanced Investment Analysis and Management, Big Data Analysis in Investment and Business, Marketing Strategy, Digital Marketing & Investing, and Operations and Supply Chain Management. Additionally, two optional courses have been introduced, offering students a broad range of choices from various disciplines within UEH. These courses, with 10 to 15 options each, are updated annually, providing students with the flexibility to choose those that align with their personal interests, skills, and career aspirations. In 2023 and 2024, the BIEP introduced three new interdisciplinary and liberal courses into the general education block, made possible by the reduction of the duration of general foreign language courses.

*Table 3: Statistical Data of BIEP*

|                                                    |          | <b>1. Cohort<br/>(K45-2019)</b> | <b>2. Cohort<br/>(K46-2020)</b> | <b>3. Cohort<br/>(K47-2021)</b> | <b>4. Cohort<br/>(K48-2022)</b> | <b>5. Cohort<br/>(K49-2023)</b> | <b>6. Cohort<br/>(K50 -<br/>2024)</b> |
|----------------------------------------------------|----------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------------|
| <b># Study Places<br/>offered by HEI</b>           |          | 100                             | 175                             | 210                             | 160                             | 200                             | 200                                   |
| <b># Applicants</b>                                | $\Sigma$ | 169                             | 256                             | 233                             | 189                             | 1441                            | 1085                                  |
|                                                    | f        | 99                              | 173                             | 164                             | 123                             | 855                             | 635                                   |
|                                                    | m        | 70                              | 83                              | 69                              | 66                              | 586                             | 450                                   |
| <b>Application rate</b>                            |          | 169%                            | 146%                            | 111%                            | 118%                            | 721%                            | 543%                                  |
| <b># First-Year<br/>Students</b>                   | $\Sigma$ | 101                             | 176                             | 209                             | 158                             | 189                             | 188                                   |
|                                                    | f        | 68                              | 124                             | 147                             | 103                             | 126                             | 119                                   |
|                                                    | m        | 33                              | 52                              | 62                              | 55                              | 63                              | 69                                    |
| <b>Rate of female<br/>students</b>                 |          | 67%                             | 70%                             | 70%                             | 65%                             | 67%                             | 63%                                   |
| <b># Foreign<br/>Students</b>                      | $\Sigma$ | 0                               | 0                               | 0                               | 0                               | 0                               | 1                                     |
|                                                    | f        | 0                               | 0                               | 0                               | 0                               | 0                               | 0                                     |
|                                                    | m        | 0                               | 0                               | 0                               | 0                               | 0                               | 1                                     |
| <b>Rate of foreign<br/>students</b>                |          | 0                               | 0                               | 0                               | 0                               | 0                               | 1%                                    |
| <b>Percentage of<br/>occupied study<br/>places</b> |          | 101%                            | 101%                            | 100%                            | 99%                             | 95%                             | 94%                                   |
| <b># Graduates</b>                                 | $\Sigma$ | 92                              | 156                             | NA                              | NA                              | NA                              | NA                                    |

|                                                              |   |       |      |    |    |    |    |
|--------------------------------------------------------------|---|-------|------|----|----|----|----|
|                                                              | f | 63    | 111  | NA | NA | NA | NA |
|                                                              | m | 29    | 45   | NA | NA | NA | NA |
| <b>Success rate</b><br>(students who finished their studies) |   | 54%   | 89%  | NA | NA | NA | NA |
| <b>Dropout rate</b><br>(students who dropped their studies)  |   | 2,13% | 1%   | NA | NA | NA | NA |
| <b>Average duration of study</b>                             |   | 4     | 4    | NA | NA | NA | NA |
| <b>Average grade of final degree</b>                         |   | 8.3   | 8.41 | NA | NA | NA | NA |

### **Bachelor of Public Finance (BPFP):**

In 2019, the BPFP added four new courses to the programme, namely Introduction to Psychology, Sustainable Development, Design Thinking, and Research Methods in Public Finance. Additionally, the curriculum was restructured to enable students to complete their internship earlier.

*Table 4: Statistical Data of BPFP*

|                                            |   | 1. Cohort<br>(K45-2019) | 2. Cohort<br>(K46-2020) | 3. Cohort<br>(K47-2021) | 4. Cohort<br>(K48-2022) | 5. Cohort<br>(K49-2023) | 6. Cohort<br>(K50 - 2024) |
|--------------------------------------------|---|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------|
| <b># Study Places offered by HEI</b>       |   | 50                      | 50                      | 40                      | 40                      | 50                      | 50                        |
| <b># Applicants</b>                        | ∑ | 71                      | 59                      | 40                      | 44                      | 293                     | 1372                      |
|                                            | f | 47                      | 38                      | 27                      | 39                      | 196                     | 975                       |
|                                            | m | 24                      | 21                      | 13                      | 5                       | 97                      | 397                       |
| <b>Application rate</b>                    |   | 142%                    | 118%                    | 100%                    | 110%                    | 586%                    | 1744%                     |
| <b># First-Year Students</b>               | ∑ | 47                      | 51                      | 38                      | 41                      | 95                      | 51                        |
|                                            | f | 24                      | 32                      | 24                      | 37                      | 70                      | 34                        |
|                                            | m | 23                      | 19                      | 24                      | 4                       | 25                      | 17                        |
| <b>Rate of female students</b>             |   | 51%                     | 63%                     | 63%                     | 90%                     | 74%                     | 67%                       |
| <b># Foreign Students</b>                  | ∑ | 0                       | 0                       | 0                       | 0                       | 0                       | 0                         |
|                                            | f | 0                       | 0                       | 0                       | 0                       | 0                       | 0                         |
|                                            | m | 0                       | 0                       | 0                       | 0                       | 0                       | 0                         |
| <b>Rate of foreign students</b>            |   | 0                       | 0                       | 0                       | 0                       | 0                       | 0                         |
| <b>Percentage of occupied study places</b> |   | 94%                     | 102%                    | 95%                     | 103%                    | 190%                    | 102%                      |
| <b># Graduates</b>                         | ∑ | 34                      | 30                      | NA                      | NA                      | NA                      | NA                        |
|                                            | f | 20                      | 22                      | NA                      | NA                      | NA                      | NA                        |
|                                            | m | 14                      | 8                       | NA                      | NA                      | NA                      | NA                        |

|                                                                       |  |      |      |    |    |    |    |
|-----------------------------------------------------------------------|--|------|------|----|----|----|----|
| <b>Success rate<br/>(students who<br/>finished their<br/>studies)</b> |  | 72%  | 59%  | NA | NA | NA | NA |
| <b>Dropout rate<br/>(students who<br/>dropped their<br/>studies)</b>  |  | 4%   | 2%   | NA | NA | NA | NA |
| <b>Average<br/>duration of<br/>study</b>                              |  | 4    | 4    | NA | NA | NA | NA |
| <b>Average grade<br/>of final degree</b>                              |  | 7.74 | 7.92 | NA | NA | NA | NA |

### Appraisal:

All four study programmes show stable application rates consistently higher than the study places offered by UEH. With around 500-600 study places each year, the Bachelor of Finance is the largest of the four programmes in this cluster. The Bachelor of Banking has increased its study places to 250 in 2023. The Bachelor of Investment Economics has increased its offerings in 2023 to 200 study places, and the Bachelor of Public Finance between 40-50 study places. The average final grade of final degree is stable in all four programmes, the same applies to the average duration of study. There are no full-time foreign students enrolled in the study programmes except for the Bachelor of Investment Economics which has one foreign student in the cohort of 2024.

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

# Programme Description and Appraisal in Detail

## 1. Objectives

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

The undergraduate study programmes at UEH are developed with the general objectives of providing high-quality human resources that effectively meet changing requirements of employers in the public, private and international sectors in fields of economics, business, finance (banking, accounting, administration) management, tourism, law, technology and engineering. Programme Learning Outcomes (PLOs) are developed and adjusted on the reference of 1) National Qualification Framework (VQF); 2) Relevant government management documents; 3) Vision and mission of the University and School; educational objectives of the school; 4) The demands of stakeholders, especially learners and employers; 5) Competency standards of professional associations; 6) Relevant internal and external accreditation standards; 7) Learning outcomes of similar domestic and international programmes. The outcomes consist of three groups: knowledge, skills, and competences.

The programme objectives and learning outcomes are periodically reviewed and updated every two years for minor updates and every five years for major updates, in compliance with the regulations of the Ministry of Education and Training (MOET) and the UEH's regulation of procedures of PLOs development, revision and updating.

#### **Bachelor of Finance (BFP):**

The latest version of the Programme Objectives (POs) and Programme Learning Outcomes (PLOs) was updated by UEH Decision No 2245, dated July 1st, 2024. The updated PLOs are relevant for intakes after July 2024.

*Table 5: Programme Objectives BFP*

| PO  | Content                                                                                                                                                                                               |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1 | Have foundational knowledge of economics, politics, society, law, and information technology related to the economic field by international education standards                                       |
| PO2 | Have foundational and in-depth knowledge suitable for international education in economics, finance, and corporate finance to organise, manage, and operate corporate financial management activities |
| PO3 | Have the skills to perceive, analyse, and synthesise practical situations arising from the impacts of a volatile financial environment on corporate financial management activities                   |
| PO4 | Be able to take the initiative and collaborate with relevant parties to organise, plan, and make decisions in corporate financial management according to professional, ethical standards             |
| PO5 | Develop thinking and cognitive abilities in finance to enhance their learning and research skills for their careers in response to changes in the global financial environment                        |

The PLOs have been developed in alignment with these objectives.

Table 6: Programme Learning Outcomes of BFP

| Area                                   | PLO content                                                                                                                                                                                                               |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b>                       |                                                                                                                                                                                                                           |
| PLO1.1                                 | Recognise and explain the foundational knowledge of economics, politics, society, law, and business.                                                                                                                      |
| PLO1.2                                 | Understand and systematically explain the global standard knowledge in economics, management and business, finance - and accounting regarding the operations of enterprises.                                              |
| PLO1.3                                 | Explain, apply, and systematically analyse foundational knowledge from theory applied to practice in finance.                                                                                                             |
| PLO1.4                                 | Understand and apply in-depth global standard knowledge of business financial management activities.                                                                                                                      |
| PLO1.5                                 | Relate theory to practice to plan, analyse, and make financial management decisions for the enterprise.                                                                                                                   |
| PLO1.6                                 | Apply and contrast specialised knowledge in corporate finance through specific activities that sometimes align with career orientation.                                                                                   |
| <b>Skills</b>                          |                                                                                                                                                                                                                           |
| PLO2.1                                 | Have the skills to synthesise and calculate to make decisions regarding corporate financial management.                                                                                                                   |
| PLO2.2                                 | Have the skills to visualise and analyse big data to support the analysis and decision-making process within the scope of enterprise financial management activities.                                                     |
| PLO2.3                                 | Have the skills to discuss, present, and explain issues related to environmental changes that impact enterprises' domestic and international business activities                                                          |
| PLO2.4                                 | Have the skills to learn and coordinate group members to discuss and present solutions in corporate financial management.                                                                                                 |
| <b>Autonomy &amp; Responsibilities</b> |                                                                                                                                                                                                                           |
| PLO3.1                                 | Learn and collaborate with stakeholders to organise, analyse, plan, and propose solutions to address issues related to corporate financial management by professional ethical standards.                                  |
| PLO3.2                                 | Develop the ability to learn and formulate a study plan in corporate financial management to enhance their self-learning and research skills for their careers in response to changes in the global economic environment. |

### **Bachelor of Banking (BBP):**

The BBP's objectives are updated every two years. The tables below outline the Programme Objectives as well as the Programme Learning Outcomes derived from them.

Table 7: Programme Objectives BBP

| PO  | Content                                                                                                                                                                               |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1 | General knowledge in various fields of economic and social sciences such as philosophy, political economy, economics, business administration, mathematics, foreign languages.        |
| PO2 | Basic knowledge of legal theories and regulations in the field of finance - banking, financial institutions.                                                                          |
| PO3 | In-depth knowledge of banking and financial institutions' business operations such as capital mobilisation, credit granting, payment service provision, foreign exchange trading, etc |

| PO   | Content                                                                                                                                                                                                                                   |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO4  | In-depth knowledge of executive management, operational management and banking risks                                                                                                                                                      |
| PO5  | The ability to solve complex problems and to critically evaluate and use alternative solutions in uncertain or changing environments.                                                                                                     |
| PO6  | Skills to evaluate the quality of work after completion and the performance of team members. Communicate problems and solutions to others at work; transfer and disseminate knowledge and skills in performing specific and complex tasks |
| PO7  | Communication, sales and report writing skills                                                                                                                                                                                            |
| PO8  | Leadership skills, starting a business, creating jobs for yourself and others                                                                                                                                                             |
| PO9  | Self-motivated, responsible and positive attitude towards work and career, as well as the spirit of respect for the law                                                                                                                   |
| PO10 | Career development at commercial banks, financial institutions and domestic and foreign enterprises                                                                                                                                       |
| PO11 | Continue to study and practice in the future for domestic and foreign environments                                                                                                                                                        |

Table 8: Programme Learning Outcomes of BBP

| Area                                   | PLO content                                                                                                                             |
|----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b>                       |                                                                                                                                         |
| PLO1.1                                 | Understand theories of economics, political economy, and law in business                                                                |
| PLO1.2                                 | Apply principles of business accounting and business administration                                                                     |
| PLO1.3                                 | Applying principles of banking finance and theories of financial markets, money markets and capital markets                             |
| PLO1.4                                 | Understand the operating mechanism of banks and financial institutions                                                                  |
| PLO1.5                                 | Applying legal knowledge to the operations of banks and financial institutions                                                          |
| PLO1.6                                 | Understand, analyse and propose initiatives for fundraising activities                                                                  |
| PLO1.7                                 | Understand, analyse and propose initiatives for credit granting activities                                                              |
| PLO1.8                                 | Understand, analyse and propose initiatives for domestic and international payment activities                                           |
| PLO1.9                                 | Understand, analyse and propose initiatives for support activities for banking business operations                                      |
| PLO1.10                                | Understand, analyse and apply theories of management and operations management of banks.                                                |
| PLO1.11                                | Understand, analyse and apply banking risk management theories.                                                                         |
| <b>Skills</b>                          |                                                                                                                                         |
| PLO2.1                                 | Proficient in arguing and giving opinions on economic and financial - banking issues.                                                   |
| PLO2.2                                 | Proficient in identifying and creatively solving economic and financial-banking problems                                                |
| PLO2.3                                 | Work in teams and manage as a team leader                                                                                               |
| PLO2.4                                 | Communicate problems and solutions to others along with disseminating knowledge and skills in performing both simple and complex tasks. |
| PLO2.5                                 | Use foreign languages fluently at work                                                                                                  |
| PLO2.6                                 | Leadership skills, starting a business, creating jobs for yourself and others                                                           |
| <b>Autonomy &amp; Responsibilities</b> |                                                                                                                                         |
| PLO3.1                                 | Self-motivated to work effectively, take responsibility in a group or team to achieve goals                                             |

| Area   | PLO content                                                                                                  |
|--------|--------------------------------------------------------------------------------------------------------------|
| PLO3.2 | Have a positive attitude towards a career in banking, have a spirit of respect for the law                   |
| PLO3.3 | Sufficient knowledge to work at banks, financial institutions, enterprises in Vietnam or in other countries. |
| PLO3.4 | Learn proactively and be able to give critical feedback during self-study                                    |
| PLO3.5 | Continue studying postgraduate programmes in economics at all domestic and international universities.       |

### **Bachelor of Investment Economics (BIEP):**

Details of programme objectives and programme learning outcomes are shown in the tables below. They were updated by the UEH Decision No 2245, dated July 1st, 2024 and applied for cohorts from 2024.

*Table 9: Programme Objectives BIEP*

| PO  | Content                                                                                                                                                                                                                                                             |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1 | Have a basic understanding of the law in business-investment, the current socio-economic-political situation, technology                                                                                                                                            |
| PO2 | Have basic, systematic, and modern knowledge; Ability to research, strategize/plan, implement, analyse and solve professional issues in economics, finance and banking, business in general and investment economics in particular                                  |
| PO3 | Ability to adapt and integrate well into the regional and international labour market                                                                                                                                                                               |
| PO4 | Possess in-depth knowledge and skills in development, appraisal and management of investment projects in both the private and public sectors; Analyse and manage investment activities                                                                              |
| PO5 | Ability to analyse and plan, implement, supervise and evaluate development policies, programmes and projects at local, regional and national levels; apply knowledge of data science and business analysis; Starting a business, carrying out investment activities |
| PO6 | Ability to build, implement, oversee business strategies and plans and take on various job positions in enterprises, banks, investment funds and other organisations                                                                                                |

*Table 10: Programme Learning Outcomes of BIEP*

| Area             | Content of PLO                                                                                                                                                                                                                                                                                                                  |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b> |                                                                                                                                                                                                                                                                                                                                 |
| PLO1.1           | Apply basic knowledge of political theory, economic mathematics, economics (introductory/basic level), business and law, psychology, technology and design                                                                                                                                                                      |
| PLO1.2           | Apply in-depth knowledge in the field of project management, investment analysis and management, investment project development and appraisal, monitoring and evaluation of programmes and projects, investment valuation, analysis and strategic planning for enterprises/organisations in both the private and public sectors |
| PLO1.3           | Apply in-depth knowledge of development economics, economics (intermediate level), economics of finance and investment, analysis and evaluation of public policies; plans and policies on socio-economic development and marketing for localities and regions                                                                   |

| Area                               | Content of PLO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLO1.4                             | Apply knowledge of modern methods, techniques and models in starting a business and investing; in economic and business management at the enterprise/organisation, local and regional levels; in marketing management, digital marketing, operation and supply chain management, digital transformation at enterprises                                                                                                                                                                                                                                                                    |
| PLO1.5                             | Apply basic knowledge of valuation of assets, operations in commercial banks, credit appraisal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| PLO1.6                             | Ability to apply in-depth knowledge of research methods, data science, business analysis in the fields of economics, management, finance-investment and business                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Skills</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| PLO2.1                             | Teamwork skills, time management skills, leadership skills, and team management skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| PLO2.2                             | Good written and verbal communication skills in the workplace, communication and communication skills, negotiation and negotiation skills, academic writing skills                                                                                                                                                                                                                                                                                                                                                                                                                        |
| PLO2.3                             | Thinking skills (logical thinking, critical thinking, creative thinking, systems thinking, dialectical thinking, design thinking), skills to adapt to change and manage change, self-learning skills                                                                                                                                                                                                                                                                                                                                                                                      |
| PLO2.4                             | Have skills in analysis, problem solving, decision-making and implementation of practical activities in professional work in enterprises/organisations; Specifically, in investment analysis and management, project management, project analysis and appraisal, strategic planning and business plan, corporate governance, marketing management, operation and supply chain management, business analysis, monitoring and evaluation of programmes and projects, appraisal of utility and other banking operations; in public policy analysis, development planning and local marketing |
| PLO2.5                             | Skilled in using specialised Software and programming languages in the industry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| PLO2.6                             | Have foreign language skills in professional work at the level of being able to read, comprehend, prepare and present reports in the field of Investment Economics for the standard programme and be able to use the skills of listening, speaking, reading and writing in specialised English in the field of Investment Economics for the semi-partial English programme                                                                                                                                                                                                                |
| PLO 2.7                            | Have entrepreneurial skills, create jobs for yourself and others; Leadership Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Autonomy and Responsibility</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| PLO3.1                             | Working independently or in a team under changing working conditions, taking personal responsibility and responsibility to the team. Have dedication, openness, sociability and control of emotions                                                                                                                                                                                                                                                                                                                                                                                       |
| PLO3.2                             | Plan, coordinate and manage resources, evaluate and improve the effectiveness of activities; have the spirit of continuous improvement; have an entrepreneurial spirit                                                                                                                                                                                                                                                                                                                                                                                                                    |
| PLO3.3                             | Instructing and supervising others to perform defined tasks; Self-direction and making professional conclusions and defending personal views                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| PLO3.4                             | Have the awareness and ability to constantly self-study, self-research and improve qualifications; consciously exercising and maintaining health                                                                                                                                                                                                                                                                                                                                                                                                                                          |

| Area   | Content of PLO                                                                                                                                                               |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLO3.5 | Know how to appreciate the values of humanity and charity, respect diversity for a better society. Having a sense of responsibility in building and defending the fatherland |

### **Bachelor of Public Finance (BPFP):**

Similar to the other programmes, the general objectives of the BPFB were updated by the UEH Decision No 2245, dated July 1st, 2024. The Programme Objectives and Learning Outcomes are specified in the table below.

