

Decision of the FIBAA Accreditation Committee for Programmes



104th Meeting on 15 September 2017

Project Number:	16/094
Higher Education Institution:	University of Economics Ho Chi Minh City Vietnam
Study Programme:	The Vietnam-Netherlands Programme for M.A. in Development Economics (Master of Arts in Development Economics)
Type of Accreditation	initial Accreditation

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

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

Period of Accreditation: 15 September 2017 until 14 September 2022 (***provisionally extended until 30 September 2023***)

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

University of Economics Ho Chi Minh City

Ho Chi Minh City, Vietnam

Master study programme:

The Vietnam – Netherlands Programme for M.A. in
Development Economics (VNP)

Qualification awarded on completion:

Master of Arts in Development Economics

General Information on the study programme

Brief description of the study programme:

The Vietnam-Netherlands Programme for M.A. in Development Economics is a research oriented study programme. VNP graduates are expected to be able to perform, individually or as a team, an economic research that addresses empirical issues facing the society. VNP aims at providing graduates with work capability as university lecturers, researchers at government organisations and research institutes, as well as in the private sector. At VNP, graduates are equipped with the three core skills/knowledge:

- Background in economics, development and finance
 - Analytical tools
 - Research skills
-

Type of study programme:

Master programme

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

2 years, 60 Vietnamese CP

Mode of study:

part-time

Didactic approach:

Study programme with obligatory class attendance

Double Degree programme:

Optional since 2016 (not yet applied)

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

1 class; capacity 55

Programme cycle starts in:

winter semester (November)

Initial start of the programme:

1994

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of “The Vietnam–Netherlands Programme for M.A. in Development Economics” (Master of Arts in Development Economics) was made between FIBAA and UEH on 1st of September, 2016. On 2nd of March, 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Vera de Hesselle

Hochschule Bremen

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

Prof. Dr. Christiane Prange

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

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

Prof. Dr. Christof Hartmann

Universität Duisburg-Essen

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

Dr. Terence Alfred Clifford-Amos

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

Prof. Dr. Jean-Pierre Izaac Van der Rest

Leiden University

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

Andreas Bonacina

HAM Erding

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

Hung Duong, PhD

School of Industrial Management

HCMC University of Technology

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

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

FIBAA project manager:

Dr. Heinz-Ulrich Schmidt

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

- Master of Business (Master of Business Administration)
- Bachelor of Business Administration (Bachelor of Business Administration)
- Bachelor of International Business (Bachelor of Arts in International Business)

At the end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on 3rd of August, 2017. The statement on the report was given on 22nd of August, 2017. It has been taken into account in the report on hand.

Summary

The Vietnam-Netherlands Programme for M.A. in Development Economics (Master of Arts in Development Economics) offered by UEH fulfils the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 15th of September, 2017, and finishing on 14th of September, 2022. The programme is in accordance with the national Vietnamese and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

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

- The panel members recommend to further continue to invest in textbooks and databases (see chapter 4.4.2).

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

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

- International orientation of the study programme (see Chapter 1.2),
- Positioning of the study programme in the educational market (see Chapter 1.3.1)
- Positioning of the study programme within the HEI's overall strategic concept (see Chapter 1.3.3),
- Admission requirements (see Chapter 2.1),
- Transparency and documentation of admission procedure and decision (see Chapter 2.6),
- Method and scientific approach (see Chapter 3.1.6),
- Guest lecturers (see Chapter 3.3.3),
- Internationality of faculty (see Chapter 3.4.3),
- Foreign language contents (see Chapter 3.4.4),
- Academic qualification of faculty (see Chapter 4.1.2)
- Programme management (see Chapter 4.2)
- Cooperation and partnerships (see Chapter 4.3).

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

Information

Information on the Institution

The University of Economics Ho Chi Minh City was founded in 1976, resulted from the consolidation of University of Economics Ho Chi Minh City, University of Finance-Accounting Ho Chi Minh City and Faculty of Economics of The University of Ho Chi Minh City following Decision No. 2819/GD-DT on 09/07/1996 issued by the Minister of Education and Training (MOET). It offers curricula in economics, business, management, commerce, public policy, statistics and law in 15 schools and faculties, distributed on 10 campi. The academic staff consists of 600 teaching staff, including 50 professors and associate professors, and 160 PhDs. The student population size is 22.274 regular full-time students, 7.079 part-time students, 4.143 graduate students and 507 PhD candidates. In 2015, UEH officially became a member of the ASEAN University Network (AUN) and is known as an AUN-Quality Assurance Associate Member University.

UEH has set its strategy's goal as¹ "Developing UEH into a prestigious university for education, scientific research and consultancy in the science of economics and business administration in Vietnam and Asia; building faculty into high qualified and research capable educational staff; providing sufficient facilities and modern equipment to accommodate all activities of the university; constructing training programs to catching up regional standards of higher education and accessing to development trends of advanced education in the world with a high competitiveness to adapting to the global integration."

UEH has been the 1st university in Vietnam to get approval from MOET for delivering the PhD programme in English since 2015. UEH cooperates with more than 70 foreign universities and offers 15 joint international study programmes with academic partners in EU, US, Australia, New Zealand.

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

Institutional context of the programme

The Vietnam-Netherlands Programme for M.A. in Development Economics (VPN) is a joint study programme in collaboration between the University of Economics Ho Chi Minh City and the International Institute of Social Studies (ISS) of Erasmus University Rotterdam. VNP offers the Master degree in Development Economics. It was started in 1994 with the financial support from the Dutch Government. Until 2002, the main funding for the VNP came from the Dutch development cooperation (SAIL project).

