

Decision of the FIBAA Accreditation and Certification Committee



8th Meeting on November 30, 2022

PROGRAMME ACCREDITATION

Project Number:	21/056
Higher Education Institution:	University of Economics Ho Chi Minh City
Location:	Ho Chi Minh City, Vietnam
Study Programmes:	1. Bachelor of Accounting 2. Bachelor of Business Administration 3. Bachelor of Commercial Business 4. Bachelor of Marketing 5. Bachelor of Real Estate
Type of Accreditation:	Initial accreditation

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes Bachelor of Business Administration, Bachelor of Commercial Business, Bachelor of Marketing, and Bachelor of Real Estate are accredited with four conditions, and the Bachelor of Accounting is accredited with five conditions.

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

Conditions:

For all programmes

Condition 1: The University restructures the programmes' design in a way that allows students to acquire competences in and for the international field, also with respect to its international employability.

Condition 2: The University ensures that all students are enabled to apply methodological competences and scientific skills by introducing corresponding examination forms.

Condition 3:

The University

a) issues a diploma supplement that meets the European Higher Education Area principles including a relative grade or an ECTS grading table, admission requirements, and programme learning outcomes.

b) uses a fixed number between 25 and 30 hours when converting from the national credit system to ECTS and assigns a total number of ECTS to its programmes.

Condition 4:

The University implements

- a) a formalised process to inform the parties surveyed about the evaluation results and the quality assurance measures derived from them.
- b) a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the implementation of appropriate measures.

In addition for the Bachelor of Accounting programme

Condition 5: The University ensures that research methods are sufficiently implemented in the curriculum.

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

All conditions are fulfilled.

The decision was made by the FIBAA Accreditation and Certification

Committee on November 29, 2023

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

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

Bachelor programmes:

1. Accounting
2. Business Administration
3. Commercial Business
4. Marketing
5. Real Estate

Qualification awarded on completion:

1. Bachelor of Accounting
2. Bachelor of Business Administration
3. Bachelor of Commercial Business
4. Bachelor of Marketing
5. Bachelor of Real Estate

General information on the study programmes

Brief description of the study programmes:

Real Estate Programme

The Bachelor in Real Estate programme aims for its graduates to possess knowledge and skills in Real Estate with a focus on economics and business. The graduates will be armed with an understanding of intricate synergy between urban development, sustainable development, and social responsibilities in the field of real estate. Upon graduation, students are expected to acquire comprehensive knowledge of real estate development and the business cycle including design, planning, construction, finance, sales, and management.

Accounting Programme (BAcc)

The Bachelor of Accounting programme aims at providing graduates with in-depth knowledge of accounting to develop their professional capabilities in private or public organizations within Vietnam, or the Asian region. The programme objectives include the understanding of the political and legal system in Vietnam, the understanding of basic knowledge of socio-economics, and supplementary knowledge related to economics, business administration, finance, banking, and taxes, and the ability to design accounting policies in the business environment.

Business Administration Programme

The Business Administration Bachelor programme provides students with knowledge of management in businesses by covering strategic planning, human resources, and the implementation of strategy and managing functional activities in the curriculum. Programme learning outcomes contain the ability to apply knowledge of strategy, organization, human resources, administration, finance, and marketing into the management work of an organization as a manager, and the ability to apply new technologies in management work.

Commercial Business Programme

The objective of the Commercial Business programme is to provide students with in-depth knowledge on how domestic and international commercial businesses operate. Graduates can apply technologies in businesses through digital platforms, and can manage business activities in general, and commercial companies in particular. They are able to apply knowledge in the field of commercial business, and solving problems related to commercial business activities.

Marketing Programme

The general objectives of the Marketing programme are to have professional knowledge, skills, and competencies in the Marketing industry with a focus in Digital Marketing, Brand Management, Marketing Research, and New Product Development Management. Graduates should know how to apply information technology, search for and analyse data, conduct business on a digital platform,

and how to quickly adapt to the changing business environment.