*Table 11: Programme Objectives BPFP*

| PO  | Content                                                                                                                                                                                                           |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PO1 | Basic knowledge of economics - finance – management: Having a universal and comprehensive understanding of economics, finance and banking theory and public sector governance.                                    |
| PO2 | Knowledge of applied finance and accounting: Having the necessary professional knowledge and skills to practice important finance and accounting operations for domestic and foreign organisations.               |
| PO3 | In-depth specialised knowledge of fiscal management: Having the necessary in-depth specialised knowledge and skills to be able to perform financial management in public organisations and business entities.     |
| PO4 | Real-world experience: Having practical financial professional knowledge and skills at government agencies, public organisations, financial institutions and financial service units.                             |
| PO5 | Scientific thinking and innovation: Developing critical thinking, scientific research ability, and innovation and entrepreneurial spirit.                                                                         |
| PO6 | Collaboration and leadership: Practice the skills to best perform in effective teams including: leadership, accountability, collaboration, and communication skills.                                              |
| PO7 | Autonomy and Responsibility: Having a positive and responsible attitude in work and life, know how to think multi-dimensionally, respect differences and diversity in society, and have a will to learn for life. |

*Table 12: Programme Learning Outcomes of BPFP*

| Area             | Content of PLO                                                                                                                                                                                                                                                      |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Knowledge</b> |                                                                                                                                                                                                                                                                     |
| PLO1.1           | Explain and deduce basic economic and management principles, socio-political and legal theories to form a knowledge base for studying, researching and solving practical problems according to international practices (Support to the UEH mission 1 and mission 2) |
| PLO1.2           | Apply knowledge of public-private sector finance, accounting and taxation to solve basically practical problems in the field of finance and banking for domestic and foreign organisations (Support to the UEH mission 1 and mission 2)                             |
| PLO1.3           | Implement budget and government finance management, and local government finance                                                                                                                                                                                    |
| PLO1.4           | Demonstrate a systematic understanding of the design of state budget revenue-expenditure policies in comparison with typical countries (Support to the UEH mission 1, mission 2, and mission 3)                                                                     |

| Area                               | Content of PLO                                                                                                                |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| PLO1.5                             | Perform accounting and financial management of public organisations, tax accounting and related financial work for businesses |
| PLO1.6                             | Develop basically a process for assessing the impact of public finance on socio-economic activities                           |
| <b>Skills</b>                      |                                                                                                                               |
| PLO2.1                             | Critical thinking and information analysis to make science-based and creative decisions                                       |
| PLO2.2                             | Present ideas clearly and persuasively (both spoken and written).                                                             |
| PLO2.3                             | Organise and perform effectively as a team to achieve common goals                                                            |
| PLO2.4                             | Be able to use a foreign language to listen, read, understand and write professional documents.                               |
| <b>Autonomy and Responsibility</b> |                                                                                                                               |
| PLO3.1                             | Plan, coordinate, manage resources, evaluate and improve the effectiveness of the activities they are in charge of            |
| PLO3.2                             | Self-oriented, make professional conclusions, protect personal views and be willing to take personal.                         |
| PLO3.3                             | Friendly collaboration with colleagues and individuals outside the organisation                                               |
| PLO3.4                             | Develop lifelong learning capacity through updating new knowledge and new skills                                              |

### Appraisal:

The qualification objectives of the four programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. The Objectives and Learning Outcomes of UEH programmes are reviewed and updated every two years for minor updates and every five years for major updates. Among others, this process takes stakeholder feedback into account. The panel concluded that the qualification objectives of the programmes at hand embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The panel also regards the subject-specific and extra-curricular qualification objectives and skills to correspond with the aspired level of a Bachelor of Arts degree at graduation. UEH programmes take the requirements of the national qualification framework VQF into account.

|                                                             | 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 plays an important role in UEH's strategic development goals. UEH's internationalisation strategy encompasses plans and actions aimed at enhancing its global presence, reputation, and impact to the society. These are:

- 1) Internationalisation of study programmes at all levels of training (bachelor, master and doctorate), recognition of mutual training credits (credit transfer) between UEH and universities and professional associations around the world;
- 2) Strengthening academic research and international publications, linked with enhancing academic integrity;
- 3) Exchanging lecturers and experts with international partners, attracting international lecturers;
- 4) Participating in prestigious university rankings such as QS Asia, QS Sustainability, THE Impact);
- 5) Expanding cooperation with international strategic partners;
- 6) Renovating university governance for integration and internationalisation;
- 7) Participating in accreditation at level of study programmes institutions according to international standards;
- 8) Diversify learning opportunities at UEH according to the criteria of "Lifelong learning, aiming to be a global citizen"; and
- 9) Contribute to the rapid dissemination of academia, civility and comprehensive educational values to the community and global.

### **Bachelor of Finance (BFP):**

Financial instruments and technologies applied in the financial market are changing rapidly. Therefore, for the BFP, international orientation is of importance in ensuring the programme's quality meets employers' demands and aligns with two of the five UEH's overall strategies - internationalisation and research orientation (PO1, PO5, PLO1.2, PLO1.4, PLO2.3, PLO3.2, see chapter 1.1).

The BFP is developed and structured based on references to prestigious universities' curricular contents. One example is the Finance Concentration of the Finance Department at the Wharton School at the University of Pennsylvania (USA). The contents are adapted for the context of Vietnam.

The teaching materials at BFP are all standard textbooks currently used at leading universities worldwide, combined with textbooks' international case studies and case studies within the context of Vietnam. So far, the programme has been recognised by international professional associations such as CPA and CFA as having curriculum content and courses compatible with their training requirements.

BFP also promotes scientific research activities, international conferences, and international publications in internationally indexed journals to improve its international aspects and enhance the teaching staff's knowledge and skills.

### **Bachelor of Banking (BBP):**

The BBP is designed and updated based on references to the banking and finance study programmes of leading international universities such as, among others, the Major in Banking of the University of Sydney (Australia), the BSc Money, Banking and Finance of the University of Birmingham (UK), the Bachelor of Banking and Finance of Monash University (Australia), and the Bachelor in Banking and Finance of the University of Zurich (Switzerland). The PO10, PO11, PLO2.5, PLO3.5 follow international orientation (see chapter 1.1).

The programme modules and materials are selected from internationally standardised educational materials recommended about banking and finance programmes of foreign universities, combined with Vietnamese teaching materials and situations to suit the needs of employers.

In order to improve global orientation, teaching and research quality, the BBP has implemented a number of cooperation agreements with foreign universities, for example with the Faculty Economics and Business Universitas Padjadjaran (Indonesia).

Foreign lecturers including the research fellowships of BBP can participate in teaching and research with BBP lecturers and organise seminars. Lecturers and students can participate in academic exchanges. In addition, the BBP is a member of the JEUL-Erasmus Plus project (Joint Enterprises-Universities Learning) along with three other Asian universities and five European universities. Additionally, the programme participates in EU4 sustainability<sup>9</sup> and Micro4Asia<sup>10</sup> projects which are coordinated with two Lao, two other Vietnamese, and three European universities.

### **Bachelor of Investment Economics (BIEP):**

The curriculum is designed based on Vietnam's economic needs, global labour market trends (Future of Jobs Reports 2020, 2023 by the World Economic Forum), and references from top 200 ranked universities, including the University of Queensland (Australia), Australian National University, University of Sydney (Australia), Harvard Kennedy School (USA), and Western Sydney University (Australia). Core textbooks and reference materials are primarily in English, widely used by leading universities and international organisations, with some translated into Vietnamese.

The programme actively engages with international experts in Economics and Investment Economics through seminars, workshops, and guest lectures. These sessions expose students to global economic perspectives, real-world applications, and advanced research insights, fostering a network of international scholars and professionals.

The BIEP has long-standing international partnerships, enhancing academic quality and student opportunities. Collaborations include Portland State University (PSU) in the USA, to offer a programme in which students complete 2.5 years at UEH and 1.5 years at PSU, earning a PSU degree. Other collaborations include a mobility programme with Padjadjaran University (Indonesia) allowing students to study abroad for one semester, and an exchange programme with Khon Kaen University, Thailand, facilitating student mobility between institutions. Students also have access to short-term study and internship opportunities through agreements with global partners. Furthermore, the programme welcomes international exchange students, fostering a multicultural academic environment.

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<sup>9</sup> [Erasmus programme | Sustainable Development](#), last accessed October 7, 2025.

<sup>10</sup> [Activities & Results – MICRO4ASIA project](#), last accessed October 7, 2025.

### **Bachelor of Public Finance (BPFP):**

The general objective of the study programme is to train students capable of adapting to the context of globalisation, the international practices and the general accepted principles (PO1, PLO1.1, PLO1.2, PLO1.4, see chapter 1.1). Additionally, course material is used in the original English language and contains content related to the international aspects of the programme.

The Public Finance programme was benchmarked to the programme structure or courses of prestigious universities. Most syllabi are designed according to textbooks which are used in universities in the top 200 of QS world ranking. For example, the Undergraduate Opportunities Programme of Harvard Kennedy School (USA) was referenced to build the framework of the Public Finance Programme. The Bachelor of Science in Public Affairs (BSPA), Paul H. O'Neill School of Public and Environmental Affairs of Indiana University was used to build the structure of the programme. Lastly, the courses of the BPFP were designed after the Wagner Undergraduate courses of the New York University (USA). The main modules of the BPFP such as Government Finance and Budgets, Financial Management of Public Organisations, Local Government Finance, and Cost-Benefit Analysis in the Public Sector reflect these references.

### **Appraisal:**

The design of the Bachelor of Finance, Bachelor of Banking, Bachelor of Public Finance, and Bachelor of Investment Economics appropriately takes the required international aspects into account. All programmes are benchmarked against similar programmes at leading foreign universities.

|                                                                                   | 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 on the educational market**

UEH is a leading and reputable university in Vietnam, consistently regarded as a top choice among prospective students. Its study programmes are positioned as market-leading and internationally oriented, aiming to attract the top 10% of high school graduates, with admission scores steadily increasing. Additionally, UEH's location in Ho Chi Minh City, a major economic hub, provides excellent internship and employment opportunities. The high demand for limited study places reflects the reputation of the four UEH programmes.

### **Bachelor of Finance:**

Compared to other programmes in finance in Vietnam, the BFP prioritises practical orientation within the curriculum and courses. The programme concentrates more on corporate financial management than on broad topics of finance. Further, teaching and learning activities are based on worldwide recognised textbooks combined with SoF case studies contextualised in Vietnam. The main competitors of UEH in the South of Vietnam are the Foreign Trade University (FTU), Open University Ho Chi Minh City (OU), University of Finance – Marketing (UFM), and University of Economics and Finance (UEF), among others. These Universities also offer a Bachelor of Finance and Banking. 2024 Admission scores show that the BFP,

along with FTU, attracts the most applicants. BFP also positions itself as one of the leading finance programmes in Vietnam's educational market through scientific research activities, domestic policy seminars, media, and press participation.<sup>11</sup>

### **Bachelor of Banking:**

Compared to other programmes from local Universities, the BBP identifies four uniqueness features: internationalisation, regularly updated knowledge of technology application, knowledge of sustainable development, subjects according to professional association standards.<sup>12</sup> According to press reports, the entrance score of BBP has increased yearly in the period of 2018-2024. The increase in the entrance score leads to an increase in the quality of incoming students, which illustrates that the BBP and UEH are a favoured choice among students and their parents.

### **Bachelor of Investment Economics:**

Among Vietnamese universities offering investment economics programmes, the BIEP is one of the most reputable, consistently attracting qualified candidates during admissions. The positioning of the BIEP is based on several unique selling points: Interdisciplinary Approach, International Collaboration, Cutting-Edge Research, and Innovative Teaching Methods. The programme blends economics with other key disciplines, such as business management, political science, and data analytics. This approach ensures graduates are attractive to employers from various industries.

### **Bachelor of Public Finance:**

For 48 years, the SoPF has been the only unit in Southern Vietnam annually training students in Public Finance at all levels, training systems, and training forms. The uniqueness feature of this programme is the formation of knowledge and development of skills in order to perform financial management operations in non-profit organisations and companies. This uniqueness offers graduates a wide range of career opportunities, allowing them to work in both public and private sectors. In addition, SoPF has a long-term cooperative relationship with the Department of Finance of Ho Chi Minh City and leading public service units in Vietnam which allows the school to offer internships in these institutions.

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

Overall, UEH graduates obtain solid professional knowledge, practical skills, dynamism, creativity, critical thinking and competences of foreign language and informatics skills to meet the requirements of employers. Graduates can apply for public organisations, private and foreign enterprises, and international organisations, agencies and enterprises operating in Vietnam provinces and cities or in Southeast Asia and beyond.

The survey on the employment status of UEH's graduates shows that more than 94% of UEH graduates find a job within six months after graduation. They work in companies and organisations in the public, private and foreign sectors, and some can start up their own businesses. More than 75% of graduates find a job relating to their major. The majority of students are employed immediately after graduation, with less than 5% of students choosing to continue their studies at higher level or perform military service.

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<sup>11</sup> SER, p. 13.

<sup>12</sup> SER, p. 13.

### **Bachelor of Finance, Bachelor of Banking, and Bachelor of Public Finance:**

**BFP** aims to position itself as a reliable source of human resources in finance for companies, organisations, and financial institutions, both domestic and foreign, operating in Vietnam. According to the graduates' employment survey results, the employments align with the orientation and content of the study programme.

The **BBP** states that its graduates have an advantage in finding suitable jobs and are given priority in the recruitment process of banks and other financial institutions.<sup>13</sup>

Graduates from the **BPFP** are able to perform financial management operations in non-profit organisations and companies. The PLOs support graduate employability based on employer's feedback and future trend of the industry.

Every year, UEH conducts a survey on employment for newly graduated students. According to survey results from 2019 to 2023, the employment rate for graduates in the finance and banking sectors consistently exceeded 94%. This rate only declined to 89% in the year 2021 due to the severe impact of the Covid-19 pandemic. The rate of graduates who have a current job highly consistent and related to finance and banking diplomas ranged from 78% to 83%.

### **Bachelor of Investment Economics:**

The BIEP states that it is strategically designed to position graduates for successful employment in an evolving job market.<sup>14</sup> Graduates can take on a variety of roles in companies and organisations within both the private and public sectors on a global scale. Graduates may find positions such as Business Analysts, Market Researchers, Finance Department Specialists, Economic and Public Policy Researchers, R&D Researchers, Financial Consultants, Supply Chain Managers, Operations Management Staff, Big Data Analysts, Data Scientists, Project Management Professionals, Business Development Specialists, Investment Management Experts, Investment Project Consultants, Planning/Strategy Department Employees, Digital Marketing Specialists, Staff in Public or International Organisations, Market Investors, Business Owners, or Managers at enterprises.

### **Positioning of the study programme within UEH's overall strategic concept**

One of UEH's strategies is to become a multi-disciplinary university with reputable academic influence focusing on sustainable development within Asia. The two finance and banking programmes under the management of the College of Business (COB) and the Public Finance and Investment Economics programmes of the College of Economics, Law and Government (CELG) are traditional programmes of UEH.

### **Bachelor of Finance:**

The BFP is designed to align with two of the five strategies of UEH, which is to develop in the direction of internationalisation and focus on research orientation. The school has developed an updated study programme with international higher education standards to align with the advanced education development trends worldwide and labour market references. BFP has also encouraged and promoted scientific research activities and has achieved specific successes in international publications in indexed journals.

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<sup>13</sup> SER, p. 15.

<sup>14</sup> SER, p. 16.

### **Bachelor of Banking:**

In alignment with the UEH strategies of becoming a multi-disciplinary university with reputable academic influence focusing on sustainable development within Asia, the BBP is built to enhance and improve knowledge acquisition, nurture young talents in the era of globalisation and integration, and pioneer innovation and sustainable growth.

### **Bachelor of Investment Economics:**

The BIEP has been strategically positioned within the overarching framework of the institution to contribute to the fulfilment of UEH mission and long-term strategic objectives. The programme's curriculum, international orientation, and commitment to graduate employability resonate with UEH's vision of becoming a leading institution of higher education, known for producing graduates who excel in a global context.

### **Bachelor of Public Finance:**

UEH's vision of becoming a leading higher education institution recognized for its globally competitive graduates is reflected in the BPF programme's learning outcomes (PLO1.1, PLO1.2, PLO1.4, see chapter 1.1), international orientation, and strong emphasis on employability.

### **Appraisal:**

The reasons given for the positioning in the educational market of the four study programmes have convinced the expert panel.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented for all four programmes. The future fields of employment for graduates are plausibly set forth. UEH reports high employment rates for graduates within six months after graduation.

The study programmes are convincingly integrated into UEH's overall strategic concept. Not only are the qualification goals of the programmes in line with UEH's mission and strategic planning, but they constitute the core of the HEI's or faculty's strategy and are sustainably implemented. The expert panel considers the four programmes as drivers for development and change, therefore enhancing the quality of whole institution. One example is the request for further library resources which benefits students and faculty members across UEH. The announcement of a substantial increase in the number of licences for Refinitiv/Reuters via the central library will significantly improve financial data access to banking and finance students and offer real-world utility to instructors and students alike.

|                                                                                            | 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 UEH's overall strategic concept            |             | x                            |                            |                                    |      |

## 2. Admission

### Admission requirements (Asterisk Criterion)

UEH's admission requirements and enrolment policies comply with national regulations<sup>15</sup> and adapt to recent changes in the labour market. The enrolment procedure applies to all disciplines and study programmes of the University. Annually, the University promulgates the Enrolment Scheme at the beginning of the year. The Enrolment Scheme is adjusted to achieve the quota of successful candidates and still ensure the quality of those recruited. UEH applies six enrolment methods as follows:

- 1) **Method 1:** Direct admission, accounting for about 1% of the total enrolment quota for each study programmes. The directly recruited candidates are mainly from group of candidates who have awarded the title of National Excellent Student, group of disabled or hardship candidates who have ability to study in disciplines, specialties, study programmes but are not able to apply for admission according to the normal enrolment method, and candidates who are ethnic minorities.
- 2) **Method 2:** Admission for graduates from foreign high school programmes who have international high school diploma, accounting for 1% quota of each study programme.
- 3) **Method 3:** Admission of excellent students, accounting for 40-50% quota of each study programme. Candidates have excellent academic records and graduated in the enrolment year. Candidates will have bonus points if they have an international English certificate or have been awarded the excellent student title of the province and/or city.
- 4) **Method 4:** Admission based on the learning performance according to module blocks, accounting for about 20-30% quota of each study programme. Candidates have GPA of block of modules from 6.5 or higher for grades 10, 11 and semester 1 of grade 12 of the regular high school programme and high school graduation certification. Candidates will have additional bonus points if they have an international English certificate or win the provincial and city excellent student awards.
- 5) **Method 5:** Admission based on the results of the assessment of competency examination, accounting for 10% quota of each study programme. Candidates have graduated from high school or equivalent and have good results in the assessment of competency examination held by the Vietnam National University Ho Chi Minh City.
- 6) **Method 6:** Admission based on the results of the National Highschool Graduation exam constituting all remaining quota of each study programme. The accepted admission score threshold varies depending on the number of applications for a programme. The admission score threshold is usually twenty-four points or higher (the total score of the three modules for admission).

In general, candidates of the bachelor study programmes need to meet UEH's admission requirements with six options including:

- 1) Direct admission is based on the regulations of the Ministry of Education and Training (MOET).
- 2) Candidates having an international high school diploma.
- 3) Excellent candidates having high GPAs from grade 10 to grade 12.

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<sup>15</sup> Circular 08/2022/TT-BGDDT issued by the Minister of Education and Training.

- 4) Candidates having an overall GPA of blocks: A00 (Math, Physics, Chemistry), A01 (Math, Physics, English), D01 (Literature, Math, English) or D07 (Math, Chemistry, English) with a score of 6.5 or higher from grades 10 to 12.
- 5) Candidates taking the assessment of competency examination held by the Vietnam National University Ho Chi Minh City and having result that is equal or higher the admission score (for example: 870 points in 2021).
- 6) Candidates must achieve the minimum admission score set by UEH for each programmes study in the National High School Graduation Exam.

#### Counselling for prospective students

The University disseminates information using traditional as well as digital media channels. Online communication and consulting channels include websites, Facebook groups, YouTube, Instagram, and TikTok. The UEH Admission Portal supports easy search for desired programmes by field and major including enrolment schemes. Candidates can contact UEH for a variety of consulting and support services available through telephone, website, or in person at the UEH office.

Each year, the University participates in nationwide counselling sessions to inform prospective candidates and parents about entrance policies and requirements. In collaboration with provincial Departments of Education and the press, it also engages in high school career counselling programmes. UEH's counselling team provides guidance on suitable career paths, supported by biannual Virtual Open Days sessions via livestreams that attract prospective students nationwide.

In recent years, UEH has expanded its outreach through the *Live Talk Sustainable Career Guidance 5.0: "Empowering Tomorrow"* series on Facebook, YouTube, Google, and Ebox VnExpress, where experts share details on enrolment plans, majors, quotas, tuition fees, etc. To further support candidates, the University launched the "Understanding About You" platform, offering personality quizzes, career inclination assessments, programme suggestions aligned with the Ministry of Education and Training, and tailored module options via its website and Zalo Mini App.

#### Selection procedure

UEH has a clear selection policy not only on selection criteria but also on the selection process. The selection process is reviewed and adjusted annual through review conferences.

For each enrolment method listed above, UEH announces the regulations on selection, application methods and conversion transcripts. The prerequisite for candidates to be admitted is that their score for each admission method must be higher than or equal to the admission score announced by UEH. In case there are many candidates with the same admission score and exceed the quota of the study programmes, UEH will admit successful candidates according to sub-criteria such as the candidate's high school GPA, or social priority. In any case, the total number of successful candidates must not exceed the registered quota and be approved in advance by the Ministry of Education and Training.

#### Ensuring foreign language proficiency (Asterisk Criterion)

In order to ensure foreign language proficiency in teaching and learning, UEH has promulgated relevant regulations on entry standards and outcomes of foreign language proficiency, including English and other languages based on Vietnam's 6-level Foreign Language Proficiency Framework with reference to CEFR (Common European Framework of Reference for Languages), Vietnam qualification framework and current educational legal regulations.

UEH offers three groups of undergraduate study programmes: standard study programmes, partial English study programmes and full English study programmes. After being admitted, students can choose one of three types of programmes to study according to their aspiration, level of English proficiency, and UEH's regulations. The English level of students at undergraduate level are level 3/6 (B1 CERF) for the standard programme, level 4/6 (B2 CERF) for partial and full English programmes. From 2023, the English proficiency outcomes under the TOEIC for standard programmes, partial English, and full English has increased to 550 points, 650 points, and seven hundred points, equivalent to IELTS 5.0, 5.5, and 6.0 points.

#### Transparency and documentation of admission procedure and decision (Asterisk Criterion)

All admission information including admission quota, method, preference policy can be found on UEH's website, on social media and other public sources such as flyers and brochures. UEH's admission policy is officially posted on UEH's admissions portal. Admission information is clearly defined and updated in annual enrolment schemes. All prospective candidates can access the necessary information sources.

Upon completion of the admission procedure, the admission decision including detailed information about the admission result will be issued by UEH and published on UEH's website, along with the list of successful candidates. Admission letters are also sent to successful applicants via email. After each yearly enrolment, UEH's Department of Training provides a summary report which reviews and evaluates the results (enrolment activities and enrolment counselling), analyses the pros and cons, and suggests an enrolment plan for the next year.

#### Appraisal:

The admission requirements of Bachelor programmes at UEH are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at UEH, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and UEH is provided by defined office hours, by telephone and via e-mail. UEH offers various counselling events and has created a quiz helping students to find study programmes suitable for them.

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

The admission requirements include a required language proficiency level depend on the track (standard or partial English) that students select and ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. UEH publishes all information on their website and other channels.

|                                                  | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 2.1* Admission requirements (Asterisk Criterion) |             |                              | X                          |                                    |      |
| 2.2 Counselling for prospective students         |             |                              | X                          |                                    |      |
| 2.3* Selection procedure (if relevant)           |             |                              | X                          |                                    |      |

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

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

#### 3.1 Contents

##### Logic and conceptual coherence (Asterisk Criterion)

All UEH programmes are designed and developed based on the University's development strategy, complying with the MOET and UEH regulations on process of developing, appraising and promulgating study programmes. The regulations and processes for building and developing study programmes are uniformly applied throughout the university.<sup>16</sup>

##### **Bachelor of Finance:**

The BFP curriculum contains 41 courses, including core and elective courses. General foundation courses are taught in the early semesters, while specialised ones are taught in the later semesters. In addition to required courses, four out of ten elective courses are chosen in Semesters 4 and 6. The final semester is dedicated to practical training or the graduation thesis.