When the SAIL project ended in 2004, UEH decided to continue with the VNP and invited ISS to continue its involvement in the programme. Students will, upon satisfactory completion of the programme, receive the degree that is signed by the President of UEH as well as a document confirming the cooperation between UEH and ISS signed by the Rector of ISS. UEH and ISS accept joint responsibility for the content and the quality of the VNP.

The main responsibility for organizing and running the VNP rests with UEH. Until now, ISS has guaranteed the international standard and quality of the programme, mainly through monitoring the VNP from ISS and through regular field/site visits as well as through limited inputs in teaching and supervision during the programme.

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

ISS covers two courses delivered by ISS lecturers per year, three days per year of coordination and external examination, and other services including approving syllabus of the VNP and any changes to it, reviewing course outlines and offering suggestions for course content and course materials, and providing students with e-library accounts to access Erasmus University Rotterdam's libraries.

Today there have been 23 classes at VNP with 507 graduates (updated February 2017).

Statistical data:

Rate	Class 16			Class 17		
	Female	Male	Total	Female	Male	Total
Number of first year students	28	37	65	17	29	51
Percentage of foreign participants	0	0	0	0	0	0
Student success (%)	68	54	60	88	55	61
Average length of study (year)	3.2	3.2	3.3	3.1	2.8	3.4

Rate	Class 18			Class 19		
	Female	Male	Total	Female	Male	Total
Number of first year students	35	27	62	30	29	59
Percentage of foreign participants	0	0	0	0	0	0
Student success (%)	51	59	55	73	66	69
Average length of study (year)	2.7	2.7	2.6	2.9	2.9	2.9

Rate	Class 20			Class 21		
	Female	Male	Total	Female	Male	Total
Number of first year students	29	32	61	35	27	62
Percentage of foreign participants	0	0	0	0	0	0
Student success (%)	62	63	62	37	44	40
Average length of study (year)	2.6	2.6	2.5	2.2	2.1	2.1
Rate	class 22			Class 23		
	Female	Male	Total	Female	Male	Total
Number of first year students	32	25	57	36	21	57
Percentage of foreign participants	0	0	0	0	0	0
Student success (%)	N/A	N/A	N/A	N/A	N/A	N/A
Average length of study (year)	N/A	N/A	N/A	N/A	N/A	N/A

Appraisal:

The UEH vision and mission aims to become a leading research-oriented university in Vietnam. It pursues a strategy of „go international” by internationalising curricula since 2012 and thus it has been a pioneer in Vietnamese higher education area. In particular the „Master of Arts in Development Economics “ is an example of good practice, demonstrating the implementation of this strategy. Nevertheless, VPN faces a relatively high drop out rate in this programme. As explained during the on-site visit this is due to undervalued challenges of the final theses (14 CP) by students, most of which are full-time working (see below chapter 3.2).

VNP is right to be proud to maintain an almost equal number of male and female students over years.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk-Criterion)

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

- Background in economics, development and finance This is to provide students with fundamentals in economics, which is necessary for learning other areas such as development economics, financial and monetary markets, and financial institutions. This core knowledge is also expected to improve students’ analytical skills, guiding all the research process. This also provides knowledge in developmental issues such as agricultural economics and rural development, development economics, environmental economics. In addition, students also accumulate finance knowledge on the operations of financial institutions, financial markets and specific skills such as project evaluation.
- Analytical tools. This provides students with effective tools for analysing data and information, including statistics and econometrics.
- Research skills. This component enables students to conduct world-class researches, from writing a concept note to research proposal, as well as presenting and defending their ideas. This research is later developed into their theses.

These components are expected to provide VNP graduates necessary skills and knowledge for working as a researcher in universities, research institutes, and government at different levels, non-government organisations as well as the private sector. In addition, VNP graduates are also provided with strong background and analytical and research skills for studying at higher levels. Thus, it includes development of personality as well as extra-curricular activities.

Appraisal:

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

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

The VNP curriculum is jointly designed by VNP and the International Institute of Social Studies in order to ensure the programme provides up-to-date internationally oriented contents, intended learning outcomes and practical experience. In addition, the delivery of the programme is further enriched by VNP teaching staff, which includes Ph.D. graduates from universities all around the world.

Appraisal:

International orientation is the key dimension of the programme's design. With the knowledge achieved at VNP, graduates have capability to work in a diverse range of international organisations, non-government-organisation projects, state owned and private companies or to pursue Ph.D programmes in development economics domestically or overseas.

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

		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

VNP at UEH, located in the South of Vietnam, together with its sister-fellow programme at National Economics University in Hanoi, are currently the only programmes that have been delivered in English and are offering the degree of Master in Development Economics. VNP claims this as an USP with regard to international cooperation.

The programme design takes into account the demand of the job market. All the courses are delivered in an approach that integrates theories and empirical application. State of the art theories and practices equip students with strong research skills which makes it possible for graduates to follow lecturing career or further Ph.D. courses at institutions around the world. The graduates benefit, as stated during the on-site visit.

According to the VPN, the overall strategy of UEH is to become top university in training and researching economics and business administration in Vietnam and Asia. UEH is pursuing this goal by constructing training curricula updated with regional and international standards of higher education to approach the development trends of advanced education in the world. In doing so, UEH has been cooperating with foreign universities in order to develop curricula as well as adopt teaching methods. VNP is one of these efforts. According to the VPN, today VNP is the best economics training programme at graduate level of UEH.