Type of study programmes:

Bachelor programmes

Projected study time and number national credits assigned to the study programmes:

1. Bachelor of Accounting: 123 credit points in 3 years and 8 months
2. Bachelor of Business Administration
 - Minor in Management: 125 credit points in 3.5 years
 - Minor in Quality Management: 125 credit points in 3.5 years
 - Minor in Entrepreneurial Management: 123 credit points in 3.5 years
3. Bachelor of Commercial Business: 120 credit points in 3.5 academic years
4. Bachelor of Marketing: 120 credit points in 3.5 years
5. Bachelor of Real Estate: 120 credit points in 3.5 years

Mode of study:

For all programmes: full-time

Didactic approach:

For all programmes: study programmes with obligatory class attendance

Double/Joint Degree programme:

For all programmes: no

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

1. Bachelor of Accounting: 650 students per year; 13 classes per year
2. Bachelor of Business Administration 650 students per year; 13 classes per year
3. Bachelor of Commercial Business: 200 students per year; 7 classes per year
4. Bachelor of Marketing: 200 students per year; 7 classes per year
5. Bachelor of Real Estate: 100 students per year; 2 classes per year

Programme cycle starts in:

For all programmes: September

Initial start of the programmes:

1. Bachelor of Accounting: 1976
2. Bachelor of Business Administration: 1990
3. Bachelor of Commercial Business: 1976
4. Bachelor of Marketing: 1991
5. Bachelor of Real Estate: 2021

Type of accreditation:

For all programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor programmes in Accounting, Business Administration, Commercial Business, Marketing, and Real Estate was made between FIBAA and University of Economics Ho Chi Minh City (UEH University) on April 26, 2021. On February 24, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Dr. Hung Duong

HCMC University of Technology, Vietnam School of Industrial Management
Senior lecturer in Finance

Prof. Dr. Stefan Eckert

Technical University Dresden, Germany
Professor for International Management

Julia Ekhardt

Microsoft Deutschland GmbH, Munich, Germany
Business Program Manager

Prof. Dr. Joerg Erpenbach

FOM University of Applied Sciences for Economics and Management, Essen, Germany
Professor for Marketing and Real Estate Management

Hüsnü Garibagaoglu

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

Prof. Dr. Anke Muessig

University of Luxembourg
Professor of Business Administration, especially Auditing and Accounting

FIBAA project manager:
Anja Gleissner

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August 15-18, 2022 via the video conferencing tool Zoom. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on November 03, 2022. The statement on the report was given up on November 11, 2022. It has been taken into account in the report at hand.

Summary

The study programmes

- Bachelor of Accounting
- Bachelor of Business Administration
- Bachelor of Commercial Business
- Bachelor of Marketing
- Bachelor of Real Estate

offered by University of Economics Ho Chi Minh City (UEH University) fulfil with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 30, 2022 and finishing on November 29, 2027 under four conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects for all study programmes²: International orientation (concerning the international competences of the students), Contents (concerning the application of methodological competences), Structure (concerning the issuing of a Diploma Supplement), Quality assurance and quality development (concerning the lack of communication of results and measures). They recommend the accreditation on condition of meeting the following requirements:

For all programmes:

- **Condition 1** (see chapter 1.2):
The University restructures the programmes' design in a way that allows students to acquire competences in and for the international field, also with respect to its international employability.
- **Condition 2** (see chapter 3.1):
The University ensures that all students are enabled to apply methodological competences and scientific skills by introducing corresponding examination forms.
- **Condition 3** (see chapter 3.2):
The University
 - a) issues a diploma supplement that meets the European Higher Education Area principles including a relative grade or an ECTS grading table, admission requirements, and programme learning outcomes.
 - b) uses a fixed number between 25 and 30 hours when converting from the national credit system to ECTS and assigns a total number of ECTS to its programmes.

² These aspects are asterisk criteria which means that they are essential for the study programmes.

- **Condition 4** (see chapter 5.1):
The University implements
 - a) a formalised process to inform the parties surveyed about the evaluation results and the quality assurance measures derived from them.
 - b) a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the implementation of appropriate measures.

In addition, the panel members identified need for improvement regarding the following aspects **for the Bachelor of Accounting programme:**

- **Condition 5** (see chapter 3.1):
The University ensures that research methods are sufficiently implemented in the curriculum.

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

Furthermore, the quality requirements that have not been fulfilled – Internationality of the student body (chapter 3.4) and Evaluation by students (chapter 5.2) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

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

- The panel recommends to modify the wording of the individual programme learning outcomes in the categories *Knowledge* and *Skills* to better differentiate the obtained competencies in these two categories (see chapter 1.1).
- The panel recommends establishing more structured types of cooperation specifically for the individual study programmes to encourage students to go abroad (see chapter 1.2).
- The panel recommends the HEI to consider offering more electives to give students the opportunity to specifically pursue their interests in their studies (see chapter 3.1).
- The panel recommends that the University checks whether the conversion of scores for the English courses is in line with the national law (see chapter 3.2).
- The panel recommends to include more intercultural aspects in the programmes (see chapter 3.4).
- The panel recommends that the number of international faculty as well as the number of faculty who have international work, study, or research experience should be increased (see chapter 3.4).
- The panel recommends to regard the English high-quality track as best practice, and to include more international contents as well as to offer more courses in English in the Vietnamese high-quality and the standard versions (see chapter 3.4).
- The panel recommends to make all the campuses accessible for wheelchair users (see chapter 4.4).
- The panel recommends that all relevant information on the study programmes is available in English on the UEH programme websites (see chapter 5.3).