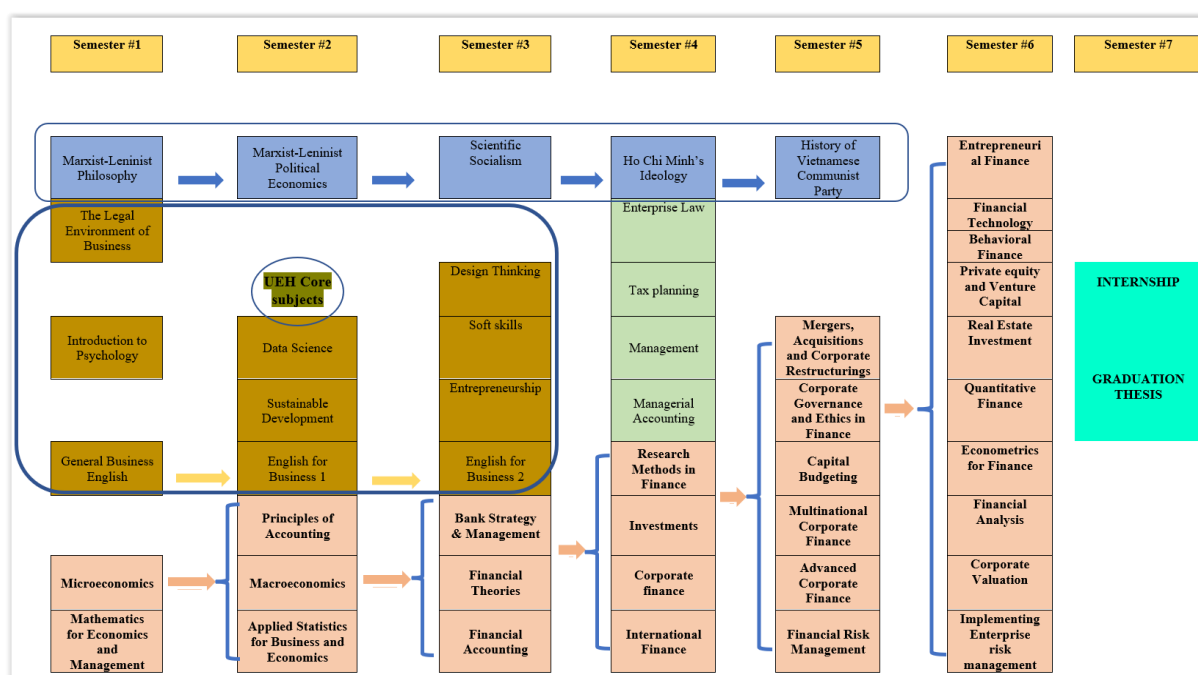


Figure 1: BFP Curriculum Flowchart

<sup>16</sup> The UEH curriculum is designed according to the standard dossier issued under Decisions No. 3624/QĐ-ĐHKT-ĐBCLPTCT dated 31/12/2019, 3627/QĐ-ĐHKT-ĐBCLPTCT dated 31/12/2019 and 1058/QĐ-ĐHKT-ĐBCLPTCT dated 21/4/2022.

## Bachelor of Banking

The BBP aims to achieve comprehensive training across economics, culture, and politics. The curriculum contains 47 courses. This programme is divided into three blocks: general knowledge block with 48 credits (38.4%); basic industry knowledge block with 36 credits (28.8%); and banking and finance specialised knowledge block with 29 credits (23.2%) focusing on all business activities including: banking operations, foreign exchange trading, investment banking operations and bank management, in addition to two additional credits (1.6%) to supplement professional practice and 10 credits (8%) for corporate internship semester. In addition to required courses, students choose three electives in Semester 5 and 2 elective courses in Semester 6.

| Semester 1                               | Semester 2                                    | Semester 3                         | Semester 4                 | Semester 5                                                | Semester 6                                         | Semester 7 |
|------------------------------------------|-----------------------------------------------|------------------------------------|----------------------------|-----------------------------------------------------------|----------------------------------------------------|------------|
| Microeconomics                           | Principles of Accounting                      | Financial Markets and Institutions | Ho Chi Minh's Ideology     | History of Vietnamese Communist Party                     | Foreign Exchange Trading                           | Internship |
| Business English                         | Macro Economics                               | English for Business 2             | Financial Accounting       | Banking Law                                               | Bank Accounting                                    |            |
| The Legal Environment of Business        | English for Business 1                        | Corporate Finance                  | Bank Strategy & Management | Core Banking                                              | Credit Analysis and Lending                        |            |
| Mathematics for Economics and Management | Marxist-Leninist Political Science            | Scientific Socialism               | Investment Banking         | Ethical and Professional Standards in Finance and Banking | Bank Management                                    |            |
| Marxist-Leninist Philosophy              | Sustainable Development                       | Tax Planning                       | Soft skills                | Select 2 of 5<br>Fundamental Auditing                     | Quantitative Methods in Finance and Banking        |            |
| Entrepreneurship                         | Design Thinking                               | Personal Finance                   | International Banking      | Change Management                                         | Select 2 of 4<br>Principles of Finance and Banking |            |
| Introduction to Psychology               | Applied Statistics for Business and Economics | Commercial Banking                 | International Payments     | Monetary Policy                                           | Bancassurance                                      |            |
|                                          |                                               |                                    |                            | Valuation and securities analysis                         | Sales Management in Financial Institutions         |            |
|                                          |                                               |                                    |                            | Investment Management                                     | Blockchain Technology & Cryptocurrencies           |            |
|                                          |                                               |                                    |                            | Select 1 of 3<br>Bank Marketing                           |                                                    |            |
|                                          |                                               |                                    |                            | Fintech in Banking                                        |                                                    |            |
|                                          |                                               |                                    |                            | Treasury Management                                       |                                                    |            |

Figure 2: BBP Curriculum Flowchart

## Bachelor of Investment Economics

Students of the BIEP take 41 courses. These are divided into four knowledge blocks: General Education (50 credits, 46.6%), Basic Knowledge of Investment Economics (36 credits, 29.3%), Specialised Knowledge in Investment Economics (27 credits, 21.9%), and Internships and Graduation (10 credits, 8.1%). The programme offers compulsory courses as well as elective courses in Semester 5 and 6. The courses offered in the BIEP are detailed in the table below.

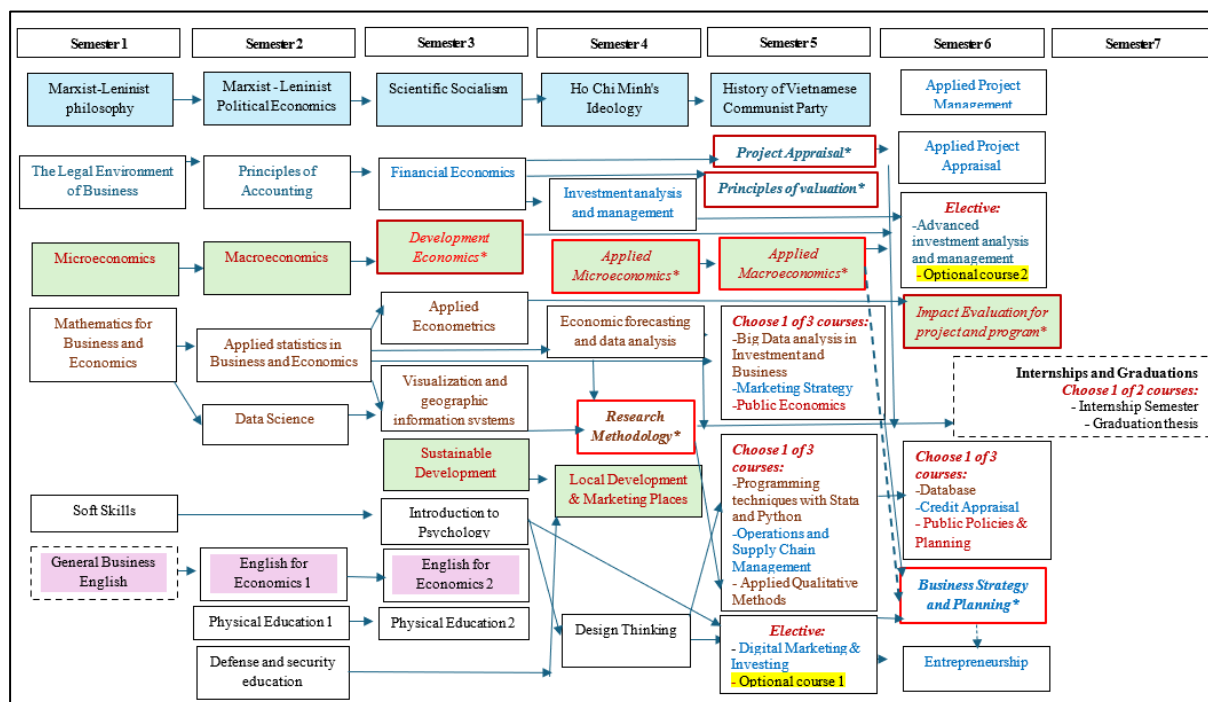


Figure 3: BIEP Curriculum Flowchart

## **Bachelor of Public Finance:**

The BFPF offers 42 courses. In the first learning phase or general education (50 credits), most of the general modules are taught, because they are the prerequisite modules to the major or core modules. The majors or finance-banking education (35 credits) and the core education (30 credits) are allocated to the second year. The third phase is reserved for internship and writing an internship report or BA thesis. Students must choose one out of three elective courses in Semester 5 (Fundamental Auditing, Public Project Management and Appraisal, or Administrative Law) and one out of four elective courses in Semester 6 (Cost - Benefit Analysis for the Public Sector, Evaluation and Management of Public Assets, Change Management, or Leadership).

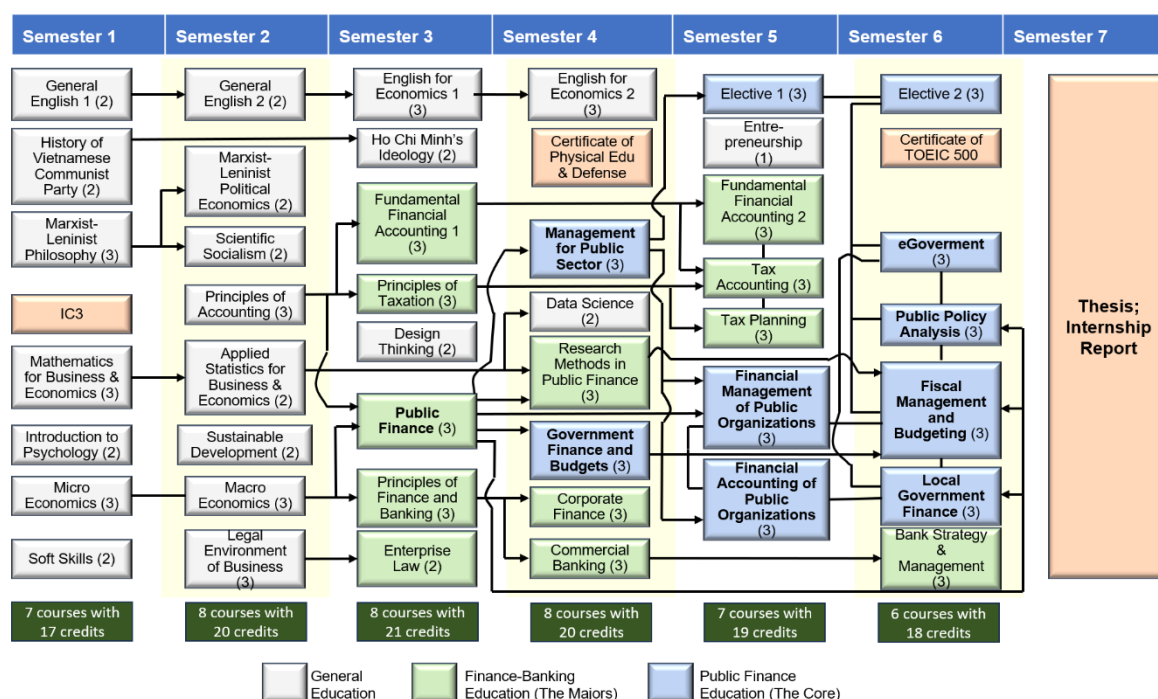


Figure 4: BFPF Curriculum Flowchart

## **Rationale for degree and programme name (Asterisk Criterion)**

UEH complies with legal regulations of the Ministry of Education and Training (MOET) when choosing the name of study programmes and granting degrees. The degree name and programme name are mandated by the MOET.

Students graduating from the **Bachelor of Finance**, **Bachelor of Public Finance**, and **Bachelor of Banking** will be awarded a diploma of Bachelor of Arts in Finance and Banking.

The **Bachelor of Investment Economics** corresponds to the discipline of Investment Economics, as promulgated by MOET in 2017. Graduates of this programme are awarded a Bachelor of Arts in Investment Economics. From 1996 to 2017, the programme was named Economic Planning and Investment, a name closely resembling those of the Ministry of Planning and Investment at the central level and the Departments of Planning and Investment at the local level.

### Integration of theory and practice (Asterisk Criterion)

UEH encourages the integration of theoretical and practical content in courses or modules in a variety of forms such as 1) employing case studies, best practices in teaching, applying practical projects, 2) inviting experts from industries who are leaders of companies, businesses to present practical ideas; 3) Seminars and conferences; 4) Internship and 5) Graduation thesis with practical and real issues at organisations, agencies and enterprises.

### **Bachelor of Finance:**

Within the BFP, many courses use practical examples and case studies contextualised in Vietnam. Students must also carry out term projects related to practical applications that align with the course content and complete a mandatory internship, where they can apply the theoretical knowledge in practice as shown in the course descriptions. Lecturers incorporate practical knowledge from their consultancy experience or research results into the lectures via practical examples or in-class discussions. UEH and SoF often invite industry experts to share and update practical issues with students. Annual student academic competitions are organised, for example the Investment Analysis Expert contest organised by the Students' Group of Finance Research (SFR) under the guidance of SoF lecturers.

### **Bachelor of Banking:**

The BBP basically and strategically links theory and practice across its courses specialised in banking and finance. Case studies are used in many courses to help students develop their problem-solving skills. Simulation Software (such as core banking) is employed to help students familiarise themselves with the practical aspects of the field. The industry internship is another opportunity for students to practice what they learned and get familiar with the industry.

### **Bachelor of Investment Economics:**

The BIEP incorporates diverse practice-oriented resources, including socio-economic reports, company financial statements, and academic articles with practical analyses relevant to course topics. This is the case in courses such as Financial Economics, Applied Microeconomics, Applied Macroeconomics, and Development Economics. Courses like The Legal Environment of Business, Local Development & Marketing Places, and Public Policies & Planning also include legal documents, instructional materials from international organisations and professional associations, and documents authored by industry experts. Students engage with real-world data through secondary datasets or primary data collected via self-surveys or experiments, which they use for homework and final projects. Further, practical learning is enhanced through case studies used in the courses Project Appraisal and Applied Project Appraisal. The application of research results from consulting projects conducted by lecturers for businesses and organisations is integrated in courses such as Development Economics. Students also complete essays or final projects set in practical contexts, with some projects implemented by student groups. Lastly, some courses such as Business Strategy and Planning feature collaborative teaching by UEH lecturers and external experts, including business leaders, managers, investors, and alumni.

### **Bachelor of Public Finance:**

Stemming from the UEH's strategy and vision, the integration of theory and practice are systematic and intentional throughout the curriculum. During the first three semesters, the students study theory in courses such as Principles of Accounting, Principles of Taxation, Introduction of Public Finance, and Principles of Finance and Banking, etc. In the core courses, the students are exposed to practical examples, case studies, and current projects of the

instructors (such as Government Finance and Budgets, Financial Accounting of Public Organisations, and Local Governance Finance, etc.). The programme design also includes curricular and co-curricular sessions in which a guest speaker from the public sector presents on various topics ranging from job skills to professional matters. For example, in the module of Government Finance and Budgets, the programme director invites guest lecturers from the Department of Finance of Ho Chi Minh City or the public agencies to present the reality of local budgeting.

#### Interdisciplinary thinking

UEH integrates multidisciplinary and interdisciplinary knowledge into the general education foundation block as well as in the elective block. Within the obligatory general education, students are provided with diverse foundational knowledge, including Economics, Management, Social-Political Studies, Basic Business Law, Introduction to Psychology, Design Thinking, Sustainable Development, and Entrepreneurship.

#### **Bachelor of Finance:**

SoF lecturers and students collaborate with staff or students from other schools of UEH and even foreign organisations to conduct joint interdisciplinary studies.

#### **Bachelor of Banking:**

Students can participate in 'study challenge' which requires students to cooperate with others from different majors to address challenges. This helps students approach different points of view, knowledge, and skills from different majors. In addition, the BBP cooperates with the Computer Science major to provide students with opportunities in developing and applying software that may help them in future careers.

#### **Bachelor of Investment Economics:**

Interdisciplinary thinking is embedded in PLO1.2, PLO1.3, PLO1.4, PLO1.6, PLO2.3, PLO2.4, and PLO2.5 of the BIEP (see chapter 1.1). The BIEP combines subjects from economics, Business, Management, Public Policy, and Applied Data Science, equipping students with the ability to address complex issues in investment, enterprises, organisations, and central or local governments. Courses such as Visualisation and Geographic Information Systems, Programming Techniques with Stata and Python, Economic Forecasting and Data Analysis, Big Data Analysis in Investment and Business, and Applied Project Management encourage interdisciplinary problem-solving. Additionally, two optional courses offering 20 multidisciplinary choices allow students to tailor their learning to career aspirations. Through essays and final projects in the third and fourth years, students integrate knowledge and skills from multiple courses to analyse, implement projects, and solve practical and academic challenges. This structure prepares graduates to tackle problems requiring coordination across stakeholders and disciplines effectively.

#### **Bachelor of Public Finance:**

The BPFP states that the programme is inherently interdisciplinary by nature (PLO1.1 and PLO1.2 see chapter 1.1).<sup>17</sup> In their Finance-Banking education, students will learn about Finance and Banking, Management, Accounting and Taxation. In the Public Finance Education, the learners are engaged in inter-disciplinary thinking. For example, during Financial Management of Public Organisations, students learn about the interaction between

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<sup>17</sup> SER, p. 31.

the management and financial principles in the public service context. Further, they also learn about cost and benefit analysis for public investment decisions.

### Ethical aspects

Research ethics constitutes one of the objectives of UEH which underlines the importance placed on ethical aspects. The general ethical aspects of UEH are introduced to learners in the UEH Code of Conduct. Aspects of professional ethics are often integrated into the courses, especially in the discipline core and major requirements as can be seen below for the four study programmes at hand. Information on scientific integrity and anti-plagiarism is introduced and applied in the scientific research methods course, as well as in internship and in the final theses/final projects. UEH uses Turnitin to check students' work for plagiarism.

In the academic year 2023-2024, the extracurricular soft skills programme for UEH students has included the topic "Personal ethical code setting skills" to help students identify, choose, and apply this skill in work and life.

### **Bachelor of Finance:**

At BFP, a course Corporate Governance and Ethics in Finance is specifically designed to equip students with knowledge of the fundamental principles of financial ethics, ethics in investment, ethics in financial markets, and ethics in corporate financial management. All student projects, group assignments, graduation theses, and scientific research must be checked for plagiarism before submission. Students who violate ethical regulations will be penalised depending on the form and severity of the violation.

### **Bachelor of Banking:**

In the BBP, ethics issues are introduced across all courses. Specifically, the course Code of Ethics and Standards of Professional Conduct in Semester 5 teaches students to apply economic theory, business ethics, and law in analysing and developing economic policies and policies related to the finance and banking sector, as well as to analyse, evaluate, and solve professional ethical issues related to financial markets and governance of financial institutions.

### **Bachelor of Investment Economics:**

The BIEP includes several courses that emphasise professional ethics. For instance, ethics in research is integrated into courses such as Research Methodology and Applied Qualitative Methods. Knowledge of corporate social responsibility is covered in the Business Strategy and Planning course, while the comprehensive estimation of project benefits and costs for both the economy and society is a focus in the Project Appraisal and Applied Project Appraisal courses. Furthermore, courses like Sustainable Development, Public Economics, and Development Economics encourage students to consider key development issues, including sustainable development, environmental protection, climate change, poverty, inequality, gender equality, children's education, and development support programmes. In addition, students from SoE participate in volunteer activities to actively support disadvantaged communities. They also design and implement small-scale community development projects with humanitarian goals, which may serve as end-of-course projects (e.g., in the Applied Project Management course).

### **Bachelor of Public Finance:**

Main courses of the BPFP such as Government Finance and Budgets, Financial Accounting of Public Organisations, and Cost-Benefit Analysis in the Public Sector have integrated ethical aspect into their content. Students are taught responsibilities and ethics of public managers. For example, one course learning outcome of the course Financial Accounting of Public

Organisations is that students are able to recognise professional ethics and take responsibility for accounting work at public units.

#### Methods and scientific practice (Asterisk Criterion)

UEH integrates the compulsory course Research Methods in all study programmes covering scientific integrity and anti-plagiarism. Assessment of methodological competences occurs through various methods, including exams, assignments, projects, and presentations. At the end of an internship or enterprise semester, students are required to demonstrate their research capabilities through their final thesis and final report in the form of a research paper.

#### **Bachelor of Finance:**

The programme offers two mandatory courses Research Methods in Finance and Econometrics for Finance, aiming to equip students with specific research knowledge and skills. In these courses, students are guided step-by-step through scientific research through homework assignments, term projects, research projects. These prepare students for their graduation thesis. SoF also provides students with final thesis guidance.

Students are introduced to research papers for discussion in certain courses, such as Research Methods in Finance. SoF lecturers support students' research by being speakers for research method workshops organised by the Students' Group of Finance Research (SFR); mentoring students' research; being examiners for students' research contests; being blind independent peer-reviewers for Journal of Students' Scientific Inquiries for Development; etc.