Appraisal:

The VNP is an outstanding programme at the Vietnamese educational market. There is no real competitor to be seen. The VPN has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile already since 1994.

The VPN has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programme.

VNP is in line with UEH's strategy, since it has been developing a curriculum in training economics at international standards. It focuses on providing high quality skilled experts to various sectors of the economy, including economics universities and academic institutions, research institutes for socio-economic development, central and provincial policy making agencies of both private and public sectors, which is one of the goals of UEH. The study programme's qualification goals constitute the core of the UEH/VPN's strategy (research, internationalisation) and are sustainably implemented.

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

2. Admission

Admission to VNP, by regulations of the Ministry of Education and Training (MOET) Vietnam, is on the basis of an entrance exam. Those who want to apply to VNP must be eligible for the entrance exam, and pass the exam on a competitive basis. In addition, VNP also interviews those who passed the entrance exam for counseling students before starting the programme.

In order to be eligible to take the entrance exam, candidates must (1) have a Bachelor degree in economics or equivalence, and (2) proof of English language skills. VNP does not require professional experience for admission. Detailed eligibility includes:

- Bachelor's degree in economics or related fields. Candidates who possess a non-economics Bachelor degree must successfully complete a supplementary training course in economics offered by any economics training university in order to be eligible for the VNP entrance exam.
- Minimum English requirement: CEFR B2 or equivalent like TOEIC 600; IELTS 5.5; TOEFL: 500 BPT I 173CBT I 61 iBT; Cambridge exam: First FCE; Bachelor's degree in English etc. In addition, VNP also interviews candidates individually in English before admission. This also helps validating English language proficiency of the candidates.

The VNP Entrance Exam includes two subjects:

- Mathematics and Statistics, and
- Economics.

By regulations of MOET the minimum requirement to be considered "passed" in the entrance exam is that candidate must earn at least 50 (on a scale of 100) for both subjects. Candidates who meet the minimum requirement of both subjects (Math & Statistics and Economics) will be considered for admission.

VNP admits a maximum of 55 students per year. If there are more than 55 candidates passed the entrance exam, VNP will select in a competitive basis from top down to 55 students. The final list will be approved by UEH President after an official meeting and official documents will be announced

For the fact that most of applicants are native Vietnamese, the VNP, on the basis of policies and regulations of MOET, encourages international applicants. Under this policy, eligible foreign applicants could be admitted to VNP on a basis of an interview. Accordingly, foreign applicants should submit one set of respective documents, publicly accessible. Upon reviewing applicants' application, VNP Directorial Board will decide which applicants are qualified and contact the applicants for an admission interview. There are, however, no international students in VNP so far.

All the admission requirements are presented in the Enrolment Notification, which is issued by the President of University of Economics Ho Chi Minh City. The admission requirements are made accessible to candidates by brochures and through VNP website. To ensure that applicants' inquiries are promptly responded, all various counseling services and helpdesk are available at VNP's website.

All candidates who passed the entrance examination and were selected for admission to VNP will be contacted for the already mentioned interview. The objective of the individual interview is to assess whether the applicant' learning motivation and expectations fit the study programme's objectives and whether he/she is capable to finish it in two years. Through the interview, the level of English will also be confirmed.

When the selection procedure is completed, an admission statement is issued by UEH and VNP. This statement then will be publicised on VNP's website, together with the list of successful applicants. Admission letters are also sent to applicants by post. Phone call by VNP Office is also followed to ensure that the successful applicants are well-communicated with enrolment procedure. Those who were disqualified are also informed by post mail.

Appraisal:

The admission requirements are regulated by the respective ministry, but UEH/VPN specified the entrance regulations in order to attract best qualified applicants. The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

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

The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

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

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

As mentioned, VNP offers students with three building blocks:

- background in economics, development and finance,
- analytical tools, and
- research skills.

Programme contents

Module I covering the courses (Bologna modules)	14 credits
Microeconomics	3
Macroeconomics	3
Econometrics and Forecasting	4
Philosophy for master students	4
Module II covering the courses (Bologna modules)	12 credits
Academic Writing & Critical Thinking	3
Development Economics	3
<i>Elective courses (choose 2 among 5 courses)</i>	
Project Appraisal	3
Environmental Economics	3
Rural Development	3
Global Marketing	3
International Trade	3
Module III covering the courses (Bologna modules)	12 credits
<i>Elective courses (choose 4 among 6 courses)</i>	
Money and Banking	3
International Finance	3
Corporate Finance	3
Public Finance	3
Development Finance	3
Behavioral Finance	3
Module IV covering the courses (Bologna modules)	8 credits
Applied Economics	3
Research Methodology	3
Thesis Research Design (TRD)	2
Thesis (incl. TPD)	14 credits

Modules of the studying programme – each covering some courses or likewise Bologna modules - are developed to provide students with these knowledge and skills:

- The first module provides students with fundamental understandings in economics and tools for quantitative analysis of research that could be used in various sectors such as economic research, businesses, finance monetary markets, and financial organisations.
- The second module provides students with creative thinking skills, teamwork skills as well as English writing skills for economists by international standards; skills for financial evaluation and economics of investment projects; fundamental knowledge of research about companies,

financial markets, financial organisations at regional, local or international levels in an era when social, economic and environmental aspects of Vietnam and the world are exponentially changing.