The panel members further identified an area where the Bachelor of Accounting programme could be further developed:

- The panel recommends for the core courses on International Accounting that are currently offered to be complemented – in accordance with international benchmark universities' curricula – with courses on IFRS-related topics such as ECG reporting, and (international) Corporate Governance (see chapter 3.1).

The panel members further identified areas where the Bachelor of Business Administration programme could be further developed:

- The panel recommends to place more emphasis on business ethics and governance in the structure of the programme (see chapter 3.1).
- The panel recommends to align the structure more to the specific management functions like planning, controlling, staffing, organizing and monitoring (see chapter 3.1).

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

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

- Counselling for prospective students (see chapter 2.2)
- Integration of theory and practice (see chapter 3.1)
- Skills for employment / Employability (see chapter 3.6)
- Student support by the faculty (see chapter 4.1)
- Process organization and administrative support for students and faculty (see chapter 4.2)
- Cooperation with business enterprises and other organizations (see chapter 4.3)
- counselling and placement service (see chapter 4.5)
- Alumni Activities (see chapter 4.5)

There are many criteria in which the Real Estate programme additionally exceeds the quality requirements:

- Positioning of the study programme in the educational market (see chapter 1.3)
- Positioning of the study programme on the job market for graduates (see chapter 1.3)
- Practical business experience of faculty (see chapter 4.1)

For the overall assessment of the programmes, 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 (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. Its vision is to become a multidisciplinary university with reputable academic influence within Asia and sustainable development. UEH was among four public universities to be granted autonomy by the Vietnamese government in 2014.

Overall, UEH has 16 Schools and Institutes, 35,000 students, close to 250,000 alumni, nine professors, 51 Associate professors, 189 lecturers who hold a PhD, and 277 lecturers with a Master's Degree. UEH offers bachelor, master and doctoral programmes in business, economics, law, government, technology and design.

UEH offers three forms of their Bachelor programmes, namely the regular university standard programmes, the high-quality programmes in Vietnamese, and the high-quality programmes in English. In the standard form, all courses are given in Vietnamese. In the Vietnamese high-quality form 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.

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

School of Economics

The School of Economics belongs to the College of Economics, Law, and Government and offers programmes including Human Resource Management, Agribusiness, and Valuation and Asset Management. It has offered a minor in Real Estate since 2009 as part of the Economics programme. In 2018 the Department of Real Estate was created. Since October 2021, the Bachelor programme in Real Estate is offered full-time.

School of Accounting (SoA)

The School of Accounting (SoA) belongs to the College of Business and offers programmes in Accounting, Auditing, Corporate Accounting, and Public Accounting. The to be accredited programme Bachelor in Accounting was implemented in 1976 as part of the School of Accounting.

School of Management (SOM)

The School of Management belongs to the College of Economics, Law, and Government and offers programmes including Hospital Management, and Human Resource Management. The to be

accredited programme Business Administration also belongs to the School of Management and was established in 1992.

The School of International Business and Marketing (SIBM)

The School of International Business and Marketing (SIBM) is part of the College of Business and was established in 1976. SIBM offers five Bachelor programmes: International Business, Foreign Trade, and Logistics and Supply Chain Management, as well as the to be accredited programmes Commercial Business (established in 1976), and Marketing (established in 1993).

Statistical data and evaluation results

Statistical Data Bachelor of Real Estate Programme³

		Cohort 01 in 2021
# Study Places offered by HEI		105
# Applicants	Σ	1308
	f	659
	m	650
Application rate		1245,71%
# First-Year Students (<i>accepted applicants</i>)	Σ	105
	f	61
	m	44
Rate of female students		0,580952381
# Foreign Students	Σ	0
	f	0
	m	0
Rate of foreign students		0
Percentage of occupied study places		100,00%
# Graduates	Σ	N/A
	f	N/A
	m	N/A
Success rate (<i>students who finished their studies</i>)		N/A
Dropout rate (<i>students who dropped their studies</i>)		N/A
Average duration of study		N/A
Average grade of final degree		N/A

³ Because the Bachelor in Real Estate programme started in October 2021 this section is not applicable. However, statistics based on the first student intake are available.