#### **Bachelor of Banking:**

In the first semesters of the BBP, students are introduced to scientific research through a series of scientific activities organised by the Youth Union to guide students through the process of implementing research topics. In some courses, students have the option of doing basic research with the guidance of lecturers instead of an assignment. That course-level research is selected to participate in the Young Economist Award, or to get published in an academic journal.

#### **Bachelor of Investment Economics:**

The BIEP emphasises research methods and scientific practices, providing students with essential skills for academic research. Core courses, such as Research Methodology, Applied Statistics for Business and Economics, Economic Forecasting & Data Analysis, Applied Econometrics, and Data Science, focus on building research capabilities. Elective courses, including Programming with Stata and Python, Applied Qualitative Methods, Big Data Analysis in Investment and Business, and Database Management, further enhance students' research proficiency.

The Specialised Knowledge courses help students expand their expertise in fields of Investment Economics, Public Policy, Management, and Business while refining analytical techniques. During their second, third, and fourth years, students apply their knowledge of research methods and data science in both theoretical and practical contexts, working with data relevant to their chosen research topics. Practical research projects form a key part of the coursework, enabling students to apply economic theories to real-world data, analyse trends, and draw meaningful conclusions. Some students have published research results in domestic and international scientific conferences, domestic and international scientific journals, and won awards in scientific research competitions. One example of this is the paper Addressing Data

Imbalance in Insurance Fraud Prediction Using Sampling Techniques and Robust Losses published in the proceedings of the ICIT 2024.<sup>18</sup>

Beyond coursework, students engage in supervised research with faculty mentors and participate in Seminar Series, featuring researchers who share insights into methodologies and practical applications. Opportunities such as the Young Talent Economists award encourage students to showcase their research abilities. Workshops on skills like literature review, hypothesis formulation, and survey design further support their development.

### **Bachelor of Public Finance:**

Specific courses in the BPFP deal with research methodology and scientific practice such as Mathematics for Business and Economics, Applied Statistics for Business and Economics, Data Science, and Research Methodology in Public Finance.

### **Examination and final thesis (Asterisk Criterion)**

#### **Examinations**

UEH has standardised and promulgated relevant regulations on testing and exam organisation for undergraduate and postgraduate levels following national regulations.<sup>19</sup> These regulations apply to the exam organisation of modules in the form of direct exams and online exams planned by UEH. UEH has promulgated regulations on assessment and scoring frameworks for each module to create initiative and suitability to the requirements of each module. According to UEH's training regulations, student learning is evaluated on a 10-point scale through different forms, including:

- **Formative evaluation** (weight from 70% to 40%): Includes midterm test, learning process assessments, active participation, large assignment, or essays. Lecturers design assessment activities that must be diverse in form and in line with the learning outcomes of each module. The assessments must be clearly described in the syllabus that lecturers provide to students at the beginning of the module. Mid-term test result is notified to students in the module period or no later than 2 weeks after the end of the module.
- **Summative evaluation/final exam** (weight from 30% to 60%): The final exam in forms of written exams, multiple choice test exams, or other forms assesses overall students' ability to synthesise, analyse and apply knowledge set by the course outcomes. The form and structure of the final exam shall be decided by the Schools' Deans, after consulting lecturers. Rubrics are designed and stated in the module syllabus.

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<sup>18</sup> The Third International Conference on Intelligence of Things, Da Nang, Vietnam, September 12-14, 2024. Proceedings, Volume 2.

<sup>19</sup> Regarding the organisation of the **final exam**, UEH has promulgated Regulations on examination, assessment and evaluation of end-of-module exams and graduation exams; Regulations on organizing online exams; Amending and supplementing a number of articles in the Regulation on organizing online exams; The process of organizing and managing the final exam in the form of a multiple-choice exam on the computer; The process of organizing the final exam.

Regarding the organisation of **certificate exams**, UEH has promulgated regulations and processes: Management process of English outcome exam; Regulations on the process of coordination between units in the management and organisation of English exams at all levels; The process of organizing the Basic Information Technology Application Exam; Regulations on the process of coordination between units in organizing and managing the standard exam for basic information technology; The process of coordinating the organisation of foreign language proficiency assessment exams at levels 3-5 on computers according to the 6-level foreign language proficiency framework used for Vietnam.

Exam questions for each test are prepared by the schools or selected from the exam question bank and submitted to the Department of Scheduling and Testing, which is responsible for planning and organising the examinations. Upon completion of the exam, papers are forwarded to the faculties for marking and subsequently distributed to university members for cross-marking. The head of the unit provides answer keys and grading scales to ensure consistent scoring. After the publication of final results, students may request a re-marking in accordance with the procedures established by the Department of Scheduling and Testing.

The final score of courses is calculated from the sum of component points multiplied with prescribed ratio, then the result could be converted to a four-point scale or a letter scale as prescribed by UEH regulation.

UEH organises training courses for lecturers on teaching methods and student assessment methods and encourages the application of a variety of methods.

### **Graduation Thesis and Internship Report**

Students have the option to choose between two pathways: The Graduation Thesis or the Enterprise Semester. The Graduation Thesis is evaluated based on clear criteria, including research quality, data analysis, and the relevance of conclusions, with assessment conducted by both the supervisor and an independent reviewer. The Enterprise Semester follows a structured evaluation approach, with 40% of the grade assigned by the internship mentor (formative assessment) and 60% by the supervisor (summative assessment), focusing on task performance and the quality of the internship report. While the thesis emphasises research depth and academic writing, the Enterprise Semester prioritises real-world application and professional reporting. To ensure fairness, the programme director assigns cross-evaluation, where the primary supervisor assesses the work (i.e. thesis or internship report) alongside a second faculty member who provides an independent review.

### **Appraisal:**

In the Bachelor of Finance, Bachelor of Banking, Bachelor of Public Finance, and Bachelor of Investment Economics study programmes, the curriculum adequately reflects the qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation or optional electives enable students to acquire additional competences and skills.

For all four programmes, the degree and programme name correspond to the contents of the curriculum and the programme objectives.

The expert panel found that within the four programmes theoretical questions are, where possible, explained by means of practical examples. The programmes invite experts from companies. Further, all four programmes use case studies where appropriate. The experts therefore concluded that theory and practice are systematically interrelated throughout the curricula of the programmes. There were impressed by the degree to which theoretical discourse and practical application complement each other in developing the students' qualification profiles.

Within the obligatory general education at UEH, students take courses such as Economics, Management, Social-Political Studies, Basic Business Law, Introduction to Psychology, Design Thinking, Sustainable Development, and Entrepreneurship. This introduces them to a variety of disciplines and encourages interdisciplinary thinking.

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

Students acquire methodological competences and are enabled to do scientific work on the required level. Methodological competences and scientific practice are thoroughly trained. Each of the programmes offers courses in Research Methods and/or Data Analysis. The panel concluded that students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields. The expansion of Reuters/Refinitiv licences is commendable as mentioned above. In addition, it would be advisable to pair finance stronger with tech & analytics offerings. For example, students should be offered voluntary workshops in Python, SQL and PowerBI.

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. While the summative final exams are mostly written tests, a variety of formative assessment formats such as presentations and group work are utilised within the courses.

The final theses/internship reports are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis/internship report, their ability to do scientific work and the achievement of the study programme's qualification objectives. Upon reviewing sample theses from the **Bachelor of Banking Programme**, the expert panel observed that the level of scientific rigour demonstrated could be strengthened. Although the curriculum includes research-related courses that provide a good foundation for scientific work, students appear to face challenges in applying these skills in their thesis. The panel therefore **recommends** that the programme reviews and, where necessary, enhances the supervision and guidance provided to students during the thesis process to ensure that all graduates are able to produce high-quality scientific work.

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

## 3.2 Structure

| Programme                                                         | Bachelor of Finance                                                                                                                                            | Bachelor of Banking                                                                                                                                              | Bachelor of Investment Economics                                                                                                                                 | Bachelor of Public Finance                                                                                                                                     |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Projected study time                                              | 3 years 6 months (7 semesters)                                                                                                                                 | 3 years 8 months (7 semesters)                                                                                                                                   | 3 years 6 months (7 semesters)                                                                                                                                   | 3 years 6 months (7 semesters)                                                                                                                                 |
| Total CP                                                          | 123 VNCP                                                                                                                                                       | 125 VNCP                                                                                                                                                         | 123 VNCP                                                                                                                                                         | 123 VNCP                                                                                                                                                       |
| Total ECTS credits                                                | 221.4 ECTS                                                                                                                                                     | 225 ECTS                                                                                                                                                         | 221.4 ECTS                                                                                                                                                       | 221.4 ECTS                                                                                                                                                     |
| Workload per CP                                                   | 50 working hours                                                                                                                                               | 50 working hours                                                                                                                                                 | 50 working hours                                                                                                                                                 | 50 working hours                                                                                                                                               |
| Number of blocks of knowledge                                     | 5                                                                                                                                                              | 5                                                                                                                                                                | 5                                                                                                                                                                | 5                                                                                                                                                              |
| Number of courses                                                 | 41 courses<br>(37 compulsory courses and 4 elective courses)                                                                                                   | 47 courses<br>(37 compulsory courses and 5 elective courses)                                                                                                     | 41 courses<br>(36 compulsory courses and 5 elective courses)                                                                                                     | 47 courses<br>(40 compulsory courses and 2 elective courses)                                                                                                   |
| Time required for processing the final thesis                     | 3 months (10 VNCP)                                                                                                                                             | 3 months (10 VNCP)                                                                                                                                               | 3 months (10 VNCP)                                                                                                                                               | 3 months (10 VNCP)                                                                                                                                             |
| Programme Workload per year<br>Programme Workload per year (ECTS) | 1,757 hours (123VNCP x 50 hours) / 3.5 years<br>63 ECTS (123VNCP x 1.8 ECTS)/3.5 years                                                                         | 1,689 hours (125VNCP x 50 hours) / 3.7 years<br>60.8 ECTS (125VNCP x 1.8 ECTS) / 3.7 years                                                                       | 1,757 hours (123VNCP x 50 hours) / 3.5 years<br>63 ECTS (123VNCP x 1.8 ECTS)/3.5 years                                                                           | 1,677 hours (123VNCP x 50 hours) / 3.7 years<br>60.4 ECTS (123VNCP x 1.8 ECTS)/ 3.7 years                                                                      |
| Internship report and awarded CP                                  | 10 VNCP ~ 3 months                                                                                                                                             | 10 VNCP ~ 3 months                                                                                                                                               | 10 VNCP ~ 3 months                                                                                                                                               | 10 VNCP ~ 3 months                                                                                                                                             |
| Number of contact hours                                           | 1845 hours (123 VNCP * 15 hours)                                                                                                                               | 1875 hours (125 VNCP * 15 hours)                                                                                                                                 | 1845 hours (123 VNCP * 15 hours)                                                                                                                                 | 1845 hours (123 VNCP * 15 hours)                                                                                                                               |
| Credit Allocation                                                 | Semester 1: 18 VN credits ~ 32.4 ECTS<br>Semester 2: 18 VN credits ~ 32.4 ECTS<br>Semester 3: 19 VN credits ~ 34.2 ECTS<br>Semester 4: 20 VN credits ~ 36 ECTS | Semester 1: 16 VN credits ~ 28.8 ECTS<br>Semester 2: 17 VN credits ~ 30.6 ECTS<br>Semester 3: 18 VN credits ~ 32.4 ECTS<br>Semester 4: 17 VN credits ~ 30.6 ECTS | Semester 1: 18 VN credits ~ 32.4 ECTS<br>Semester 2: 18 VN credits ~ 32.4 ECTS<br>Semester 3: 19 VN credits ~ 34.2 ECTS<br>Semester 4: 19 VN credits ~ 34.2 ECTS | Semester 1: 16 VN credits ~ 28.8 ECTS<br>Semester 2: 17 VN credits ~ 30.6 ECTS<br>Semester 3: 18 VN credits ~ 32.4 ECTS<br>Semester 4: 20 VN credits ~ 36 ECTS |

|  |                                                                                                                                                      |                                                                                                                                                         |                                                                                                                                                      |                                                                                                                                                      |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Semester 5: 20 VN credits ~<br>36 ECTS<br>Semester 6: 18 VN credits ~<br>32.4 ECTS<br>Semester 7: 10 VN credits ~<br>18 ECTS<br>Total 123 VN credits | Semester 5: 24 VN credits ~<br>43.2 ECTS<br>Semester 6: 23 VN credits ~<br>41.4 ECTS<br>Semester 7: 10 VN credits ~<br>18 ECTS<br>Total: 125 VN credits | Semester 5: 20 VN credits ~<br>36 ECTS<br>Semester 6: 19 VN credits ~<br>34.2 ECTS<br>Semester 7: 10 VN credits ~<br>18 ECTS<br>Total 123 VN credits | Semester 5: 20 VN credits ~ 36<br>ECTS<br>Semester 6: 22 VN credits ~<br>39.6 ECTS<br>Semester 7: 10 VN credits ~ 18<br>ECTS<br>Total 123 VN credits |
|--|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

### Modular structure of the study programme (Asterisk Criterion)

In general, UEH undergraduate study programmes range between 120-125 Vietnamese credits<sup>20</sup> and can be completed within 3.5 years. They all include components such as general education, college core requirement, discipline core requirement, major requirement, elective requirement, internship and graduation thesis. In addition, students must also complete non-cumulative modules in National Defence and Physical Education. The main study programmes usually consist of about forty courses. Each course usually accounts for three Vietnam credits equivalent to 5.4 ECTS credits. Knowledge blocks in undergraduate programmes are divided as follows:

- 1) **General education** focusing on the training in general knowledge and fundamental abilities: 50 VN credits equivalent to 90 ECTS credits.  
  
General education comprises foundation modules such as Marxist-Leninist (obligated by law), Economics, Management, Principles of Accounting, Statistics and Mathematics for Economics and Business, Business Law, Soft Skills, Entrepreneurship and Start-up, Critical Thinking, Sustainable Development, Design Thinking, Introduction to Psychology, and English Language.
- 2) **College core requirement and discipline core requirement** focusing on broadening and strengthening specialty knowledge, enhancing students' theoretical and employment adaptability: 30-35 VN credits equivalent to 54-63 ECTS credits.
- 3) **Major requirement** focusing on students' specialised knowledge: 20-30 VN credits equivalent to 36-54 ECTS credits.
- 4) **Elective requirement** (minor) focusing on enhancing students' competitiveness and adaptability: 10-15 VN credits equivalent to 18-27 ECTS credits.
- 5) **Internship/graduation thesis** focusing on the training and development of students' research and practical ability: 10 VN credits equivalent to 18 ECTS credits.

In addition, extracurricular activities such as social philanthropic activities, volunteer activities of the youth union and the student union, and club team activities (non-accumulate credits) are aimed at motivating learners to achieve learning outcomes in terms of skills and competences.

### Study and exam regulations (Asterisk Criterion)

UEH organises learning and examination activities for students in accordance with UEH's Regulations on training according to the credit system. The regulation includes the following main contents:

- 1) Defining concepts in training according to the credit system;
- 2) Regulations on the study programme and duration;
- 3) Learning process;
- 4) Assessment of learning performance;

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<sup>20</sup> One credit is equivalent to 50 hours of study, including the time spent on lectures, guidance, self-study, research, practical engagement, and participation in assessments; Regarding in-class time allocation, one credit equates to 15 hours of lectures or 30 hours of practical work, experiments, and interactive discussions. Each in-class hour amounts to 50 minutes.

Given at fixed rate of one Vietnamese credit being equivalent to 50 study hours, and one ECTS credit being equivalent to ~27.5 study hours, a direct conversion yields one Vietnamese credit equal to 1.8 ECTS credits and vice versa.

- 5) Processing of study dossiers and conditions for further study;
- 6) Graduation consideration and graduation recognition and
- 7) Other issues such as dual major, integrated dual major, school transfer, student exchange, study reservation, scholarship, tuition fee.

The regulations are provided to students upon admission and published on the website of the Department of Training so that students understand their rights and obligations. In addition, UEH students can also access to relevant information through the learner support portal. The Department of Training coordinates with relevant units such as the Department of Department of Scheduling and Testing and the Department of Infrastructure Management to provide students with an student account of the Learning Management System (LMS) that comprises information of learning, educational plans, educational time frames of academic year, academic advisor information, assignment submission requirements and the Turnitin software, information on online learning resources, and Graduation and Exam Regulations. Since the Department of Scheduling and Testing is responsible for the grade management system, learners retrieved their midterm and final scores via the Student Portal. Students may appeal their results to the Department if they are not satisfied with the obtained grades.

The processes, regulations and guidelines on examination and assessment regulated by UEH in accordance with legal documents are announced to students on the website of the Department of Scheduling and Testing.<sup>21</sup>

The cumulative GPA is accumulated by semester, academic year, or from the beginning of the programme. This score served as the basis for a general assessment of student's progress and achievement. The final programme's cumulative grade point average (per semester, academic year, or from the beginning of the course) is calculated as a weighted average of the component grades. The table below provides information about the grading scale of each module and the cumulative grade point average upon graduation according to UEH and converted according to ECTS.

*Table 13: The grading scale for academic performance based on cumulative GPA*

|      | <b>Range of GPA (scale of 10)</b> | <b>Letter Grade</b> | <b>Grade Point</b> |
|------|-----------------------------------|---------------------|--------------------|
| Pass | From 9.0 to 10                    | A <sup>+</sup>      | 4.0                |
|      | From 8.5 to 8.9                   | A                   | 4.0                |
|      | From 8.0 to 8.4                   | B <sup>+</sup>      | 3.5                |
|      | From 7.0 to 7.9                   | B                   | 3.0                |
|      | From 6.5 to 6.9                   | C <sup>+</sup>      | 2.5                |
|      | From 5.5 to 6.4                   | C                   | 2.0                |
|      | From 5.0 to 5.4                   | D <sup>+</sup>      | 1.5                |

<sup>21</sup> [Trung tâm Khảo thí | Đại học Kinh tế TP.HCM](#), last accessed August 22, 2025. In specific, the regulations include: Regulations on examinations, examination and evaluation of end-of-module exams and graduation exams; Regulations on organizing exams in the form of online exams; Amending and supplementing a number of articles in the Regulation on organizing exams in the form of online exams; The process of organizing and managing the final exam in the form of a multiple-choice exam on the computer; The process of organizing the final exam of the module, Management process of English exam output; Regulations on the process of coordination between units in the management and organisation of English exams at all levels ; The process of organizing the Basic Information Technology Application Exam; Regulations on the process of coordination between units in organizing and managing the basic information technology skills standard exam; The process of coordinating the organisation of foreign language proficiency assessment exams at levels 3-5 on computers according to the 6-level foreign language proficiency framework used for Vietnam.

|      | <b>Range of GPA (scale of 10)</b> | <b>Letter Grade</b> | <b>Grade Point</b> |
|------|-----------------------------------|---------------------|--------------------|
| Fail | From 4.0 to 4.9                   | D                   | 1.0                |
|      | From 3.0 to 4.0                   | F <sup>+</sup>      | 0.5                |
|      | Below 3.0                         | F                   | 0.0                |

Table 14: Degree classification

| <b>Grade Point (Scale of 4)</b> | <b>Remarks/Classification</b> |
|---------------------------------|-------------------------------|
| From 3.6 to 4.0                 | Outstanding                   |
| From 3.2 approaching 3.6        | Very Good                     |
| From 2.5 approaching 3.2        | Good                          |
| From 2.0 approaching 2.5        | Fair                          |
| From 1.5 approaching 2.0        | Unsatisfactory                |
| Below 1.5                       | Poor                          |

Upon completion, students receive both a final grade and a "relative grade" showing performance compared to peers, along with a Diploma Supplement detailing academic achievements for international recognition.

#### Feasibility of study workload (Asterisk Criterion)

UEH's undergraduate programmes studies are currently in 3.5 years, with an average of 34 – 36 VN credits/year, equivalent to 62 – 64 ECTS/year. By law, one VN credit is equivalent to 50 hours of study, including the time spent on lectures, guidance, self-study, research, practical engagement, and participation in assessments. Regarding in-class time allocation, one credit equates to 15 hours of lectures or 30 hours of practical work, experiments, and interactive discussions. Each in-class hour amounts to 50 minutes. Given a fixed rate of one VN credit being equivalent to fifty study hours, and one ECTS credit being equivalent around 27.5 study hours, a direct conversion yields one Vietnamese credit equal to 1.8 ECTS credits and vice versa. On average, the number of credits per year ranges from 34 to 36 VN credits, each semester is about 17 VN credits. On average, students spend about 50 hours per week studying, including classroom learning and self-study.

To ensure that learners can successfully complete programme's workload, UEH supports students by having academic advisors, multi-channel CRM (Customer Relationship Management <https://crm.ueh.edu.vn/s>) and integrated and coordinated information system support between schools and departments. Students are given flexibility in allocating their workload in a way that suits their needs. Students can enrol in more courses than scheduled at the beginning of each semester to complete the programme sooner. In addition, students can enrol in opened courses during the mid-semester. The workload of students is managed and controlled by the training management system of the Department of Training.

#### Equality of opportunity

UEH ensures equal opportunities for students, without discrimination of gender, ethnicity, and other factors. Equality of learning opportunities are implemented in accordance with UEH's regulations on admissions, scholarships and other supports for students in unusual circumstances. The rules are stated in the UEH Code of Conduct.

Regarding to learners with physical disabilities, Department of Student Affairs (DSA) is the focal unit that receives information, advises and supports learners with disabilities in terms of materials, accommodation, facilities, supporting technology software, appropriate teaching and learning organisation, and personalised academic accommodations including alternative exam formats and additional time for learners with disabilities.

UEH organises seminars on gender equality to help learners understand and live in the diverse community at UEH. In 2024-2025, UEH offered talk shows such as Gender Sensitivity: Behaviour in the University Environment and the event EqualVoice 2024 which promotes gender equality with the motto “Removing barriers, building a fair world and opportunities for all genders”. Further, UEH addresses gender equality through articles, special pages and e-newsletters for all subjects such as Gender equality in sport: A fair playing field for all?, Pink tax – an additional expense for women, and Cybersexual harassment: Real hurt in virtual space.