- The third module provides students with analytical skills, risk management skills for international finance and corporate finance; insights into banks, financial markets, financial, governmental and economic aspects of financial organisations.
- The fourth module provides students with research ideas for applied economics through forums with top experts in economics and finance in Vietnam and foreign countries. It also equips students with research skills and independent writing skills for economic projects that aim at international standards. The module facilitates students' ability to complete their Master theses in the second stage.

The courses are organised so that students could gradually accumulate the knowledge and skills to design, prepare and implement an independent research project. Coursework starts with fundamental courses then followed by specialisations, analytical skills and research methods.

Since VNP is a programme in collaboration between UEH (Vietnam) and ISS (Netherlands) that offers Master degree in Development Economics, the name Vietnam-Netherlands Programme for M.A. in Development Economics is in line.

According to the VPN, VNP takes the integration of theory and practice as the core strategy when delivering courses to students. Particularly:

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

The information mentioned above is illustrated in course descriptions, presented to the experts.

According to the course descriptions, VNP has courses that enhance the interdisciplinary thinking. For example, the course Applied Economics aims at providing the skills of applying economics and analytical and research skills in examining empirical issues, of which many are interdisciplinary. Behavioral Finance integrates the studies of psychology in analysing behavior of investors in the financial markets.

Regarding methods and scientific practice, students have chances to learn theories, analytical tools and research skills when doing assignments and projects. As the courses are designed with the integration of theory and practice, and that VNP thesis is an economic research, VNP students learn the methods of doing a scientific work from the beginning until the end of the study programme.

Thesis writing at VNP is a long process, starting with a concept note, which states the research problem. Once the concept note is approved by VNP Scientific Committee, students start developing their Thesis Research Design (TRD). The TRD is then evaluated by a committee, appointed by VNP Scientific Committee for each student. After TRD is approved, students start doing their theses. When students finish their theses, they need written approval from their supervisors. In addition to the approval of supervisor, students' theses also need:

- to pass the plagiarism check by VNP Office, and
- the approval from the VNP Director (or a qualified person assigned by the VNP Director), and
- the approval from the Institute of Social Studies (ISS) before being considered ready for a public defense.

At the Thesis Public Defense (TPD), students present the main findings of theses before a TPD Committee and the public audience. The TPD Committee, appointed by UEH President or by an authorised person, usually consists of five members: a chair, two discussants, a secretary and one committee member. The discussants will scrutinise theses and give written comments on the theses. VNP theses are assessed by TPD Committee based on the following criteria:

- The identification of the research problem;
- the relevance of the literature;
- appropriate methodology;
- correct interpretation of the results;
- the discussion of the results in a way that is helpful for policy makers;
- good presentation;
- properly addressing questions from TPD Committee members and the audience.

Appraisal:

The information mentioned above is illustrated in course descriptions, presented to the experts during on-site visit. The contents are aligned with the expected learning outcomes. VNP graduates can produce economic analysis that is guided by economic theories (requires solid background in economics, finance and development), in appropriate research methods (requires research skills) and with appropriate analytical techniques (requires analytical tools). The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The panel members appreciate the focus on economic, finance and development, but encourage VNP and ISS to make sure that the development-oriented courses will not be opted out in the collective selection process of choosing elective courses, and more generally to maintain or further strengthen the developmental aspects of the curriculum.

The degree and programme name correspond to the contents of the curriculum and the programme objectives. Theoretical questions are explained by means of practical examples. There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications are appropriately communicated.

Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

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

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. They also examine the students' ability to deeply reflect on scientific problems and to apply scientific methods. The final theses comply with the standards for international publications.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			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

According to national regulations, UEH and its schools must not apply ECTS according to the ECTS Users' guide, but equivalent national workload measurement and calculations. Following these national regulations, the academic load of each curriculum must not be less than 60 credits, applicable to 2-year university programmes.

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

Courses are divided into compulsory courses and elective courses:

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

Credits are used for calculating the academic load of students. Regarding theory courses or practical courses, students shall spend at least 30 self-preparation hours to acquire a credit.

On a regular basis, VNP reviews the curriculum including the students' workload to see any changes in its course structure that are necessary to reflect changes in labor market or learner's preferences.

In order to ensure the international standards of the programmes as well as to prepare for students mobility, VNP has included a relative grade in the diploma supplement.

Projected study time	24 months
Number of Vietnamese Credit Points (CP)	60
Workload per Vietnamese CP	45 hours, which include 15 contact hours and 30 self-preparation/self-study hours.
Number of modules	4
Time required for processing the final thesis and awarded CP	6 months, 14 CP
Number of contact hours	550

Total workload of the graduate programme corresponds to 60 credits, of which 46 credits are allocated to course work and 14 credits are for thesis. The VNP programme includes 9 compulsory courses (28 credits) and 6 elective courses (18 credits), which will be selected from a list of 11 courses that combine both economics and finance (Modules 2 and 3).

The VNP's classes are organised four days per week: Mondays, Wednesdays and Fridays in the evening, Saturdays in the afternoon. The study and exam regulations are defined in VNP rules and regulations. These rules and regulations cover the governance of the programme, including structure of the study, planning and implementation, admission and registration, attendance, assessment, award of the degree and programme evaluation. On average, students have to spend about 18.15 hours per week to study, including contact hours and self-studying. According to the VPN, these numbers are considered appropriate as similar to many other part-time master programme in economics worldwide.