Policies and regulations on tuition fee exemption and reduction, as well as scholarship programmes are in place for students with disabilities, hardship, foreign students, orphans, or in difficult circumstances as well as for ethnic minorities. Information on policies is provided to students through enrolment counselling, post-enrolment activities, and orientation activities at the beginning of the programme. UEH proactively provides scholarships to new students with high results in the enrolment, students with good academic results, as well as students with disabilities, hardship or in difficult family circumstances. In addition, UEH also calls for and mobilises scholarships from businesses. The process of scholarships granting is standardised in regulations. They show the types of scholarships, sources of scholarship funding, grounds for considering scholarships and principles for granting scholarships.

## Appraisal:

The structure of the four programmes supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course on the basis of the necessary student workload.

Practical components, such as the internship, are designed and integrated in such a way that credits can be acquired. In all four programmes, the course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users’ Guide.

Overall, there are legally binding study and exam regulations at UEH which contain all necessary rules and procedures and national requirements into account. 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. The recognition of periods of practical work is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the workload of the four programmes is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, UEH also takes into account evaluation findings, including student feedback and the programme’s success rate.

UEH ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and 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 und plausibility of the didactical concept (Asterisk Criterion)

In general, UEH adopts an outcome-based and learner-centred approach with elements of blended learning. Didactical concepts are implemented according to the teaching plan. Depending on the course, lecturers can choose appropriate teaching methods such as lectures, case study, research situations, individual essays, group essays, group projects, problem solving, flipped classrooms, etc. The teaching methods are included in the syllabus of each course. The university has built a Learning Management System (LMS) to support teaching online and face-to-face. The LMS incorporates supporting online platforms such as Google Meet, Zoom, and Microsoft Teams. This allows lecturers to conduct their lessons online.

#### **Bachelor of Finance:**

The BFP didactical concept states that theory and practice are continuously integrated, and students are encouraged to participate actively in the learning process. Therefore, BFP applies various teaching and learning methods, such as lectures, discussions, case studies, group work or self-study via the LMS system. The programme also uses different assessment methods, such as midterm exams, final exams in class, online quizzes, or projects. Furthermore, BFP has combined face-to-face and online learning to suit different learning conditions. Some courses are designed partly in blended learning, where student's self-study through online lecture videos or materials on the LMS system and then discuss in class.

#### **Bachelor of Banking:**

The didactical concepts of the BBP are structured, goal-oriented and use a variety of teaching methods, such as lectures, case studies and real-life projects. Active student participation is encouraged to enhance the learning process. For online programmes, distance learning methods such as independent work with course materials, lectures, business games and scenarios are emphasised. Teaching materials, whether printed or digital, are aligned with the programme objectives and are clearly stated in the course syllabus. In addition, online programmes promote the use of innovative pedagogical methods to promote distance learning using LMS, Webex, Google Meet, and Microsoft Teams.

### **Bachelor of Investment Economics:**

In the BIEP, teaching and assessment approaches are outlined in each syllabus and communicated to students at the start of each course. A variety of teaching methods are employed, including lectures, discussions, practical projects, case studies, independent study, group work, problem-solving, project-based learning, hands-on instruction, and interactive activities.

The programme integrates English reference eBooks and adopts blended learning via the Learning Management System (LMS). During the COVID-19 pandemic, all courses were adapted for online or hybrid delivery using LMS, Microsoft Teams, and Google Meet. Regular use of case studies and practical projects reinforces the connection between theory and practice, enabling students to apply their knowledge.

### **Bachelor of Public Finance:**

The BPFP employs various teaching methods such as interactive lectures, case studies, team projects, and problem-based learning to develop students' knowledge, critical thinking, and problem-solving skills. Digital tools, such as an LMS, online communication platforms, and access to digital resources, support continuous learning. Assessments emphasise both process and product, with open-book exams focusing on application rather than rote memorisation, and project reports testing collaboration, research, and communication. Teaching methods are reviewed regularly (at a two-year interval) to ensure quality and relevance, and students are encouraged to take responsibility for their learning, preparing them for work in the public and private sectors.

### **Course materials (Asterisk Criterion)**

Foundation textbooks are contracted, copyrighted, and translated into Vietnamese by UEH for students in first and second year. From third academic year onwards, the original English materials is used directly in teaching and learning. The textbooks and materials of study programmes are considered and updated according to general regulations based on the process of reviewing and adjusting study programmes (major adjustments every five years and minor adjustments every two years). The faculties organise a review group consisting of experienced lecturers and including heads of the school, heads of the department, and programme directors. This group selects new, up-to-date, and modern textbooks and learning materials.

The course materials included in syllabi of all courses are recorded in the Department of Quality Assurance and Curriculum Development's management system (the QAIC's system). The library retrieves this information from the QAIC's system, proceeds with the book acquisition procedure, and makes textbooks and learning materials accessible to students either physically through circulation services or digitally via the library's portal.

In August 2025, UEH partnered with Pearson Higher Education to apply digital technology in teaching and learning. The Pearson Ecosystem helps personalise the learning experience of students.<sup>22</sup>

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<sup>22</sup> [University of Economics Ho Chi Minh City – A pioneering university in applying digital technology to teaching and learning](#), last accessed October 14, 2025.

### **Bachelor of Finance:**

Based on the process issued by UEH, the head of SoF, heads of departments and the director of BFP, together with experienced lecturers, have selected textbooks and study materials. Most textbooks are globally recognised and referenced from prestigious universities such as the Wharton School of Business. Depending on each course, the lecturers in BFP also introduce materials such as learning guidelines, lecture notes, additional readings or case studies to satisfy the programme's teaching requirements and learning outcomes. Course materials have recently been digitised and uploaded to the Learning Management System (LMS) for students.

### **Bachelor of Banking:**

The course materials for the BBP are organised according to expected learning outcomes and meet professional standards, are annually updated and digitised for easy access by students. Examples of materials are textbooks, scripts, literature recommendations, practical examples, case studies, and projects. For blended and online learning, the programme pays special attention to meeting the specific needs of these formats, ensuring clarity and accessibility. The materials expose students to a variety of problem-solving approaches from different scientific perspectives, encouraging them to develop their own strategies. The course materials are continuously refined to incorporate new teaching methods and reflect student needs. In addition to the requirement textbook, lecturers also provide a list of extended support documents to help students proactively expand their learning orientations. Teachers can support students in accessing additional sources of data for research.

### **Bachelor of Investment Economics:**

The BIEP combines printed materials, textbooks, and digital media to support its learning activities, ensuring students have access to a diverse range of resources. In the first and second years, textbooks are typically in Vietnamese, either translated or locally published. From the third year onwards, students use English-language textbooks, which are digitally accessible through the LMS. This enables blended learning and encourages independent study. Supplementary materials, such as instructors' manuals, lecture slides, and case studies, are sourced from internationally recognised publishers to maintain quality and relevance. Staff-developed case studies are employed to connect theory with practice. The programme also promotes the use of open learning materials from reputable organisations and supports data analysis with open-source programming tools like R and Python.

### **Bachelor of Public Finance:**

Course materials are selected to align with international standards, referencing reputable foreign programmes. The programme director and instructors ensure that textbooks and resources match course requirements and teaching strategies. Textbooks used are from the last 10 years and additional research materials like journal articles, case studies, and government reports are available in the UEH library.

### **Guest lecturers**

Guest lecturers from universities may participate in a partial or full theoretical lecture session. Guest lecturers from industry often contribute real-life case studies or act as guest speakers at seminars. Guest lecturers can also act as mentors for students during internships at enterprises or guide students to do their graduation thesis. According to the regulations of the MOET, guest lecturers can take part in up to 30% of the teaching workload of study programmes. UEH has regulations on the criteria for inviting visiting lecturers and applies the

regime of visiting lecturers which detail the standards, conditions, and norms of lecture hours, their responsibilities, and benefits.

### **Bachelor of Finance:**

The BFP frequently organises seminars and workshops with guest speakers who are reputable experts in Vietnam or scholars from prestigious international universities in the USA, UK, France, and New Zealand. In 2023-2024, six research fellows and visiting professors joined the programme. These international scholars have organised seminars and workshops with the involvement of SoF's lecturers and students. They provide students with practical insights, enhance in-depth knowledge, and expand students' networks. Examples of seminars and workshops by guest speakers given in 2023-2024 are Risk Management: Anticipating and Reacting in StarCraft by an associate professor from the City University of New York (USA), A mix of theory and applied cases in teaching Economics and Finance by a professor from Rennes University (France), Risk Management in Banking by a representative of the VPBank (Vietnam), and Macroeconomics and Investment Strategy by a representative from Viet Dragon Securities (Vietnam).

### **Bachelor of Banking:**

Guest lecturers are regularly invited to share their experiences from professional activities, scientific research from domestic and foreign banking and securities experts. The BBP has also invited professors, who have signed research fellow contracts with SoB and teach together with SoB lecturers. Their contributions provide practical insights to supplement classroom learning.

### **Bachelor of Investment Economics:**

Guest lecturers join the programme in various ways, either by offering entire courses or by delivering specific lectures within existing courses. Besides, the programme invites leading economists and researchers from various fields to participate in seminars. Guest lecturers are usually invited to share their special experiences in the case of professional practice or scientific work.

### **Bachelor of Public Finance:**

Guest lecturers from various fields enhance the programme's practical dimension, bridging theory and real-world practice. They offer industry insights, share professional experiences, highlight trends, and provide networking opportunities.

## **Appraisal:**

The didactical concept of the four study programmes is described, plausible, and oriented towards the objectives of the programmes. 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.

The accompanying course materials in the four programmes 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 in the four programmes. The panel especially appreciates the implementation of the Pearson Ecosystem. The materials are user-friendly and encourage students to engage in further independent studies. However, the panel notes that it would be beneficial for both lecturers and students if there were a higher standardisation of learning materials or a common design strategy. Specifically, this could entail allocating targeted resources to faculty members to develop their expertise in teaching material design, such as

mastering the effective integration of media and internet links in a user-friendly manner. Additionally, the provision of standard templates could be considered, for instance, a LaTeX presentation template tailored for subjects with a strong emphasis on mathematics. This would provide lecturers with a standardised starting point, thereby minimising formatting issues and ensuring consistency for students. It would also avoid time-consuming design of slides from scratch by each lecturer. These templates could also be made available to students, which would ease presentation preparation.

The panel understood the importance which UEH places on using English-language textbooks to increase international relevance of the programmes. In general, the panel appreciates this benchmarking process. However, they **recommend** all four programmes to critically assess the usage of foreign materials in cases of locally oriented courses. One example of such a locally oriented course would be Banking Law of the BBP. The course learning outcomes refer to Vietnamese legal regulations on banking activities and of the State Bank of Vietnam, but the textbook and reference materials provided in the syllabus do not contain content on Vietnamese legal regulations.

Guest lecturers are invited in all four programmes and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The panel observes that this process currently seems driven proactively by individual lecturers. They **recommend** stronger involvement of programme directors. For example, this could be achieved through biannual meetings where requirements, funding possibilities and limitations are discussed. This would enable lecturers who have not previously invited guest lecturers to learn from the experiences of their colleagues and feel more comfortable asking questions, such as whether their desired invitation would be a good fit. Additionally, programme directors could approach potential companies and HEIs and gather data about possible guest lecturers and teaching topics and provide this information in a table form to all teaching staff enabling them to invite guest lecturers. In general, the expert panel **recommends** that the four programmes should aim to invite more experts, especially practitioners, such as banking managers for example.

|                                                                              | 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 (Asterisk Criterion)

##### **Bachelor of Finance:**

BFP, designed in alignment with finance programmes of prestigious universities such as Wharton Business School among others, aims to equip students with the knowledge and skills to be able to work in domestic and global labour markets. The internationality of the study programme is indicated in the programme objectives and learning outcomes (PO1, PO5, PLO1.2, and PLO1.4, see chapter 1.1), teaching language, and teaching materials with global standard textbooks. International topics are discussed in several courses, such as International Finance and Multinational Corporate Finance, where students are familiarised with the contents about foreign direct investments, political risks, global capital structure, cross-border mergers and acquisitions issues, the movement trend of global capital flows, and the global financial crisis.

In 2020, the CPA Australia<sup>23</sup> partly recognised BFP as compatible with their training contents. With the approval of the CFA institute<sup>24</sup> on the university affiliation programme of the financial investment minor in 2021, several courses in BFP are recognised to cover the CFA's body of knowledge. Some students, under the guidance of their lecturers, choose multinational-scope topics for their thesis.

##### **Bachelor of Banking:**

The PLOs (from PLO 2.1 to 2.6, see chapter 1.1) address skills for students working in an international environment. The programme uses international case studies and offers courses with international focus such as International Banking, International Payment, International Standard Banking Practice, Cross-Cultural Management.

##### **Bachelor of Investment Economics:**

The curriculum of BIEP is built to ensure conformity with international programmes, including the compatibility of internationalisation orientation and intercultural working environment. Referring to the economics curriculum of universities such as Australian National University (Australia) and Queensland University (Australia), the curriculum design aims to ensure that international content and perspectives are embedded from the very foundation of the programme. By adopting elements from institutions around the globe, students are exposed to a curriculum that reflects international best practices, theories, and methodologies. One example is the course Advanced Investment Analysis and Management, which deepens students' understanding of investment principles and asset classes, including derivative securities. The course also introduces alternative investment management tools and provides guidance on the development of investment models and strategies aimed at international expansion and portfolio diversification. The course is typically co-taught by two lecturers with international and interdisciplinary backgrounds. Another example is the course Impact Evaluation for Projects and Programmes. The lecturers of this course have carried out several research projects, some of which applied impact evaluation methods and techniques with funding from international organisations. For instance, one of the lecturers has conducted and published several studies, the findings of which are also used as case studies and reading materials for students.

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<sup>23</sup> [Home | CPA Australia](#), last accessed October 16, 2025.

<sup>24</sup> [CFA Institute | Empowering Investment Professionals](#), last accessed October 16, 2025.

### **Bachelor of Public Finance:**

The BPFP is designed to equip students with the skills needed to work in an increasingly globalised and culturally diverse environment as expressed in PLOs 1.1, 1.2 and 1.4 (see chapter 1.1). To achieve this, the programme incorporates two complementary approaches. Firstly, academic advisors encourage students to explore and understand universal values and cultural differences, fostering independent learning and self-study. This exploration is reinforced through in-class discussions and reflections on these topics. Secondly, the programme ensures that a substantial portion of the teaching materials and course syllabi, particularly in core and specialised modules, are in English. Many courses within the programme are international, utilising examples and case studies from various countries, such as Southeast Asia, Europe, and the United States. For example, in the Management for the Public Sector, Public Policy Analysis, and Principles of Banking and Finance courses, students examine public administration and monetary policies in various countries through relevant case studies from both domestic and international contexts.

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

With the strategy of becoming a multidisciplinary university with academic reputation in Asia and sustainable development, UEH strengthens international cooperation activities with regional and international universities. The aims are to attract international scientists and experts to lecture and research at UEH, as well as attract international students to study at UEH.<sup>25</sup> Every year, UEH attracts about 40 to 50 international students to study at all levels from undergraduate to postgraduate, as well as students who come for short-term exchange at UEH. For foreign learners, UEH provides scholarship, supports visa procedures, helps understand Vietnamese culinary culture, supports in adapting to student life at UEH. They can find all guiding information online.<sup>26</sup>

Currently, no foreign students are enrolled in the Bachelor of Finance, Bachelor of Banking, and Bachelor of Public Finance. In the cohort 50 (2024), one foreign student enrolled in the Bachelor of Investment Economics.

### **Bachelor of Finance:**

Although BFP has been aligned with the programmes of prestigious universities and constructed based on international standards, the programme does not attract many international students. Aware of this limitation, in recent years, the SoF has created different opportunities for BFP's students to interact with international students and international lecturers through several activities such as short courses, classes with the joint programme students, international conferences, summer camps, and global contests.

### **Bachelor of Banking:**

In 2023, the BBP accepted one student from Skoda Auto University (Czech Republic). This University is a partner of School of Banking in the JEUL - Erasmus Plus project.

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<sup>25</sup> UEH has issued Decision 1159/QĐ-ĐHKT-QLKHHTQT regulating international cooperation activities at UEH. In 2023 UEH has issued Regulation 2080/QyĐ-ĐHKT-QLKHHTQT on stipulating and managing outbound and inbound delegations at UEH.

<sup>26</sup> [Department of Student Affairs](#), last accessed September 1, 2025.

### **Bachelor of Investment Economics:**

In 2022, one CELG lecturers welcomed 12 students from Queensland University of Technology (Australia) to UEH in the scope of the New Colombo Plan Mobility Programme.<sup>27</sup> Recently, the programme has signed a Memorandum of Agreement (MOA) on a joint programme with Portland State University, offering the students opportunities of obtaining a Dual degree.

Between August and October 2024, there were fourth-year students of CELG had the chance to intern in companies in Thailand as part of a student exchange programme. One BIEP student participated in this internship.

### **Bachelor of Public Finance:**

The BPFP has not yet attracted international students because all subjects are taught in Vietnamese.

#### **Internationality of faculty**

UEH has established regulations on Research Fellows to strengthen international cooperation, enhance academic research and publications, expand global research networks, and foster a sustainable environment for knowledge exchange. Faculties and institutes are granted autonomy to collaborate and sign agreements with international experts. Since implementing these regulations in 2021, UEH has engaged over one hundred international researchers, resulting in increased publications in prestigious journals, a stronger academic reputation, and broader participation in seminars and conferences worldwide.

### **Bachelor of Finance:**

Many lecturers of SoF earned doctoral or master's degrees in Australia, the USA, and France. The programme welcomes international scholar delegations, while some SoF members have been outbound delegations for example to the University of Rennes (France) in 2024. Some SoF members are consultants or instructors of international student competitions. In addition, SoF has co-organised several international conferences and its members served as chairman in conferences. Examples are the International Joint Conference on Management, Economics and Finance in 2022, and the International Conference of Business Theories & Practices 2024. The SoF's lecturers cooperate with international scholars to successfully bid for a national-level research project and publish papers in internationally indexed journals. Examples are the paper The Dynamics of Investor Sentiment Impacts in Equity Crowdfunding: Unveiling the When published in the British Journal of Management and the paper Climate Vulnerability and Capital Structure: Moderating Effect of Financial Development, Financial Constraints, and 2015 Paris Agreement published un the International Review of Economics and Finance.

### **Bachelor of Banking:**

Lecturers of SoB are currently participating in teaching and doing research with foreign universities such as Monash University (Australia), University of Lincoln (UK), and Birmingham University (UK). Lecturers of the BBP also participate in international projects with European and Asian universities such as the JEUL- Erasmus plus project, EU4 sustainability, and Micro4Asian. SoB also participates in reporting at seminars organised by professional associations. The SoB Seminar (SRS) series covers topics such as Sustainable Finance and

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<sup>27</sup> [The New Colombo Plan Mobility Program UEH - QUT 2022](#), last accessed October 13, 2025.

Innovation Strategies: Best Practices in Southeast Asia<sup>28</sup> and invites speakers from foreign Universities. This provides BBP lecturers with networking opportunities.

### **Bachelor of Investment Economics:**

SoE faculty includes qualified Vietnamese lecturers who have studied and worked overseas for years, and experienced professors from renowned universities. Out of 30 lecturers holding PhD, 18 lecturers graduated from a range of foreign universities in the European Union, USA, Japan, Australia, Canada, and Russia. Lecturers also take part in research projects in national and international level. Some BIEP lecturers are members of international projects for environment and sustainable development. For example, some of the lecturers are researchers of the Economy and Environment Partnership for Southeast Asia (EEPSEA)<sup>29</sup> and Environment for Development in Vietnam (EfD-Vietnam)<sup>30</sup>. Another example is the participation of lecturers in research and consultancy projects such as Climate security and adaptation: government investment and farmers adaptation to climate change in coastal communities and Inducing behavioural change with pro-environmental messaging: improve the message or change the messenger?

### **Bachelor of Public Finance:**

Although the majority of the lecturers are Vietnamese, many have gained international academic and professional experience, particularly in finance and public administration. Several faculty members have earned their doctorate degrees from institutions in UK, Spain, New Zealand, and Hungary. Additionally, some lecturers have chaired in international conferences. The SoPF is a member of international academic and professional networks such as CPA Australia and Association of Chartered Certified Accountants (ACCA)<sup>31</sup>. This allows the school to stay updated with global best practices and emerging trends in public finance.

### **Foreign language contents**

Since 2023, UEH has offered three programme types: standard programmes in Vietnamese, partial English programmes, and full English programmes, each with specific English proficiency requirements. While the content is identical, the language of instruction differs between the three options. Admission to the full English track requires an IELTS score of 5.0 or higher or passing UEH's English proficiency test (see chapter 2). All programmes include a compulsory English component of 10 Vietnamese credits (18 ECTS credits), consisting of four credits in a General English course and six in a Specialised English course. The School of Foreign Languages oversees international textbook selection, delivery of general English courses, and coordination with faculties for specialised courses. For over a decade, UEH has promoted the use of international academic materials, initially providing copyrighted Vietnamese translations for first- and second-year courses, before shifting entirely to original English sources in years three and four.

### **Bachelor of Finance**

The Bachelor of Finance is offered in Vietnamese, partially in English, and fully in English. Between 2019 and 2022, the majority of students chose the partially English track. In 2023 and 2024, the majority of students opted for the fully Vietnamese track.

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<sup>28</sup> [Seminar SRS 2024 session 2 with the theme: "Sustainable Finance and Innovation Strategies: Best Practices in Southeast Asia"](#), last accessed October 13, 2025.

<sup>29</sup> <https://eepsea.org/>, last accessed November 4, 2025.

<sup>30</sup> <https://www.efd.vn/> and <https://eepseapartners.org/>, last accessed November 4, 2025.

<sup>31</sup> [Home | ACCA Global](#), last accessed October 16, 2025.

Students in the partially English programme study five compulsory courses in English, and most of the study materials for BFP (including global standard textbooks, lecture notes, and case studies) are in English. In the partially English and Vietnamese track, students are encouraged to write their graduation theses and scientific research in English.

### **Bachelor of Banking:**

The Bachelor of Banking is offered in Vietnamese, partially in English, and fully in English. Overall, The BBP has compulsory foreign language materials in accordance with the PLOs (from PLO 1 and 2, see chapter 1.1). Lectures and materials are predominantly provided in foreign languages, teaching slides, textbooks and reference books are in English, emphasising internationalisation.

### **Bachelor of Investment Economics**

The Bachelor of Finance is offered in Vietnamese, as well as partially in English. There is not option to study the programme fully in English.