The average rate of graduation at VNP is 50% to 70%. There is almost no one who fails to finish the coursework. The most demanding phase is the process of thesis writing. Of 30% to 60% who failed to complete in recent years, most decided to quit at the phase of thesis writing, mainly because students could not commit enough time and concentration on their thesis. Half of the students in each class finish their theses and complete their studying programme within two years. The rest need some additional months to finalise their thesis, given the high requirement for quality of a thesis. Realising this fact, VNP closely monitors the thesis writing process and adequately provides academic supports besides those from supervisors. These services are provided by the VNP Scientific Committee. ISS faculties also supervise the thesis writing of VNP students. As evidenced during on-site visit, the VNP Office is always open for comments, suggestion as well as to provide guidance when in need.

The recognition of periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. UEH applies this recognition to the master programme between VNP and ISS.

In the Vietnamese context where women are having less opportunity of access to education, VNP supports (1) students with disability, (2) students of ethnic minorities and (3) female students. Candidates belonging to these groups are encouraged by a 5% bonus point at the entrance exam. This is provided in VNP Rules and Regulations. During the studying programme, VNP students who are ill, giving birth or having financial difficulties are considered for appropriate assistance. At time when students have to go on business trips and cannot take the exams, they could be provided make-up exam or additional tutorial on suggestion, upon the approval of VNP Management. 60-70% courses are taught by female lecturers (full time).

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns Credit-Points (CP) per course on the basis of the student workload. The small arithmetical mistake in calculating the hours, which the panel members mentioned during the on-site visit, VPN has already corrected. Thus, the workload of the study programme has been approved by the panel members. The workload was also confirmed by the students during the on-site visit as feasible.

According to national regulations, UEH and its schools don't apply ECTS according to the ECTS Users' guide, but equivalent workload measurements and calculations as a nationally regulated workload currency. The feasibility of the study programme's workload is ensured by a suitable curriculum design, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. VNP has already started to intensify supervision and tutoring in the thesis writing process, and when asked, students were satisfied with the advising process although thesis writing is difficult because of high requirements and ISS involvement: students have to send proposal to ISS, which approves the thesis proposal before the students continue doing research. There does not seem an easy solution for both maintaining the high academic requirements of the programme and for facilitating the thesis writing of professionals some of which might have little interest in continuing with PhD or research-related activities. The programme management is encouraged to make clear at application stage that in order to complete all (part-time) students will have to write a thesis which is in line with international research standards.

Practical components are integrated in several courses. The course descriptions use to provide detailed descriptions of intended learning outcomes and all the necessary information. In some few cases, as admitted by VPN, intended learning outcomes have still to be made explicit in the (otherwise excellent) course descriptions. Students confirmed during the on-site visit that they have nevertheless been informed by the respective lecturers before starting the course.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account the national requirements. The study programme is designed so that students can study for a certain time at other HEIs without any extension of their overall study time. The recognition of periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention.

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

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

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

3.3 Didactical concept

Except for TRD and thesis which requires students working independently and only interact with supervisors and VNP Scientific Committee if necessary, all other courses require students attend at least 80% of the lectures in order to be allowed to take the final exams. The didactical concept leaves 20% for students to freely choosing whether to attend classes or self-study the course materials. The learning and teaching are guided by three principles:

- learning should be authentic,
- teaching should foster engagement with the study task and
- the whole process should lead to the development of professional attitudes and behaviours.

Lecturers provide students with different types of assignments, including problem sets, written assignments, journal article reviews, group and individual presentations. In doing so, students are challenged in various environments which help enhance their understanding of concepts and theories, empirical applications, as well as individual and team working as well as communication of their work to the audience.

Curriculum and course outlines at VNP are jointly decided by VNP and ISS and updated on an annual basis. Syllabus and textbooks are adapted and selected by the ISS to meet the international standard. Course outline, textbooks and all other course materials, by VNP Rules and Regulations, are made available to students two weeks before the courses begin.

Guest lecturers are selected based on their expertise, for the purposes of demonstrating the application of economic theories in their fields of work, or in real-life working environment.

VNP has a large network of guest lecturers to select. Besides lecturers from ISS and UEH, VNP has formed a network of lecturers from other institutions, including the Fulbright Economics Teaching Programme in HCMC, the joint programme between Victoria University in Wellington, New Zealand and UEH; and lecturers from other universities, including those who obtained their Ph.D. from universities global-wide such as United States, Australia, Canada, Sri Lanka, Italia, Japan, Korea, France.

Besides university lectures, VNP also invites guest lecturers from policy-makers, NGO experienced consultant and international researcher in international trade and finance to make presentation to share the viewpoints, strategies, challenges and opportunities when Vietnam integrates into global economy. These provided students practical and factual case-studies which broaden and enhance their point of view. Especially in the recent years, the World bank researchers in Vietnam usually visit UEH and VNP

to share with students their key findings about Vietnamese economy as well as to gather comment and contribution to their annual reports about Vietnam economic development.

A tutor is provided for each course and is chosen by the lecturing team leader of each course. Tutoring hours are always given to students before the courses start so that students can prepare and discuss with the tutor easily. Besides face-to-face communication, students can also reach the tutor via phone call or electronic means of communication (email, facebook/tweeter, viber/zalo, etc.).

VNP usually choose tutors from VNP graduates who are working as assistant lecturers at universities or who are in the process of preparing for their Ph.D. programme abroad.

Appraisal:

According to the objectives of the programme and to the intended learning outcomes of the courses and modules, VNP applies a logic and plausible didactical concept. It is clearly described and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

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

In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem solving strategy. The course materials are continuously further developed according to new didactical concepts. Some course materials are excellent.

Guest lecturers are regularly invited, their contribution forms an integral part of the study programme's didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

Lecturing tutors support the students in the learning process and help them develop competences and skills.

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

3.4 Internationality

The programme provides up-to-date internationally oriented contents, as shown in the course descriptions. A lecturer must hold a Ph.D. and international working experience to be a lecturer at VNP, except for guest lecturers from non-academic organizations who offers real-life experience related to the subject matter of the courses to the students. VNP has a network of lecturer who obtained their Ph.D. from many countries.

Because the programme is taught in English, English language is used most widely, from textbooks, essays, presentations or exams to thesis and defense (except the Course in Philosophy which is in Vietnamese as regulated by the Ministry of Education and Training).

Scientific writing skill in English is essential. All students are provided with a course training their academic writing skills. This is also useful for them to write essays or thesis later.

Appraisal:

Internationality and intercultural aspects are key performance indicators regarding implementation of the programme’s qualifications objectives. International aspects are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment.

Due to the organisational circumstances (courses provided only on weekends, since there are only part-time students) internationality of the student body unfortunately is not achievable. The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the VPN. The panel found evidence for the international experience of the teaching staff in the respective CVs.

Lectures and course materials in foreign languages clearly predominate. Internationality is clearly a key element of the study programme’s profile.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

To enhance communication and public-speaking skills, students are assigned to work in teams to do group projects, which build up problem-solving, leadership, handling internal conflict, and negotiating skills. Students are required to do oral presentation for group or individual assignments and final theses, which help sharpen public speaking skills in the way that they have to defend their arguments in front of experienced lecturers.

Appraisal:

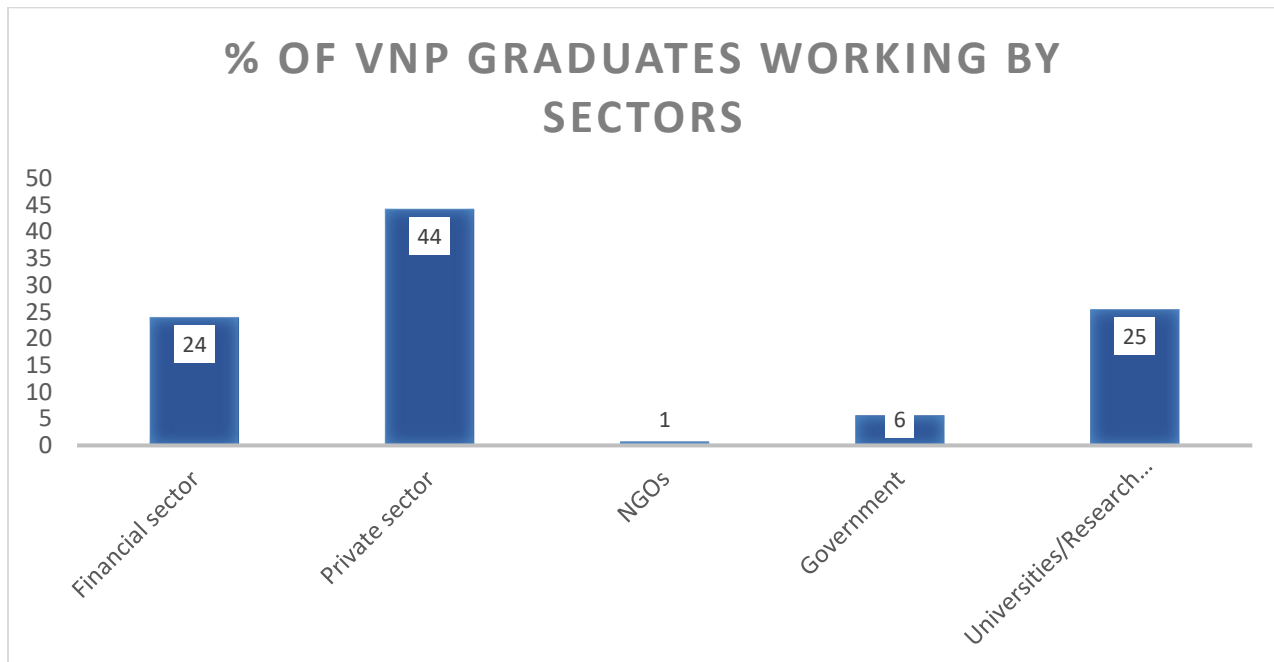
Students as well as graduates appreciated during on-site visit the opportunity to achieve generic competences and skills. Thus, the students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills 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)

All the courses are delivered in an approach that integrates theory and empirical application, which is essential for VNP graduates in the job markets. State of the art theories and practices equipped students with strong research skills which makes it possible for graduates to follow lecturing career or further Ph.D. courses at institutions around the world. Additionally, the programme provides students with intensive analysing skills in (development) economics and finance. Therefore, VNP graduates are competent when working as a researcher in universities, research institutes, government organisations, NGOs as well as the private sector.



Percentage of VNP graduates working in various sectors.

Appraisal:

The achieved learning outcomes of the courses enable graduates to get employed in the different sectors of the jobmarket the programme is aiming at:

- international economic policy analysis for public sector agencies
- analyst positions in multilateral organisations
- research analyst positions within NGO's
- analyst in private sector
- potentially university lecturers.