In the partially English track, students are offered eight compulsory courses taught in English. Additionally, in all tracks, group work sometimes requires learners to search for the most updated information and use it for their work. Consequently, students need to search for information from multiple sources, in both Vietnamese and other languages, often in English.

### **Bachelor of Public Finance:**

The SoPF is only offered in Vietnamese. The programme organises an English club known as the APPLE Club, which helps students enhance their language skills in a professional environment.

### **Appraisal:**

International contents are an integral part of the four curricula. UEH students are thus prepared for the challenges in an international working environment. Through practical examples used in the programmes, students are enabled to act in an intercultural environment. The panel notes, however, that while international contents are the core of UEH programmes, this orientation is not as relevant for the **Public Finance programme** as it primarily focuses on the local market.

The expert panel assesses that the international composition of the student body does not correspond to the concepts of the four programmes. They find that the measures taken to promote internationality at UEH can be improved. Overall, they observe no significant student mobility, neither incoming nor outgoing. Therefore, the panel **recommends** that UEH develops a clear strategy to improve mobility. Students need clear administrative and financial support in order to go abroad. One way to achieve structural support for students is by establishing a dedicated International Office. UEH core documents like exam regulations should be translated for international students. Further initiatives to improve student mobility could be developing online courses specifically designed for international students, issuing formal invitations to partner institutions to strengthen academic exchange, and increasing engagement in mobility programmes such as ERASMUS. The University could explore a joint application with its European partners for participation in Key Action 2: International Credit Mobility under the Erasmus+ programme.

The international composition of the faculty in all four programmes promotes the acquisition of international competences and skills. Several lecturers within the programmes have obtained

their degree abroad and faculty members participate in international conferences. The measures taken to improve the international experience of faculty members are goal oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the **Bachelor of Finance, Bachelor of Banking, and Bachelor of Investment Economics**. In addition to the standard programme fully taught in Vietnamese, the Bachelor of Finance and the Bachelor of Banking both offer their programme as a partially English or fully English track as well. The Bachelor of Investment Economics is offered as a Vietnamese and partially English track. The expert panel therefore concludes that within these tracks, lectures and course materials in foreign languages predominate. Overall, internationality is clearly a key element of the profiles of the three programmes. As mentioned above, the situation is less clear in the case of the **Bachelor of Public Finance**. On the one hand, the programme primarily produces graduates working on the local market but utilises primarily international, English-language materials. On the other hand, the panel recognises the importance of English language skills in a globalised world in which employees of the local market are also in contact with international businesses. The panel therefore **recommends** that the programme critically examines its foreign language contents.

|                                                                              | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.4 Internationality                                                         |             |                              |                            |                                    |      |
| 3.4.1* International contents and intercultural aspects (Asterisk Criterion) |             |                              | x                          |                                    |      |
| 3.4.2 Internationality of the student body                                   |             |                              |                            | x                                  |      |
| 3.4.3 Internationality of faculty                                            |             |                              | x                          |                                    |      |
| 3.4.4 Foreign language contents                                              |             | BFP<br>BBP<br>BIEP           |                            | BPFP                               |      |

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

Across all programmes, UEH offers a compulsory course on soft skills. The soft skills course provides foundational knowledge for workplace application. Its objective is to integrate disciplinary expertise with the development and practice of core soft skills. Key competencies include critical thinking, problem-solving, adaptability, effective communication and presentation, service orientation, self-positioning, as well as feedback and coaching skills.

Within the programmes themselves, courses often require students to apply skills of teamwork, data and information collecting, processing and analysing, presentations, debating and explaining, or working together on a scheme or project. Extracurricular activities such as national defence education, physical education, student clubs/unions, and social work contribute to the development of students' multidisciplinary and interdisciplinary skills, competencies, and personal growth.

### **Bachelor of Finance:**

BFP is designed to enhance students' multidisciplinary competencies and skills, such as discussion, problem-solving, communication and presentation, cooperation, and teamwork, as stated in PLO2.2, PLO2.3, and PLO2.4 (see chapter 1.1). These skills are stated in the Course Learning Outcomes (CLOs) of specialised subjects, and are practices through activities such as discussions, presentations of learning situations, and case studies. In addition, students can join extracurricular activities (social skills improvement series, debate competitions, seminars, and workshops) that provide opportunities to improve their analytical and public speaking skills with support from academic advisors.

### **Bachelor of Banking:**

The BBP is designed to enhance the multidisciplinary skills and competencies of students. It includes PLO1.2; PLO1.3; PLO1.5; PLO2.2; PLO2.3; PLO2.4 (see chapter 1.1) that focus on developing soft skills such as communication and public speaking skills, cooperation and conflict handling, and leadership skills. This aim is embedded in the CLOs of various courses, for instance, International Payment, Foreign Exchange Trading, International Banking, Fintech in Banking, etc. Lecturers support students in acquiring these skills through various in-class activities and teaching and assessment methods to help them enhance their communication, presentation, critical thinking, teamwork, and strategic planning and research capabilities. Furthermore, students also participate in various extracurricular activities such as academic clubs, competitions, scientific conferences, seminars, social works (charities), business visits, etc. These activities offer the chance to interact and collaborate with businesses, experts, and researchers, thereby further developing their analytical, research, and public speaking skills.

### **Bachelor of Investment Economics:**

The BIEP is designed to develop students' multidisciplinary skills and competencies. It incorporates PLO1.2, PLO1.3, PLO1.4, PLO1.6, PLO2.1, PLO2.2, PLO2.3, PLO2.4, PLO2.5, and PLO2.6 (see chapter 1.1), which require students to apply knowledge from diverse courses, fields, and disciplines, alongside the skills needed to address complex professional problems. Furthermore, in many courses, students are required to integrate a variety of knowledge to complete assignments and final projects. For example, in the course Applied Project Management, for the final project, student groups are required to plan, implement, monitor, and evaluate small-scale projects of their own choice. The diversity of project topics allows students to explore and adapt knowledge from different related fields. Past student projects have covered a wide range of areas, such as a communication campaign on workplace safety for factory workers; a community outreach and beach-cleaning project in Can Gio; a small-scale riverbank reinforcement project; a digital platform connecting local farmers of organic products with businesses and consumers; community-oriented charity projects; an interior design project for an apartment; and the launch of an innovative business product or service. In addition to applying project management knowledge and using MS Project, students explore related technical and social aspects relevant to their chosen projects. Beyond planning on paper or software, they cooperate to execute their projects, engage with relevant stakeholders, and conduct monitoring and evaluation. They also prepare reports, presentations, and videos. Through these activities, students develop professional skills such as teamwork, negotiation and communication, presentation, time management, and leadership.

### **Bachelor of Public Finance:**

The BPFP focuses on building essential professional competencies. These include delivering effective presentations and writing skills (PLO2.2, see chapter 1.1), managing teams (PLO2.3, PLO3.1, PLO3.2, see chapter 1.1), embracing cultural diversity, and making socially responsible decisions (PLO3.3, see chapter 1.1). The English for Economics course enhances communication and writing abilities. Additionally, extracurricular activities like the APPLE English Club's English Contest and the SOPF Debate Contest further develop these skills. Instructors utilise flipped classrooms and case studies to continuously refine students' skills

### **Appraisal:**

UEH students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in a university-wide dedicated course on soft skills as well as within the programme courses. This is supported by means of suitable didactical and methodological measures. Students participate in group work and hold presentations of their work. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

|                                                                    | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|--------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 3.5* Multidisciplinary competences and skills (Asterisk Criterion) |             |                              | X                          |                                    |      |

### **3.6 Skills for employment / Employability (Asterisk Criterion)**

At UEH, both curricular and extracurricular activities are designed to enhance students' employability. Each student gains practical experience through enterprise field trips in the second year and internships in the third year, supporting career orientation aligned with their majors. Students can choose whether they want to write an internship report or a thesis. Within the internship report students practice real-world problem-solving, whereas within the thesis, students focus on developing research and analytical skills. The University also organises seminars on corporate culture and provides training in professional skills such as planning, management, systematic thinking, and ethics. In addition, employability is further strengthened through soft skills training, mock interviews, and participation in annual job fairs, where students and graduates engage in real interview opportunities with employers.

### **Bachelor of Finance:**

BFP aims to develop skills to enhance the employability of graduates. For English skills, many specialised courses are taught exclusively in English, and graduates must have a foreign language and technology proficiency level that meets the UEH's graduation requirement. In addition, learning skills and lifelong learning skills are also clearly stated in the PLO3.1, PLO3.2 (see chapter 1.1) of the study programme and courses' CLOs.

SoF website regularly updates students on job recruitment by partners and internship opportunities. Furthermore, the SOF Youth Union, SOF Student Association, Supporting Students Group, and Students' Group of Finance Research usually organise community and charity activities, academic competitions, career seminars, and talk shows. These activities offer students opportunities to enhance their skills in communication, foreign languages, and teamwork.

### **Bachelor of Banking:**

The employment rate of graduates from the BBP programme was 95.49% in 2023. Skills for employment have been considered in the initial stages of programme development, specifically in designing the PLOs (see chapter 1.1). BBP has conducted surveys of the labour market, banks, credit organisations, related businesses in the industry and alumni to create a system of PLOs that aligns closely with real-world needs. To increase their employability, students have the opportunity to participate in various extracurricular programmes (such as the School of Banking Research Seminar) or one of numerous student clubs. These programmes are tailored to diverse interests and provide students with chances to practice and enhance their practical skills. The SCUE Securities Club and the Academic Board of the SOB Student Union facilitate academic competitions, research initiatives, career seminars, and talk shows, creating opportunities for students to refine their career paths and orientations. They also organise competitions and events such as the Next Bankers programme, International Summer Camp, Student Exchange programmes, as well as the UEH 500 Award, Young Economist Award, and the Eureka Award.

### **Bachelor of Investment Economics:**

The BIEP integrates theoretical knowledge with practical application through teaching, learning and assessment. It aims at bridging the gap between academic concepts and real-world challenges, enabling graduates with problem-solving skills relevant to their professional field. The programme emphasises the development of multidisciplinary competences and skills. Graduates are equipped with not only a solid foundation in economics but also the ability to collaborate effectively, communicate clearly, and adapt to diverse work environments. By staying current with industry trends and employer needs, the programme ensures that students are well-prepared to meet the anticipated requirements of the dynamic job market. Lastly, students are expected to obtain certain certificates helping their employability. These include the Certificate of Internet and Computing Core Certification and the Certificate of Language Competency.

### **Bachelor of Public Finance:**

Employability is central to the BPFP (PLOs 2.2, 2.3, 2.4, 3.1, 3.3, see chapter 1.1). Mandatory internships enable students to apply classroom knowledge to real-world financial settings. Career workshops, alumni networking, and employer engagement events strengthen professional readiness. Regular feedback from employers and alumni ensures the curriculum remains aligned with labour market needs. Graduates find employment across public and private sectors, reflecting the programme's effectiveness in preparing students for careers in public finance.

### **Appraisal:**

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 four study programmes through all their courses.

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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

At UEH, the overall workload for lecturers in one year is 1,760 hours. This can be divided into teaching (270 hours) and research (on average 586 hours). The remaining time is for lecturers to participate in community service activities, consulting, and student support.

*Table 15: Structure and quantity of teaching staff*

|                                                           | <b>BBP</b>                                                                       | <b>BFP</b>                                                   | <b>BFPP</b> | <b>BIEP</b>                                                             |
|-----------------------------------------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------|-------------|-------------------------------------------------------------------------|
| Full-time teaching staff                                  | 64<br>(23 lecturers from SOB and 41 from other UEH schools).                     | 85<br>(29 lecturers from SOF and 56 from other UEH schools). | 18          | 80<br>(25 lecturers from SOE and 55 from other UEH schools).            |
| Part-time teaching staff incl. visiting/adjunct lecturers | 6                                                                                | 0                                                            | 1           | 8                                                                       |
| <b>Total number of teaching staff</b>                     | <b>70</b>                                                                        | <b>85</b>                                                    | <b>19</b>   | <b>88</b>                                                               |
| <b>Among them:</b>                                        |                                                                                  |                                                              |             |                                                                         |
| Teaching staff with professional experience               | 23                                                                               | 3                                                            | 18          | 88                                                                      |
| Teaching staff with international experience              | 4                                                                                | 25                                                           | 6           | 54                                                                      |
| Number of professors                                      | 0                                                                                | 1                                                            | 1           | 1                                                                       |
| Number of associate professors                            | 7                                                                                | 14                                                           | 5           | 6                                                                       |
| Number of assistant professors                            | 0                                                                                | 0                                                            | 0           | 0                                                                       |
| Number of senior lecturers                                | 13                                                                               | 15                                                           | 11          | 7                                                                       |
| Number of lecturers                                       | 10                                                                               | 70                                                           | 18          | 78                                                                      |
| PhD holders                                               | 18                                                                               | 57                                                           | 16          | 45                                                                      |
| Master's degree holders                                   | 5                                                                                | 28                                                           | 2           | 36                                                                      |
| Guest lecturers                                           | 35 (lecturers from financial institutions, banks and international universities) | 56 (lecturers from other schools within UEH)                 | 1           | 8 (lecturers from company, institutions and international universities) |

#### **Bachelor of Finance:**

There are currently around 80 lecturers and researchers involved in the BFP. 29 SoF's lecturers teach courses in blocks of corporate finance and advanced finance knowledge. 56 lecturers from other schools within UEH handle courses in blocks of general and business knowledge. SoF also signed five research fellows and one visiting professor from the USA, UK, France, and New Zealand to participate in the programme.

### **Bachelor of Banking:**

The teaching staff of SoB consists of 29 full-time lecturers. Additionally, the school collaborates with a team of visiting lecturers.

### **Bachelor of Investment Economics:**

Currently, the SoE has 54 full-time lecturers of which nine lecturers are concurrently in charged in management position in UEH.

### **Bachelor of Public Finance:**

BPFP offers 40 courses of which 25 courses of general and foundational knowledge are taught by around 50 lecturers from other schools of UEH. 16 lecturers of SoPF teach 15 courses specialised in public finance and supervise thesis/internship report.

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

Following national and university-wide regulations<sup>32</sup>, faculty must fulfil the following academic requirements:

- **Minimum Qualifications:** Lecturers must hold at least a master's degree, though currently only Ph.D. holders or higher are recruited. UEH prioritises those with overseas doctorates, English fluency, and strong international publications.
- **Specialised Teaching:** Faculty teaching theoretical and advanced content must hold doctoral or professorial titles, or a master's degree from a university in a developed country, in disciplines matching or closely related to the subject.
- **Foreign Language Instruction:** Lecturers teaching advanced courses in foreign languages must demonstrate proficiency at level 5/6 of the VQF framework (or equivalent) or have completed full-time study abroad in the relevant language.
- **English-Medium Instruction:** Faculty are required to hold the Cambridge EMI-B certification.
- **Recruitment Standards:** UEH applies standardised processes for lecturer recruitment, aligned with government professional standards, covering lecturers, principal lecturers, and senior lecturers.

Regulations on standards, responsibilities and rights for researcher at UEH aim to promote academic research and international publication of UEH, as well as to increase academic reputation and to network international researchers and improve the quality of scientific research activities in a sustainable way. <https://kdcl.ueh.edu.vn/Home/ThuyetMinh/1028>

UEH supports faculty development through financial aid for international conferences, research funding, global collaborations, faculty exchange programmes, advanced research training, and organising international workshops.

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

Following national and university-wide regulations<sup>33</sup>, lecturers must:

- demonstrate professional expertise and research publication capacity;

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<sup>32</sup> Circular 23/2014/TT-BGDĐT released on July 18, 2014, by MOET; Working regulations for UEH lecturers No. 1224 issued on April 27, 2016, and Regulation No. 327 issued on February 26, 2021.

<sup>33</sup> Circular 23 /2014/TT-BGDĐT released on July 18, 2014, by MOET; Working regulations for UEH lecturers No. 1224 issued on April 27, 2016, and Regulation No. 327 issued on February 26, 2021.

- possess a minimum of three years of relevant teaching experience in the respective field;
- apply effective teaching methods;
- proficiently utilise information technology in both teaching and research.

In line with national regulations on professional standards for lecturers, UEH has established clear criteria for academic titles, including senior lecturers, principal lecturers, lecturers, and assistant lecturers. To ensure these standards are met, UEH organises professional skills and pedagogical training sessions. For example, between 2022 and 2024, UEH offered courses such as Cybersecurity, English as a Medium of Instruction (EMI), Applied Econometrics with R, Multivariate Data Analysis, Research Design for Management and Business, and the Summer School on Environmental Valuation by Discrete Selection Experiments – Sustainable Development Strategies in Southeast Asia. Lecturers receive training in developing digital learning materials and utilising Zoom, Google Meet, Microsoft Teams, and LMS platforms for online and blended learning.

#### Practical business experience of faculty

##### **Bachelor of Finance:**

SoF's Lecturers participate in policy consulting and solution proposals for government and non-government organisations in Vietnam. For example, one lecturer has advised the Prime Minister of Vietnam on coordinating the supervision of the national financial market since 2020. SoF lecturers also contribute economic and financial insights to the economic development in Vietnam and share knowledge with the community through media. Lecturers also offer business consulting through short-term training sessions, seminars, and projects across various provinces.

##### **Bachelor of Banking:**

BBP lecturers have actively participated in various business consulting and policy advisory activities for businesses, organisations, and the government. For example, four lecturers act as consultants for the Bank for Investment and Development of Vietnam. Another example are two lecturers who research and propose solutions for socio-economic and environmental development of Vinh Long province to serve the 21st Provincial Party Congress for the 2025-2030 term.

##### **Bachelor of Investment Economics:**

SoE aims to do research that can give valuable policy implications to local government in practice as well as contribute to empirical studies of academic theories. SoE has close relationship with some institutions in UEH such as Health and Agricultural Policy Research Institute (HAPRI) headed by current Dean of SoE and The Environment for Development (EfD) headed by the former Dean of SoE. While HAPRI focuses on research advisory projects with local governments, the EfD has a lot of international projects with the collaboration of many countries worldwide. Lecturers in SoE can take part in practical projects from these institutions and the University Network for Strengthening Macro financial Resilience to Climate and Change. Some lecturers bring practical experience gained through investment processes, scientific research, applied research projects, and consulting for businesses and local governments into lecture. Several lecturers also have extensive management experience in businesses before joining UEH as faculty members.

### **Bachelor of Public Finance:**

SoPF's lecturers are active in consultancy projects and training courses with various organisations in public and private sectors. One example is a lecturer who is consulting the Bà Rịa – Vũng Tàu People Committee since 2020. Further, the school has strong cooperation with Departments of Finance and Tax Departments especially in Ho Chi Minh City.

### **Internal cooperation (Asterisk Criterion)**

At university level, UEH organises a series of meetings with lecturers and staff to update the achievements and new action plans each year. The main purpose of university meetings is for all lecturers/staff of the university to meet, get acquainted, and support each other.

### **Bachelor of Finance:**

SoF regularly organises professional activities where lecturers are involved in teaching and research within the school and across various faculties, institutes, and centres to share information, ideas, and expertise to enhance the theoretical and practical content of courses. After each semester, programme directors meet with course lecturers to review teaching progress, discuss any obstacles, and prevent content overlap across courses. Based on student survey results and labour market changes, adjustments and improvements are made to the study programme. Internal cooperation takes many forms: interdisciplinary research groups to facilitate joint projects, as evidenced by publications from these collaborations, inter-school seminars, and interdisciplinary teaching through team instruction with business experts and inter-school councils to evaluate research topics and projects.

### **Bachelor of Banking:**

BBP closely coordinates between the study programme director, department and teaching lecturers. The study programme director has the role of coordinating and directing teaching coordination among lecturers in the programme.

### **Bachelor of Investment Economics:**

SoE meetings are held at least once a month and require all members spend time to discuss expertise, find out the arising issues related to curriculum, teaching and learning issues, and propose solutions together. The SoE has established specialised groups which enhance the internal cooperation in charge of specific tasks including Advisory research for local governments, international publication, and international exchange programme. Lecturers who teach the same course often work closely with each other and exchange expertise. UEH and SoE also encourage lecturers joining in international research fellowship. In addition, lecturers can collaborate to form research teams.

### **Bachelor of Public Finance:**

SoPF's management and lecturers work together based on objective key results throughout the year. Lecturers work together in research, with lecturers both in and out of SoPF. In 2024, lecturers were part in three research projects and produced 15 peer-reviewed articles.

### **Student support by the faculty (Asterisk Criterion)**

### **Bachelor of Finance:**

Lecturers from SoF will be assigned as an academic advisor a class in the study programme. These advisors are responsible for closely monitoring students' academic performance and addressing any difficulties students may encounter. Academic advisors hold class meetings three times a year. This process is standardised for all lecturers, whether full-time or part-time.

In collaboration with the Department of Student Affairs (DSA), SoF addresses student enquiries at the SoF office during working hours. The SoF secretary manages in-person and online communication and SoF email, which offers support outside office hours. Academic advisors provide contact details (mobile numbers and personal emails) for emergencies, and lecturers guide students in academic matters, connecting them with UEH staff and external experts. SoF also prioritises support for international students, students with disabilities, and those from under-represented backgrounds, utilising resources from alumni, businesses, and faculty donations. This includes aid for students affected by COVID-19 and Typhoon Yagi in August 2024. Additional support activities are communicated via the SoF website and other channels.

### **Bachelor of Banking:**

Lecturers support students mainly through channels, such as the SoB's social media pages, website and direct contact. Academic advisors play an important role in supporting students in developing appropriate study plans, maximising their learning and research abilities, as well as career orientation.

### **Bachelor of Investment Economics:**

At the SoE, support is offered regularly to help students succeed academically. Each class is assigned an academic advisor by the Department of Student Affairs (DSA), with two scheduled meetings per semester between students and their advisor. Students can access support services during office hours or through hotlines, social media platforms, and email. The SoE's online and email systems further enable students to contact lecturers or advisors to resolve academic issues. Additionally, students can discuss course-related concerns directly with lecturers or advisors during class, via email, the Learning Management System (LMS), or telephone. Contact details are provided in the first lecture.

### **Bachelor of Public Finance:**

Academic advisors act as an intermediary to receive and answer questions and requests from students. Ten of SoPF's lecturers are academic advisors. For example, they have helped students to participate in various scientific research contests.