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

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

4. Academic environment and framework conditions

4.1 Faculty

In the VNP programme up to 90 lecturers have been involved, with one third full time working, while others are adjunct lecturers and supervisors. Full-time staff are Vietnamese lecturers and researchers, all of which have lived and studied in a foreign country and who are qualified to teach economics and finance subjects. Some adjunct lecturers come from overseas (for example one lecturer from Johns Hopkins University). In addition, VNP also has 2 faculty members from the ISS per year to teach two courses for each class. New lecturers get 6-12 months internship to become familiar with the programme culture. Internship is often in the form of reviewing student's thesis, presenting seminars or participating in thesis public defense committee.

All of VNP lecturers, except for those invited for sharing practical experience who are from the private sector or policy makers, have PhD and are experienced in doing research. Most of them are fulltime faculty at other universities in Ho Chi Minh City. They not only meet the academic qualification but also methodology required by the Ministry of Education and Training. They use to teach 10-15 hours per week.

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

To become a lecturer at any institution in Vietnam, they are required to get a pedagogical certificate issued by the Ministry of Education and Training. As a result, all VNP lecturers are qualified for pedagogical skill requirements.

The process of decision making toward lecturing at VNP usually starts with inviting to present at seminars to VNP students, to review students Thesis Research Design, and to participate in the Thesis Public Defense. Those who show extraordinary performance in these activities will be invited for lecturing VNP courses.

Many lecturers are researchers with many international publications. Some others have experience in providing consultancy services for governmental and non-governmental organisations.

The VNP programme, through its regular activities, has successfully set up a network for all lecturers to collaborate and share their information, idea and expertise. The activities include weekly seminars, joint teaching, discussions at sessions evaluating students' thesis research design and public thesis defenses, annual, and sometimes biannual, supervisors and lecturers meeting. In addition, faculties are usually working together on several research projects. Annually, VNP organise meeting for all faculty to share their experience and suggestion to improve VNP teaching and supervision activities, including the curriculum, courses, thesis supervising as well as VNP strategy.

Students are provided a list of faculty and their specialisation. The board of directors of the programme is always ready to help them to contact with an appropriate supervisor when they have a suggestion or proposal. Moreover, an academic advisor and a supervisor are always available to assist them in writing a qualified thesis.

Appraisal:

Faculty of the programme was really impressive at the on-site visit. Many have experience in consultancy. Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach 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 faculty's outstanding academic qualification is underlined by scientific publications. The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

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

4.2 Programme management

There are two directors at VNP: the Managing Director and the Academic Director. The VNP's directors are assigned by UEH, who play the key role in leading in the programme activities and are responsible for monitoring and ensuring the programme's smooth execution.

The Managing Director is responsible for administrative aspects of the programme with his/her main functions of monitoring the strategic planning for further development, leading the coordination of the entire programme's services, and carrying out the running and evaluation of the programme.

For the educational role, the Academic Director is also part of teaching staff, he/she is therefore responsible for developing and ensuring the quality of the curriculum to meet the programme's objectives. The VNP Director is also the person who manages the implementation of requirements, rules and regulations of the UEH and MOET.

The programme directors also illustrate their role of public relations to build the programme's brand image, which is developed through international educational exchange, creating and maintaining a strong relationship with other universities.

All VNP students are provided with all relevant information at the Orientation Seminar before the programme starts, so that they know whom to contact when they need helps. Students are also provided with VNP Rules and Regulations, which describe all the issues they may need to know while attending VNP.

Students at VNP who have questions, comments, suggestions and any inquiries have a single point of contact which is VNP Office. VNP Office is the link between faculty and students, ensuring the smooth flow of communication.

All inquiries related to academic activities will be directed to VNP Scientific Committee. Financial issues will be forwarded to VNP Finance and Accounting. While the VNP Office itself handle all the daily management issues.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly. He successfully takes initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. UEH offers the administrative staff opportunities for continuous professional development. The administrative staff acts as a service provider for students and faculty.

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

4.3 Cooperation and partnerships

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

- the design of the VNP curriculum,
- the content of VNP courses and syllabuses,
- the teaching of 2 courses per class,
- supervising the thesis writing process of VNP students, and
- assessing the quality of theses of VNP student to determine whether they are qualified for the public defense.

Furthermore, the newly launched Double Degree initiated in May 2016 offers VNP students opportunities to get the second master degree in Development Studies from ISS. Students joining this Double Degree Programme are allowed to take 3 courses at ISS in the Netherlands (instead of taking them at VNP) for 6 months, and then have their thesis writing supervised by VNP and ISS faculties. Students successfully meet the requirements of this Double Degree Programme will be issued two Master Degree Certificates, one by VNP and one by the ISS.

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

Appraisal:

The cooperation with ISS runs successfully since 1994. After the phasing out of the external financing by the Dutch government in 2002, VNP has got more autonomy at VNP. But ISS is still involved. Both the HEIs ensure that the quality standards are met. The panel members discussed, whether this kind of supervision and monitoring by ISS will be still needed in the future, in particular because both HEIs signed a MOU regarding the double degree programme, which has been developed based on many years of the successful experience of jointly running the VNP. The panel members like to encourage VNP to consider further strengthening their autonomy. During the on-site visit representatives of both of the HEIs reacted openminded.

In fact, the Double Degree Programme was initiated to demonstrate the quality of a majority of courses at VNP, which are recognised by the ISS. And it may enhance awareness and visibility to foreign applicants.

Cooperation with ISS are aligned with the strategy of the study programme and actively promoted (for example, by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, to discuss the further development of the programme). Such cooperation has a formative impact on the curricular contents and on the profile of the graduates. By means of specific measures (e.g. staff exchange, mutual sharing of course materials), they significantly contribute to the development of qualifications and skills.

There is one very intensive cooperation with a business enterprise, which is actively promoted (for example by means of regular joint conferences/meetings of those who are involved in the study programme in responsible positions, in order to discuss the further development of the programme). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g. cooperation in research projects, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

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

4.4 Facilities and equipment

The VNP share the same campus with UEH School of Economics, which is a five-floor building with eight teaching rooms, two laboratory rooms, one library, and other functional rooms. All rooms have computers and network connections, wired and wireless.

There are two 60-seat teaching rooms equipped with computers, sound system, projector facilities, a whiteboard, and internet access via both wireless and fixed network. Two smaller rooms with the same equipment are available for group working.

For special contents of the curriculum, there are lectures that require practicing of analytical tools. The laboratory rooms serve this requirement. Two laboratory rooms with twenty computers and all necessary equipment, not only employed for practicing classes, but for student's self-study and research. The laboratory room's availability is flexible in taking the student's needs into account.

A helpdesk person with his hotline is always available during working hours and even teaching hours for troubleshooting with IT problems.

The VNP's library system works on the platform of Libol (Library Management and Digital Library Solution), a software suite of electronic-digital library. Libol was designed completely in the cloud computing platform, particularly supporting libraries in digitalising enormous. As mentioned during the on-site visit, this software currently is applied widely in several big libraries in Vietnam.

The library, open on six days per week, offers a broad range of 12,000 copies of books, magazines, articles in economics, and other relevant fields of the study programme. In addition to textbooks, library provides a lot of books, journals, research reports and journals. Students are also provided with abundance of data for their research and analysis activities during coursework and thesis. Each VNP student is provided with an account to access the journals which were published worldwide.

As explained during the on-site visit, the most valuable media access tool may be the Erasmus Remote Network Access account (ERNA account) that the ISS grants to VNP' students. The account demonstrates its capacity and effectiveness by giving students and employees access to the enormous digital library of Erasmus University with numerous databases, e-books and journals.

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

Appraisal:

The teaching rooms are sufficient in consideration of the programme's curriculum, as the approximate number of students studying at the campus at the same time, not mentioning to the students working on their thesis at home, is 100, in which half are first year students and half are second year students.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

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

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

4.5 Additional services

Academic staff usually consults students on job opportunities. VNP management board usually writes letters of recommendation for VNP students to employers and university abroad. Corporation with Real-Time Analytics (RTA) Company gives graduates more job opportunities.

VNP has an alumni association started in 2014 with the academic director being the vice president of this association. VNP has a comprehensive database of alumni of all classes, and VNP regularly send information about VNP, career opportunities, scholarships, and seminars to alumni.

Appraisal:

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

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

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

4.6 Financing of the study programme (Asterisk Criterion)

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

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

5. Quality assurance and documentation

Quality assurance activities include regular measures of programme evaluation like

- Evaluation of all VNP courses
- Annual meeting with teaching and supervising staff

VNP takes students feedback as a source of improving VNP curriculum and courses content. At the end of each course and after the marks are announced, students are requested to fill in an evaluation, which collects feedback on the course content, balance of theories and application, communication skills of lecturers and required workload.

Annually, the VNP programme organises a meeting with teaching and supervising staff to collect feedbacks, comments and suggestions to improve its quality. At the meeting, faculty shares their experience in lecturing and supervising. They also evaluate the programme with respect to the content, the process and all the ways of dealing with difficulties when instructing at the VNP. All suggestions are recorded and then experimented before officially applying for the programme.

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

VNP is regularly evaluated by MOET and UEH. In addition, VNP was evaluated by the University of Manchester. The reviewers, after a comprehensive review of the programme, came to the conclusion that the VNP's curriculum met the requirements of an international programme in May 2009.

So far, VNP hasn't conducted any survey for feedbacks from alumni and employers of VNP graduates. However, a survey among these two target stakeholder groups is initiated and will be maintained in the years to come.

Every 5 years, VNP welcome all alumni, contributors and sponsors to a general meeting and take a survey about the quality of the programme as well as suggestions to develop it. These activities are also recorded in papers and in electronic forms.

The programme's content is documented both in print and in digital form in particular spaces. Interested parties can access. The admission requirement, curriculum, and all relevant information that is necessary for prospective students, are promoted in the brochures, marketing articles, and through the VNP's website. These contents are frequently updated and amended, if needed, in adaption to the new regulations.

Through the email account provided to students once enrolled in the programme, curriculum, schedule, examination scheme, exam regulations, and other relevant notifications will be informed during the academic year. In association with the email account, E-learning account is the effective channel where outline courses and relevant learning materials in digital form are available for referencing and downloading. The above regulations and materials are also distributed in printed form to students at the beginning of the course.

The VNP keeps the students informed on all activities during the academic year. The activities vary from seminars, conferences, workshops, student exchange, anniversary events to career opportunities, or

alumni meetings. Every single activity is transferred promptly to students through posters, invitation letters, email, website, and Facebook events.

The programme’s annual activities afterward will be collected and included in the brochure that serves for marketing and recruitment.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The evaluations, by students and faculty, which are considered as “internal assessment”, contribute to the quality assurance and continuous improvement of VNP training activities.

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

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

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

Quality profile

HEI: University of Economics Ho Chi Minh City

Master programme: The Vietnam-Netherlands Programme for M.A. in Development Economics (Master of Arts in Development Economics)

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

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

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