### **Appraisal:**

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

The academic qualifications of the faculty are well aligned with the requirements and objectives of the study programmes. The expert panel commends the scholarly achievements of the faculty, noting that their outstanding academic qualifications are reflected in their scientific publications. Overall, the expert panel noted positively that a substantial number of faculty members have doctoral qualifications. UEH verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the four study programmes. UEH verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their

own skills in this field. Specific measures such as summer schools and workshops for the further qualification of the faculty members are implemented.

The practical business experience of the faculty corresponds to the individual requirements of the four programme to integrate theory and practice. Lecturers have for example worked at Nestlé or Citibank.

The faculty members cooperate to align individual courses with the overall qualification objectives of the programmes. Meetings of all those teaching in the programme take place regularly. The panel observed that teams seem to work together constructively, with each member contributing their expertise to the design and delivery of high-quality courses. Projects and courses are frequently conducted in a cooperative manner.

Student support is an integral part of the services provided by the faculty. Students are assigned Academic Advisors which support them during their time at UEH. The support is offered on a regular basis and serves to help students study successfully.

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

## 4.2 Programme management

### Programme Director (Asterisk Criterion)

In 2021, UEH has issued a regulation<sup>34</sup> on the Director of Study Programme. It stipulates the functions, tasks, responsibilities, rights and criteria for appointment, and coordination process between the programme director, school leaders and relevant departments in the operation and management of the programme. UEH is currently reviewing, adjusting, and updating this regulation to suit the three-level university management model: university-level, college-level and school-level.

The Programme Director is appointed according to the process specified in the Appointment Regulation of UEH. A Programme Director is expected to hold a PhD degree in, or closely related to, the programme area(s) to be directed. A minimum of five years of professionally related experience is required.

<sup>34</sup> No. 912/QYÐ-ÐHKT-DBCLPTCT.

Overall, a programme director is responsible for managing the functions for the programme to which he/she is appointed. The programme director serves as the principal liaison between the programme, departments that participate in the programme, and the rest of the college. In his/her role in the leadership and management of the programme's affairs, the director carries principal responsibility for conducting or delegating the following main tasks:

- Maintaining and enhancing the academic quality of the programme through facilitating regular review and assessment of its curriculum;
- Managing the programme to ensure course coverage, and proposing changes to the programme curriculum as needed;
- Conducting periodic programme reviews;
- Organising professional activities;
- Encouraging school professional development and exchange of ideas among programme school;
- Managing each sector/major-based profession.

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

At the University level, the Department of Student Affairs (DSA)<sup>35</sup> is the main organ responsible to provide support for students, faculty members and external partners with matters of enrolment, registration, and completion of the study programme. The Human Resource Department covers all aspects regarding the professional training of the staff. Besides English classes, administrative staff can attend courses like Introduction to Psychology, Sustainable Development, and Technology and Design.

In order to better support lecturers according to digital transformation, UEH has implemented an online support system for lecturers that provide online services such as officer confirmation, declaration of scientific resumes, declaration of staff's resumes. UEH has also implemented a UEH public service portal, with fifty-four online support services for students, graduates and alumni. These services include, for example, authentication of electronic copies of UEH documents, copy of full-time university graduation diploma, and application for a student pass.

To ensure continuous improvement, students and faculty participate in annual service quality surveys, providing feedback on administrative effectiveness and identifying areas for enhancement. The results guide policy adjustments and service optimisations to better meet the needs of students and faculty members.

#### **Bachelor of Finance:**

At SoF, the Dean and the programme directors, through the faculties, academic advisors, and the school secretary at the front desk, take responsibility for communicating with the UEH Office regarding admissions, helping new students integrate into the programme, providing necessary information and guidance, arranging for students to access services and academic facilities, ensuring appropriate thesis supervisors, and creating opportunities for students and lecturers to provide feedback on the programme's quality and management. The school also provides assistance to help faculty and lecturers promote teaching and scientific research activities, identify resource requirements, and ensure administrative processes for teaching and research activities.

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<sup>35</sup> [Department of Student Affairs](#), last accessed September 23, 2025.

### **Bachelor of Banking:**

The BBP focuses on providing full support for both lecturers and students through close coordination between UEH functional departments. In addition to the possibility of receiving UEH's hardship scholarships, SoB alumni and lecturers also contribute to the Hope Fund to provide scholarships or loans to students in difficult circumstances to pay tuition fees.

### **Bachelor of Investment Economics:**

SoE's members and students are supported by administrative staff of SoE and a diversified of supporting staff from many departments in UEH. SoE has two full-time administrative staff that are responsible for support in: academic management, research, international cooperation, student service and other sub-areas. The administrative staff are responsible for the facilitation of the programmes and provide both students and academics with the information and resources they require such as programme schedule, learning outcome, unit guide, and textbook. In addition, the CELG's administrative employees also support the programme to organise seminars about research and teaching. The administrative staff are also responsible for consulting students in study and extracurricular activities, informing students on enrolment, timetabling, and examination schedules.

### **Bachelor of Public Finance:**

The SoPF provides support to new students as they integrate into the programme and assists both lecturers and students with matters arising during the teaching and research process. When students encounter difficulties in their coursework or seek guidance in conducting scientific research, lecturers are available at the school office to provide assistance. Furthermore, the effectiveness of the school's services and courses is regularly assessed through surveys administered to lecturers, students, and other learners, ensuring continuous quality improvement.

### **Appraisal:**

UEH established the position of programme directors in 2021. They coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly. The expert panel was especially impressed with the programme director of the Bachelor of Finance who successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups. During the interview, the panel gained the impression that the Director of the BFP is highly committed and demonstrates strong dedication to his role and responsibilities. The systematic change driven by the largest programme within this cluster has a positive effect on other UEH programmes.

Through documentation and during the interview sessions, the panel had the impression that the administrative staff acts as a service provider for students and faculty. Faculty members and students are supported by the administration in the organisation of the study programme. For this, sufficient administrative staff are available. Decision-making processes, authority, and responsibilities within administrative units are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities for electronic service support are used and supplement personal one-to-one counselling. UEH offers the administrative staff opportunities for continuous professional development.

|        |                                                                          | 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)                                  |             | BFP                          | BBP<br>BPFP<br>BIEP        |                                    |      |
| 4.2.2  | Process organisation and administrative support for students and faculty |             | X                            |                            |                                    |      |

## 4.3 Cooperation and partnerships

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

UEH actively expands cooperation with partners in more than one hundred countries around the world by signing of MOUs/MOAs related to research cooperation, exchange of students and lecturers, organisation of international conferences and seminars, and joint programmes. Partners include for example Tsinghua University (China), Osaka Sangyo University (Japan), Yongsei University (South Korea), University of Western Sydney (Australia), Johannes Gutenberg University Mainz (Germany), and University of Sevilla (Spain). A complete list can be found on the UEH website.<sup>36</sup> The signing of cooperation agreements with foreign partners follows a standardised procedure.<sup>37</sup>

### **Bachelor of Finance:**

SoF's cooperation agreements with HEIs are formalised through a university-level Memorandum of Understanding (MOU) between UEH or CoB and partner universities and a school-level Memorandum of Agreement (MOA) between SoF and partner university department heads. SoF's international partnerships include the UK, New Zealand, France, and the U.S., enabling student exchanges, joint research, seminars, visits, teaching, and curriculum development. SoF has expanded research fellow activities, with five contracts signed to date (see chapter 3.3).

### **Bachelor of Banking:**

The SoB has carried out academic cooperation with universities such as Birmingham University (UK), University of Siena (Italy), Skoda Auto University (Czech Republic), Vilnius University (Lithuania), Universitas Padjadjaran (Indonesia), Osnabruck University (Germany), Chung-Ang University (Korea), and Lincoln University (UK). In addition, lecturers of the BBP also conduct joint research projects with leading professors around the world.

### **Bachelor of Investment Economics:**

BIEP has developed a dual degree with Portland State University (USA). In this dual degree, students can continue to study at PSU for one year and a half after two and a half years of studying at UEHs BIEP. Students then obtain the Bachelor of Economic Degree of PSU. Another MOU between SoE and Universitas Padjadjaran (Indonesia) was made, which provides students with the opportunity to study abroad.

<sup>36</sup> <https://ueh.edu.vn/en/global-exchange/mou/>, last accessed September 23, 2025.

<sup>37</sup> Regulation No. 1334/QyD-ĐHK-T-VP.

### **Bachelor of Public Finance:**

BPFP lecturers have participated in research projects with academic institutions such as the Autonomous University of Barcelona. The programme also collaborates with other universities by inviting professors at leading universities to hold some seminars on related academic topics. Examples are a professor from the Department of Applied Economics of the Autonomous University of Barcelona (UAB) and a professor from IOWA University (USA).

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

UEH has partnerships with professional associations. Upon graduation from UEH's bachelor's programmes studies, graduates will accumulate knowledge credits recognised by international professional associations such as:

- Chartered Institute of Accountants Australia (CPA) (Finance, Banking, Business Tax, International Banking, Investment Banking, Stock Market)
- CFA Institute of America (Financial Investment programme, Financial Mathematics)
- Chartered Institute of Management Accountants (CIMA) (Public Accountancy, Corporate Accounting and Auditing programme)
- Market Technicians Association (MTA) (International Finance, Financial Investment)
- Society of Actuaries (SOA)
- Institute and School of Actuaries (IFoA) (Risk Analysis and Actuaries programme).

Signing cooperation MOA with partners is regulated on university-level and coordinates between the University and its affiliated units.

### **Bachelor of Finance:**

SoF implemented cooperative activities with domestic and international businesses and organisations through various MOUs and MOAs covering different fields such as resource-sharing, internships, job fairs, corporate tours, etc. Examples of partners are VPBank, Global Insurance Corporation, and RongViet Securities Corporation. These partners contribute expertise, support study programme development, and provide practical case studies. SoF also invites experts from these partners to present on topics relevant to the programme. Collaboration extends to research, senior management engagement, and seminars on pressing economic issues, enriching students' industry experience and skills. Lastly, SoF also connects with international professional associations such as CPA Australia and the CFA Institute.

### **Bachelor of Banking:**

The BBP also signed cooperation agreements with local and foreign businesses to sponsor students in academic programmes and competitions, to award scholarships, as well as to provide internships opportunities. One example of the is the MoU signed with JN Capital & Growth Advisory (JNC) which has the purpose of creating and implementing internship/job opportunities for CoB students with JNC and their network. JNC will also support the education of students via guest lecturers.

### **Bachelor of Investment Economics:**

SoE has also signed MoUs with business organisations such as Remap corporation, Nhan Kiet Human Resource Co.ltd, and RealPlus Corporation. These partnerships aim to create internship opportunities for students.

### **Bachelor of Public Finance:**

The SoPF has signed MoUs with Ho Chi Minh City Tax Consultants and Agents Association, MISA, and HCMC Department of Finance, Hung Vuong Hospital and one MoA with ACCA Global Vietnam Co. Ltd. Students can complete their internships at one of these partners.

### **Appraisal:**

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented as MoUs or MoAs. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All aforementioned activities in the programmes contribute to the development of the students' qualifications and skills. The panel recognises that the study programmes have already established cooperation agreements. Nonetheless, they encourage the programmes to extend their cooperation network even more.

The scope and nature of cooperation with business enterprises and other institutions relevant to the four programmes are plausibly presented. The agreements forming the basis of the cooperations are documented. The cooperations are actively pursued and have a clear impact on the conception and implementation of the study programmes. These activities contribute to the development of the students' qualification and skills. To strengthen this even further, the expert panel recommends formalising cooperations with international companies in Vietnam.

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

## 4.4 Facilities and equipment

### Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

UEH has nine campuses in Ho Chi Minh City. Additionally, the University has a Sports Centre and two dormitories.

Table 16: UEH campuses

| Campus                                                                                                                  | Square (m2) |
|-------------------------------------------------------------------------------------------------------------------------|-------------|
| Campus A, Headquarter - Dist. 1                                                                                         | 4.287,4     |
| Campus B - Dist. 10                                                                                                     | 5.441,9     |
| Campus C, Dist. 10                                                                                                      | 1.077,6     |
| Campus D, Dist. 1                                                                                                       | 800,5       |
| Campus E - Dist. 1                                                                                                      | 485,7       |
| Campus H - VNP and VUW & EEPSEA                                                                                         | 520,3       |
| Dormitory Trần Hưng Đạo - Dist. 1                                                                                       | 661,7       |
| Dormitory Nguyễn Chí Thanh - Dist. 5                                                                                    | 881,8       |
| Campus Võ Thị Sáu, UEH guest house, UEH Institute of Innovation, Institute of Smart Cities and Management UEH - Dist. 3 | 1.749,9     |
| Campus Trương Đình Hội, Sport centre - Dist. 8                                                                          | 11.773,2    |
| Campus N - New campus - Dist. Bình Chánh                                                                                | 111.340,0   |
| Campus Vĩnh Long branch, Vĩnh Long Province, Mekong Delta                                                               | 29.542,2    |

In total, UEH (including all campuses, including Vinh Long Branch) has:

1. Offices: 251 rooms
2. Classrooms: 193 rooms; The 18,234 seats, including twenty-five smart classrooms, are equipped with touch panels, camera systems, and facial recognition attendance systems.
3. Halls, meeting rooms: 28 rooms; 2,058 seats
4. Foreign language and informatics departments: 23 rooms; 1,023 seats
5. Simulation room: 1 room; 50 seats; equipped as a smart classroom system along with a simulation software system.
6. Studio rooms: 3 rooms; with the goal of supporting lecturers to be able to produce lecture videos, video recordings and recordings; supporting units to organise live streams,
7. Library: 17 rooms; 1701 seats
8. Tran Hung Dao Dormitory: 90 rooms, 765 seats
9. Nguyen Chi Thanh Dormitory: 71 rooms, 828 seats
10. Vo Thi Sau Campus: 35 rooms, 75 seats

All campuses under UEH offer modern and professional teaching, learning and working equipment:

1. All classrooms and offices are equipped with projectors and air conditioners; smart podiums in classrooms; smart control equipment for building management (smart magnetic lock); renewed working equipment at offices and teaching rooms
2. All halls, meeting rooms, and offices have corresponding accompanying utility equipment such as sound systems, projectors, air conditioners, LED screens, televisions, teaching and working systems, security surveillance cameras and elevators, etc. Moreover, UEH's IT and reception departments are always ready to support.

The intranet system ensures operational infrastructure and information security, all UEH IT systems are set up with authentication layers for users and managers. The UEH software system is built in a diverse, multi-layered and oriented towards intelligent management with UEH.EDU.VN domain names and is managed on the UEH software management application, including the UEH website system, function management software system, and LMS system.

#### Access to literature (Asterisk Criterion)

The UEH Smart Library<sup>38</sup> has well-equipped study and reading spaces that cater to the academic needs of its students, lecturers and researchers. The library has three self-check kiosks and five Online Public Access Catalogue (OPAC) kiosks. The UEH community has access to academic resources through the UEH Smart Library Portal with available access guidance published on the various channels.

The library offers access to textbooks, references, journal articles, theses and dissertations, research output and other materials, in both Vietnamese and English, print and digital. The library collections include 177 databases from various sources such as self-construction, paid, open-source, and consortium. The 2024 statistical holdings report's details are as follows:

|                               |                                                                                                                                                                                            |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Real-time data for research   | 2 research databases                                                                                                                                                                       |
| Subscriptions                 | 13 subscribed databases                                                                                                                                                                    |
| Digital repository            | 22,647 items, including book chapters, dissertations and thesis, research papers, conference proceedings, e-textbooks, and JABES articles (Journal of Asian Business and Economic Studies) |
| Printed materials             | 29,967 titles/ 62,636 copies, including books, textbooks, dissertations and theses, journals, and other documents                                                                          |
| Number of electronic books    | 420,331 titles                                                                                                                                                                             |
| Number of electronic journals | 45,043 titles                                                                                                                                                                              |
| Number of other materials     | 60,834 titles/ 85,423 copies, including book series, open educational resources, reports, etc.                                                                                             |

<sup>38</sup> <https://smartlib.ueh.edu.vn/>, last accessed September 23, 2025.

The opening hours of the libraries are:

- Campus B: 8 am - 8 pm (Weekdays) and 8 am - 4 pm (Saturday)
- Campus N: 8 am - 4 pm (Weekdays and Saturday)

At Campus B, the library provides a maximum capacity of up to 430 seats on the sixth floor of building B1, and additional reading spaces on the ground and first floor of building B2. At Campus N, the library's 8th and 9th floors accommodate up to six hundred individuals at maximum capacity.

The library is divided into different functional areas, creating a flexible and diverse space to meet all the needs of UEH students. Additionally, all areas are equipped with cameras and various IoT sensor devices for building management. These devices monitor and record the real-time environmental conditions throughout the library and then display them on strategically placed touchscreens within the library as well as on the library's mobile app and portal. This information allows patrons to preview the environment in different areas and levels of the library, allowing them to choose suitable study spots.

The library has a team of qualified staff members to help students access learning resources. Additionally, they provide consultation and support services to help students develop effective search strategies and locate relevant resources through tailored sessions on specific topics. The library also has part-time Library Assistants who are UEH students. Their tasks include helping students use the library and organising events.

Annually, the library conducts a service quality survey of lecturers, staff, and students. The survey results show that user's satisfaction with the service quality of the library increased gradually in the period 2016-2023.

### **Bachelor of Finance:**

SoF's website features a Study Materials page and a Research Publications page to support students in accessing the necessary finance-specialised resources as well as archived documents and financial research publications. Through workshops and training sessions in preparation for educational and professional competitions of students, experienced lecturers consult candidates how to use resources.

### **Appraisal:**

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the four programmes, even taking into account the resource needs of other study programmes at UEH. To improve the facilities even further, the expert panel **recommends** expanding resources for specialised courses, for example Introduction to Python, SQL, or Power BI dashboard. Overall, 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. While a sufficient number of group rooms is available, the panel **recommends** trying to offer more library spaces for independent study.

The library is accessible during most of the day. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The experts especially highlighted students' access to various databases and availability of a Refinitiv Eikon. They commend UEHs investments in materials for students and researchers alike. The literature expressly required for the study programmes is available in the library and kept up to date. Access to relevant digital media is available from the students' home. Highly qualified library staff are available 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                            |                            |                                    |      |

## 4.5 Additional services

### Career counselling and placement service

Some typical university-wide activities at UEH are organised by the Department of Student Affairs (DSA) and include a job fair<sup>39</sup>, the Management Trainee programmes, business visits programmes<sup>40</sup>, UEH job portal<sup>41</sup>, and career counselling sessions through seminars and talk shows.

### **Bachelor of Finance:**

In addition to university-wide support, SoF students can access career counselling, placement services, or internship information through SoF's lecturers or academic advisors, the SoF Internship and Jobs website<sup>42</sup>, career-related talk shows, workshops, and seminars.

### **Bachelor of Banking:**

Activities offered by the BBP include job fairs such as the "Banking – Securities Recruitment Fair". These fairs connect students with potential employers.

### **Bachelor of investment Economics:**

Already at school admissions consultation, the school suggests potential job positions after graduation. In addition, some lecturers at the school have close relationships with enterprises and can introduce students to those enterprises.

### **Bachelor of Public Finance:**

Besides UEH-wide career counselling of students, SoPF's school members support students specifically by introducing them to internships or learning programmes at enterprises.

### Alumni Activities

UEH states that the University maintains a strong bond with alumni after they graduate. UEH has therefore created an university-wide Alumni Network.<sup>43</sup> The network is organised by the Alumni Management Board (currently in charge for the term 2020-2025).<sup>44</sup> A dedicated website has been established where graduates can become a UEH Alumni member.<sup>45</sup> Information about Alumni activities can be found on this website as well as on Facebook.

<sup>39</sup> [CAREER FAIR – Ban Chăm sóc người học](#), last accessed September 29, 2025. In the time from 2022 to 2024, UEH has organized three job fairs attracting more than 150 businesses and 12000 learners.

<sup>40</sup> <https://dsa.ueh.edu.vn/tham-quan-doanh-nghiep>, last accessed September 29, 2025.

<sup>41</sup> [CỔNG THÔNG TIN VIỆC LÀM - Cổng thông tin việc làm UEH](#), last accessed September 29, 2025.

<sup>42</sup> [Recruitment/Internship | Faculty of Finance - University of Economics Ho Chi Minh City](#), last accessed October 15, 2025.

<sup>43</sup> [About UEH Alumni](#), last accessed September 29, 2025.

<sup>44</sup> UEH established the Executive Board of UEH Alumni Network for the term 2020 - 2025 according to Decision No. 2912/QĐ-DHKT-NS dated 26/10/2020.

<sup>45</sup> [UEH Alumni](#), last accessed September 29, 2025.

The UEH Alumni Network is responsible for developing and maintaining the relationship between UEH and alumni, developing and implementing the Alumni activities, and coordinating and advising on activities to mobilise resources from society.

Some examples of activities of UEH Alumni in the period of 2020 – 2024 can be found below:

1. Establishing an Alumni Liaison Committee by course, school or locality.
2. Organising UEH mentoring activities: Connecting 1-1 mentors and mentees to share experiences, organising training sessions on a variety of topics for students to help students have more opportunities to be exposed to different fields, organising business visits, and finding and connecting internship opportunities for students.
3. Communicating UEH's activities via website, fan page, email, and monthly e-newsletter to alumni.
4. Accompanying alumni to award scholarships to UEH students, contributing to the UEH fund.
5. Organising talk shows and seminars for the community: For example "Human resource management in the new era", "Digital transformation: The inevitable journey, starting point and destination", and "Ensuring system and data security: Securing safety in digital transformation."
6. Organising and supporting the signing of cooperation agreements with the Vietnam Digital Technology Alliance (VNITO) and LogiGear Vietnam Company.
7. Annually organise golf, football, and tennis friendly tournaments for UEH alumni.

#### **Bachelor of Finance:**

Alumni partner with SoF in sponsoring scholarships, providing job consulting, training career skills, offering internships & recruitment, participating in job fair programmes, co-organising seminars and workshops related to career orientation, and sharing industry and academic knowledge.

#### **Bachelor of Banking:**

Alumni participate in activities such as evaluating study programmes from the employer's perspective, share experiences in extracurricular reports, create opportunities for students to visit businesses and do internships. In addition, BBP Alumni support funds students, such as a relief fund to help BBPs students affected by COVID-19. Alumni also provide funding for student union activities and have created an Alumni Executive Committee.

#### **Bachelor of investment Economics:**

The SoE has built a club of Alumni named School of Economics Alumni. BIEP also connects student generations to share experiences, create an environment for communicating and finding opportunities for cooperation and mutual support in work and life.

#### **Bachelor of Public Finance:**

The SoPF maintains relationships with alumni via social media platforms, through updates on the website, and engagement in the SoPF alumni social network groups. The school offers annual alumni events, including reunions, chapter events, talk shows, and educational offerings. The alumni network helps to provide students with internships and financial support for their studies, especially offering scholarships for students with financial hardship.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University offers various activities such as job fairs and a job portal for its students. While UEH provides sufficient resources within the Department of Student Affairs, the expert panel thinks UEH students would benefit from a dedicated resource or department for career counselling. They therefore **recommend** implementing dedicated resources for career counselling.

A university-wide alumni organisation has been set up with the aim of developing an alumni network.

|                                                | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.5 Additional services                        |             |                              |                            |                                    |      |
| 4.5.1 Career counselling and placement service |             |                              | X                          |                                    |      |
| 4.5.2 Alumni Activities                        |             |                              | X                          |                                    |      |

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

UEH is an autonomous unit for recurrent and investment expenditure that implements financial management in accordance with current legal regulations. UEH promulgated the documents Financial Regulations and Internal Expenditure Regulations as a basis for financial management structure throughout UEH. Regulations are consulted and publicly announced throughout UEH. Regarding financial allocation, UEH fully stipulates mechanisms on financial management, financial allocation, payment of income, policy incentives as well as related financial obligations. The short- and long-term financial plan is developed in the beginning of the financial year in accordance with UEH's development strategy by each unit and departments. The unit and general financial plan in detail are approved by the University Council

UEH's main revenue source is the tuition fees and other revenues from sponsorship sources of domestic and foreign organisations, and the rent of facilities exploitation according to the law and UEH regulations.

UEH states that it ensures financial requirements for the operation of study programmes throughout the accreditation period.<sup>46</sup> Affiliated units must ensure compliance with financial management regulations and other regulations issued by UEH. According to the requirements of educational institution standards, UEH ensures resources to finance activities according to the financial plan in the year and backup resources for other unexpected activities.

## Appraisal:

The income related to the programmes ensures that each cohort of students starting within the accreditation period can complete their studies.

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

<sup>46</sup> SER, p. 108.

## 5. Quality assurance and documentation

### 5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

UEH's internal quality assurance model is based on the model of AUN-QA (ASEAN University Network-Quality Assurance). Students and lecturers are represented in the Quality Assurance Councils at UEH, on university-level as well as on school-level. Based on the organisational system, functions and tasks of each level and unit of UEH, each unit implements quality assurance activities according to PDCA (Plan-Do-Check-Act) principles:

#### **Implementation of monitoring tools:**

1. Monitoring students' progress;
2. Monitoring the rate of passing and not passing the course, the rate of student graduating and student dropping out;
3. Feedback from the alumni community and the labour market; and
4. University's research results.

The activities of the relevant units are aligned with the functions and responsibilities related to the implementation of monitoring for each tool, as explained below.

#### **Implementation of assessment tools:**

1. Assessment of student progress;
2. Course evaluation and study programmes/curricula;
3. Evaluation of scientific research; and
4. Evaluation of the university's services.

#### **Implementation of special quality assurance processes:**

UEH has issued management documents such as statutes, regulations, processes, and decisions that focus on the quality management of exams and student assessment, facilities and utilities for training, and student support, and quality assurance activities. These documents are publicised at the Knowledge Repository developed by UEH and disseminated to the units of the University.

#### **Implementation of Specific Quality Assurance Tools:**

The specific quality assurance tools include SWOT analysis, peer review, database information systems, and the Quality Assurance Handbook.

#### **Bachelor of Finance:**

In addition to complying with the quality assurance regulations by MOET and UEH, SoF also carries out the following activities to ensure and improve the BFP quality: collecting feedback from various groups of respondents (employers, alumni, students) and collecting data on graduation rates, employment rates of students in their field, etc.

#### **Bachelor of Banking:**

The BBP director invites and organises meetings with stakeholders to improve the BBP. Based on survey results, the Programme director and Head of Departments update programme

objectives, learning outcomes, and add new courses. The Director of the Banking programme and the Dean of the SoB are responsible for quality assurance activities at the department level. Before each course, lecturers must create a new course and post detailed course outlines and learning materials on the LMS. The outline, teaching content and exam questions are unified within the department before the course starts.

### **Bachelor of investment Economics:**

Following the quality assurance procedure of UEH, the programme considers the evaluation results and the analysis on student workload, success rate, and graduate employment.

## **5.2 Instruments of quality assurance**

### **Evaluation by students**

The following table summarises quality assurance instruments involving students. Most of the surveys are conducted by the Department of Quality Assurance and Curriculum Development (QAIC), others are carried out by the schools.

*Table 17: Applied quality assurance instruments at UEH*

| <b>Quality instruments</b>                                | <b>Frequency</b>           | <b>Type of survey</b>        | <b>Survey objects</b>                                                                                               |
|-----------------------------------------------------------|----------------------------|------------------------------|---------------------------------------------------------------------------------------------------------------------|
| Course quality survey (since 2020)<br><i>by QAIC</i>      | Each semester              | Summative online survey      | Bachelor students<br>Master students                                                                                |
| Student workload survey (since 2023)<br><i>by QAIC</i>    | Each semester              | Online survey                | Bachelor students<br>Master students                                                                                |
| Service quality<br><i>by QAIC</i>                         | Each year                  | Online survey                | Bachelor students, Master students, and staff                                                                       |
| Employment of within one-year graduates<br><i>by QAIC</i> | Each cohort (twice a year) | Online and telephone surveys | Bachelor students                                                                                                   |
| Employer survey<br><i>by QAIC</i>                         | 5-year term                | Interviews and online survey | Employers that recruit UEH graduates                                                                                |
| Employer survey<br><i>by Schools (informal)</i>           | One to two-year term       | Interviews and online survey | Employers, to understand employers' recruitment norms, to adjust programmes learning outcomes                       |
| Alumni survey<br><i>by Schools (informal)</i>             | One to two-year term       | Interviews and online survey | Alumni, to understand employers' recruitment norms, labour market situation, to adjust programmes learning outcomes |

Students were surveyed to evaluate the quality of study programmes through the following aspects:

1. Quality of courses
2. Quality of workload
3. Quality of facilities

4. Quality of service quality
5. Employment situation

Specifically, the questionnaire concerned with the quality of courses contains questions regarding:

1. The organisation and implementation of courses
2. Learning outcomes and their focus and adherence in the teaching process
3. Lecturers' approach to teaching
4. Methods of responding to and evaluating learners' learning outcomes
5. Learning materials and facilities
6. Learners' feelings

Survey results are calculated by the average score of all feedback for all questionnaires. There is no weighting between questions. Participant information is confidential and used to improve and enhance the quality of study programmes. The surveys are administered online through students' email addresses. At the end of the survey, quarterly or semesterly, the survey results will be extracted and sent to stakeholders; the general report is sent to the UEH Board of Directors, leader of member schools and Faculties/Centres/Training Institutes.

#### **Bachelor of Finance:**

SoF holds meetings to review the students' feedback and propose specific solutions each year.

#### **Bachelor of Banking:**

BBP takes student feedback as an important source of improving the programme and course content. If the student's assessment feedback is lower than 6/7, the programme director will discuss changes with the lecturer. In case the assessment score does not improve, the programme director will propose to reduce the teaching time so that the lecturer has time to improve the content and teaching methods. The programme director also summarises the student's comments for the lecturer to review and make appropriate adjustments.

#### **Bachelor of Investment Economics:**

After each semester, the level of achievement of the learning outcomes of the course is evaluated by students. The survey results are compiled into specific reports, indicators and scales. The results of the survey are compiled according to the department and each lecturer. Survey results provided to lecturers, department leaders and school leaders are the basis for adjustments and improvements in the quality of the course or programme.

#### **Bachelor of Public Finance:**

Besides student feedback collected by the QACD, the SoPF collects feedback from students who are about to graduate to evaluate learning outcomes and the usefulness and relevance of the programme in relation to the job market. In addition to course evaluations, student feedback on internships is also collected to assess the quality of internship placements.

#### **Evaluation by faculty**

UEH has established performance evaluation criteria for lecturers, management staff, researchers, and university leaders, in line with Government regulations. These criteria form the basis for grading staff and awarding titles and commendations.

Although lecturer evaluation surveys on study programmes are not yet in use, UEH conducts regular meetings to assess teaching and considers student feedback for programme improvements.

Currently, lecturers assess training quality through the Service Quality Survey and the process of reviewing and updating programmes and learning outcomes, based on stakeholder feedback. The results inform adjustments and enhancements to study programmes in accordance with relevant regulations.

#### **Bachelor of Finance:**

The SoF convenes annual meetings with lecturers to receive comments and suggestions about courses' content, teaching methods, and study materials. BFP will then use these comments and suggestions to improve the programme's quality.

#### **Bachelor of Banking:**

SoB surveys lecturers' opinions regarding the compatibility of PLOs to collect the information in adjusting teaching activities. They evaluate the programme concerning the contents, the process, and ways of dealing with difficulties when lecturing.

#### **Bachelor of Investment Economics:**

All BIEP lecturers participate in periodic meetings to evaluate and review their subjects regarding teaching content. Lecturers are required to give feedback on the organisation, programme, teaching, their courses, the students and management. The results of this feedback are discussed on management level.

#### **Bachelor of Public Finance:**

The SoPF follows the process of UEH to continuously improve academic programmes through regular feedback from lecturers and faculty. Periodic meetings are held between heads of school, programme directors and all lecturers to evaluate key aspects of the curriculum, including structure, content, teaching methods, and assessments.

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

UEH requires consultation with external stakeholders including employers, alumni, regulatory bodies, and professional associations when developing or revising study programmes.<sup>47</sup> Programmes are also subject to annual inspections and audits by the national authorities to ensure compliance and effectiveness.

Surveys are conducted with domestic and foreign enterprises in Vietnam that host UEH students for internships or employment, assessing whether graduates' knowledge, skills, autonomy, and responsibility meet business expectations. These surveys are carried out periodically, as participation by businesses is limited. Feedback from these surveys is analysed to guide adjustments to study programmes, teaching, and learning methods.

#### **Bachelor of Finance:**

BFP uses feedback from employers, alumni, students, and education professionals through conferences, discussions, and surveys as a basis for programme improvement.

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<sup>47</sup> UEH regulates the survey of third parties in the process of developing and adjusting the study programmes under the Decision 3494/QĐ-ĐHKT-ĐBCLPTTCT dated May 11, 2020.

### **Bachelor of Banking:**

BBP regularly collects feedback from employers, alumni, learners and lecturers to improve the curriculum.

### **Bachelor of Investment Economics:**

BIEP holds interviews with students who have graduated from the programme within the last five years. It also collects impulses of employers which potentially offer relevant job opportunities to the students of the programme. The survey results are synthesised and discussed in reviewing and updating the programme.

### **Bachelor of Public Finance:**

SoPF collects input from alumni who graduated two and five years ago, and external employers via conferences, discussions, and surveys to guide improvements in the programme.

## 5.3 Programme documentation

### **Programme description (Asterisk Criterion)**

UEH has established regulations and procedures for developing, appraising, and approving study programmes, including standardised documentation and archiving processes. The Department of Quality Assurance and Curriculum Development (QAIC) oversees administrative management, with responsibilities such as issuing application forms in line with legal and international standards, drafting regulations and procedures, training faculties, organising evaluation councils, implementing adjustments, promulgating programmes, and archiving records.

Study programme documents include objectives, learning outcomes, matrices linking outcomes to competencies and modules, curriculum structure, teaching and learning approaches, student assessment methods, monitoring and feedback mechanisms, and quality improvement processes. Course outlines specify objectives, learning outcomes, teaching methods, materials, assessment methods, rubrics, and their alignment with programme learning outcomes.

### **Bachelor of Finance:**

In both Vietnamese and English versions, the 2024 BFP specifications have been recorded in printed and digital forms and stored by the QACD Office and the SoF. Additionally, the latest version of the Programme Specification (i.e., learning outcomes and programme contents in Vietnamese) is also published on the SoF website.<sup>48</sup>

### **Bachelor of Banking:**

The BBP has been documented in printed and digital format by the dean, programme director and SoB's secretary. SoB all versions of necessary documents are available on the SoB and UEH websites.

### **Bachelor of investment Economics:**

The BIEP profile includes all information of programme content, learning outcome, subject content, learning outcomes matrix, the course syllabus and some other required documents for quality control of the programme. These documents are stored in the QACD. This dossier

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<sup>48</sup> [Finance Major | Faculty of Finance - University of Economics Ho Chi Minh City](#), last accessed October 15, 2025.

has been issued and published in accordance with regulations for relevant groups such as lecturers, students and businesses as prescribed and has received feedback from these groups.

Lecturers and students or any other concerned parties can access the curriculum on the school website or the website of Department of Training. Study programme records are made public, stored in the department responsible for primary responsibility and the economics department and can be accessed. The examination scheme is published on the website of Centre of Educational Testing.

Through the email account provided to students once enrolled in the programme, study programme, timetable, exam proposal, exam regulations and other related notices will be announced during the academic year. Along with an email account, the LMS is a channel for referencing and downloading courses, subject details, and relevant learning materials in digital form. The programme regulations and learning materials are also provided in the form of printouts for students at the beginning of the course.

### **Bachelor of Public Finance:**

Programme documents are provided in both digital and print forms and through SOPF webpage, LMS system, etc. Programme documents are also prepared in English and published on the school website.<sup>49</sup> The description of study programme is available on the SoPF website. Programme documents contain information such as learning outcomes, list of courses, study plan, and career orientations. Promotional videos are posted on social platforms (YouTube or Facebook).

Course syllabi are provided to students during first sessions of the course. They are also placed on the LMS system so that students can read or download them at their convenience.

SoPF conducts regular updates on these documents based on reflections from students, lecturers, and other related parties.

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

Activities and results of activities in the school year are recorded, reported and archived in accordance with UEH's regulations. The information is reported to the management units, and relevant third parties, in accordance with the reporting regulations of the Government and the Ministry. This ensures publicity and transparency of the UEH operation and operation of study programmes. Information about UEH's activities is uploaded to the UEH website or the websites of managerial departments.

Information on the rebranding and restructuring of UEH, the establishment of member colleges and schools and the restructuring of affiliated departments, regulatory documents are all posted online. Information is transmitted directly at school council meetings, UEH leadership briefings, as well as meetings of member schools, faculties, and departments. Key and regular activities during the year are publicly communicated on many online communication channels:

- Strategic objectives, tasks, and activities are shared via the UEH Portal, Future UEH page, social media platforms (Facebook, YouTube, Spotify, TikTok, LinkedIn), admissions portal, and member school websites.

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<sup>49</sup> [University of Economics Ho Chi Minh City](https://ueh.edu.vn/), last accessed October 15, 2025.

- Policies, new features, and events are updated regularly through UEH's internal communication channels, including the Trade Union website and fan page.
- Monthly e-newsletters summarise activities, share knowledge, highlight scientific articles, and announce upcoming events, sent to staff, students, alumni, partners, and prospective learners.
- Printed newsletters provide updates, while online archives are maintained.
- Achievements and annual performance data are communicated in year-end online reports and public employee meetings.
- UEH promotes its academic brand via the UEH Portal and podcasts, showcasing research and applications by UEH scientists.
- The Green Campus Project is communicated as part of UEH's sustainability strategy, focusing on waste classification, green campus initiatives, and awareness-raising.
- The UEH Digital Traditional Space (Campus A) preserves and communicates the university's history, values, and organisational structure through digitised media.
- UEH collaborates with media and press agencies particularly in education and economics to publicise key activities, enhance visibility, and strengthen brand recognition.

#### **Bachelor of Finance:**

To ensure accessible and accurate information about SoF's education and research activities for students and stakeholders, SoF has established various information channels in Vietnamese, including the SoF website, SoF Facebook page, and SoF's Youth Union and Student's Association Facebook page. The website and Facebook page are regularly updated with information on both academic and non-academic activities. In addition to accessing published information, students can find contact details on these pages and reach out via phone, email, or text to receive prompt and detailed answers to their inquiries.

#### **Bachelor of Banking:**

To ensure that students and stakeholders are updated, information about activities throughout the academic year are continuously posted on the SoB website and Facebook page. Additionally, important information is also sent directly to students' emails.

#### **Bachelor of Investment Economics:**

Students and relevant stakeholders are informed of all activities during the academic year. Activities range from seminars, conferences, internships, corporate semesters, academic competitions, extracurricular sessions, anniversary events to career opportunities. The information is transmitted via email to school, secretaries and school leaders. All activities are delivered to students through posters, banners, emails, websites, and events on Facebook, the Youth Union's social media page, the academic clubs, and the portal of the DSA and Department of Marketing and Communication and UEH platform.

#### **Bachelor of Public Finance:**

SoPF provides students with updated information directly related to their learning performance on its website. Information on the website includes details about the study programme, scientific activities, academic clubs, and alumni activities. SoPF also manages a Facebook page where information about upcoming events is posted.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of UEH programmes with respect to 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.

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. The panel **recommends** standardising this feedback procedure. Standardising how students receive feedback from evaluation surveys ensures fairness, transparency, and consistency across UEH. It reinforces student engagement, supports accountability among staff, and strengthens the institution's overall quality culture.

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

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

The content, curriculum and examination scheme of the four programmes have been suitably documented and published (e.g. course plan and exam regulations) online.

UEH regularly publishes current news and information – both quantitative and qualitative – about the study programmes on its website and social media.

|                                                                                                                      | 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: UEH

## Bachelor programmes:

1. Bachelor of Finance (BFP)
2. Bachelor of Banking (BBP)
3. Bachelor of Investment Economics (BIEP)
4. Bachelor of Public Finance (BPFP)

|          |                                                                                                                      | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| <b>1</b> | <b>Objectives</b>                                                                                                    |             |                              |                            |                                    |      |
| 1.1*     | Objectives of the study programme (Asterisk Criterion)                                                               |             |                              | x                          |                                    |      |
| 1.2*     | International orientation of the study programme design (Asterisk Criterion)                                         |             |                              | x                          |                                    |      |
| 1.3      | Positioning of the study programme                                                                                   |             |                              |                            |                                    |      |
| 1.3.1    | Positioning of the study programme in the educational market                                                         |             |                              | x                          |                                    |      |
| 1.3.2    | Positioning of the study programme on the job market for graduates („Employability“)                                 |             |                              | x                          |                                    |      |
| 1.3.3    | Positioning of the study programme within UEH 's overall strategic concept                                           |             | x                            |                            |                                    |      |
| <b>2</b> | <b>Admission</b>                                                                                                     |             |                              |                            |                                    |      |
| 2.1*     | Admission requirements (Asterisk Criterion)                                                                          |             |                              | x                          |                                    |      |
| 2.2      | Counselling for prospective students                                                                                 |             |                              | x                          |                                    |      |
| 2.3*     | Selection procedure (if relevant)                                                                                    |             |                              | x                          |                                    |      |
| 2.4(*)   | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) |             |                              |                            |                                    | x    |
| 2.5*     | Ensuring foreign language proficiency (Asterisk Criterion)                                                           |             |                              | x                          |                                    |      |
| 2.6*     | Transparency and documentation of admission procedure and decision (Asterisk Criterion)                              |             |                              | x                          |                                    |      |
| <b>3</b> | <b>Contents, structure and didactical concept</b>                                                                    |             |                              |                            |                                    |      |
| 3.1      | Contents                                                                                                             |             |                              |                            |                                    |      |
| 3.1.1*   | Logic and conceptual coherence (Asterisk Criterion)                                                                  |             |                              | x                          |                                    |      |
| 3.1.2*   | Rationale for degree and programme name (Asterisk Criterion)                                                         |             |                              | x                          |                                    |      |
| 3.1.3*   | Integration of theory and practice (Asterisk Criterion)                                                              |             | x                            |                            |                                    |      |
| 3.1.4    | Interdisciplinary thinking                                                                                           |             |                              | x                          |                                    |      |
| 3.1.5    | Ethical aspects                                                                                                      |             |                              | x                          |                                    |      |
| 3.1.6*   | Methods and scientific practice (Asterisk Criterion)                                                                 |             | x                            |                            |                                    |      |
| 3.1.7*   | Examination and final thesis (Asterisk Criterion)                                                                    |             |                              | x                          |                                    |      |
| 3.2      | Structure                                                                                                            |             |                              |                            |                                    |      |

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

|          |                                                                                                                                                    | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------|----------------------------|------------------------------------|------|
| 4.2.2    | Process organisation and administrative support for students and faculty                                                                           |             | x                            |                            |                                    |      |
| 4.3      | Cooperation and partnerships                                                                                                                       |             |                              |                            |                                    |      |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)                                  |             |                              | x                          |                                    |      |
| 4.3.2(*) | Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             |                              | x                          |                                    |      |
| 4.4      | Facilities and equipment                                                                                                                           |             |                              |                            |                                    |      |
| 4.4.1*   | Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)                                                         |             |                              | x                          |                                    |      |
| 4.4.2*   | Access to literature (Asterisk Criterion)                                                                                                          |             | x                            |                            |                                    |      |
| 4.5      | Additional services                                                                                                                                |             |                              |                            |                                    |      |
| 4.5.1    | Career counselling and placement service                                                                                                           |             |                              | x                          |                                    |      |
| 4.5.2    | Alumni Activities                                                                                                                                  |             |                              | x                          |                                    |      |
| 4.6*     | Financing of the study programme (Asterisk Criterion)                                                                                              |             |                              | x                          |                                    |      |
| <b>5</b> | <b>Quality assurance and documentation</b>                                                                                                         |             |                              |                            |                                    |      |
| 5.1*     | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)                                    |             |                              | x                          |                                    |      |
| 5.2      | Instruments of quality assurance                                                                                                                   |             |                              |                            |                                    |      |
| 5.2.1    | Evaluation by students                                                                                                                             |             |                              | x                          |                                    |      |
| 5.2.2    | Evaluation by faculty                                                                                                                              |             |                              | x                          |                                    |      |
| 5.2.3    | External evaluation by alumni, employers and third parties                                                                                         |             |                              | x                          |                                    |      |
| 5.3      | Programme documentation                                                                                                                            |             |                              |                            |                                    |      |
| 5.3.1*   | Programme description (Asterisk Criterion)                                                                                                         |             |                              | x                          |                                    |      |
| 5.3.2    | Information on activities during the academic year                                                                                                 |             |                              | x                          |                                    |      |