Statistical Data Bachelor of Business Administration

		Cohort K47	Cohort K46	Cohort K45	Cohort K44	Cohort K43	Cohort K42
# Study Places offered by HEI		700	700	700	500	600	500
# Applicants	Σ	18226	11646	14279	8151	6429	556
	f	10936	6988	8568	4891	3857	321
	m	7290	4658	5711	3260	2572	235
Application rate		2603,71%	1663,71%	2039,86%	1630,20%	1071,50%	111,20%
# First-Year Students (accepted applicants)	Σ	876	765	629	599	579	504
	f	555	495	434	366	417	287
	m	321	270	195	233	162	217
Rate of female students		0,633561644	0,647058824	0,689984102	0,611018364	0,720207254	0,569444444
# 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		125,14%	109,29%	89,86%	119,80%	96,50%	100,80%
# Graduates	Σ	0	0	0	0	455	333
	f					343	204
	m					112	129
Success rate (students who finished their studies)						566	493
Dropout rate (students who dropped their studies)						13	11
Average duration of study		3,5	3,5	3,5	3,5	3,5	4,0
Average grade of final degree		Not Graduated	Not Graduated	Not Graduated	Not Graduated	7,9	7,5

Statistical Data Bachelor of Commercial Business

Cohort Year		Cohort 47 2021	Cohort 46 2020	Cohort 45 2019	Cohort 44 2018	Cohort 43 2017	Cohort 42 2016	Cohort 41 2015
Study Places offered by UEH	Total	220	200	200	200	180	180	180
Applicants	Total							221
	Female	3.047	3.590	3.414	3.268	231	217	144
	Male	1.981	2.333	2.219	2.124	150	141	77
Application rate		8%	7%	7%	7%	81%	84%	82%
Accepted Applicants	Total	243	259	232	217	187	183	181
	Female	189	209	189	176	156	147	146
	Male	54	50	43	41	31	36	35
Rate of female students		77,78%	80,69%	81,47%	81,11%	83,42%	80,33%	80,66%
Foreign Students	Total	-	-	-	-	1	1	-
	Female	-	-	-	-	-	-	-
	Male	-	-	-	-	1	1	-
Rate of foreign students								
# Graduates	Total	-	-	-	0	1	-	-
	Female	-	-	-	0	-	-	-
	Male	-	-	-	-	1	-	-
Success rate (students who finished their studies)	Total				175	179	161	170
	Female				147	152	139	140
	Male				28	27	22	30
Dropout rate (students who dropped their studies)	Total				5	1	5	3
	Rate				3%	1%	3%	2%
Average duration of study		3,5	3,5	3,5	3,5	3,5	4,0	4,0
Average grade of final degree					8,08	8,03	7,72	7,72

Statistical Data Bachelor of Marketing

Year		2021	2020	2019	2018	2017	2016	2015
Cohort		47	46	45	44	43	42	41
Offered by UEH	Total	220	200	200	200	180	180	180
Applicants	Total	4.388	5.961	5.228	7.264	198	211	207
	Female	2.852	3.874	3.398	4.721	129	138	137
	Male	1.536	2.087	1.830	2.543	69	73	70
Application rate		1995%	2981%	2614%	3632%	110%	117%	115%
Accepted Applicants	Total	243	255	182	224	238	183	181
	Female	185	195	136	168	187	143	137
	Male	58	60	46	56	51	40	44
Rate of female students		76.13%	76.47%	74.73%	75.00%	78.57%	78.14%	75.69%
Graduates	Total				173	206	161	169
	Female				133	163	129	128
	Male				40	43	32	41
Average duration of study		3,5	3,5	3,5	3,5	3,5	3,5	3,5
Average grade of final degree		0	0	0	8,01	7,99	7,57	7,61

Statistical Data Bachelor of Accounting ⁴

Cohort		Cohort 47	Cohort 46	Cohort 45	Cohort 44	Cohort 43	Cohort 42	Cohort 41
Year		2021	2020	2019	2018	2017	2016	2015
Study Places offered by UEH	Total	970	800	800	800	700	590	630
	Bachelor in Accounting	770	800	800	800	700	590	630
	Bachelor in Auditing	200	-	-	-	-	-	-
Applicants	Total	9.431	6.613	7.203	4.317	758	839	1.274
	Female	7.545	5.292	5.763	3.454	606	671	1.045
	Male	1.886	1.321	1.440	863	152	168	229
Application rate		972%	827%	900%	540%	108%	142%	202%
First-Year Students	Total	1.028	836	825	838	736	837	846
	Female	847	688	669	687	583	681	697
	Male	181	148	153	151	153	156	149
Rate of female students		82,39%	82,30%	81,09%	81,98%	79,21%	81,36%	82,39%
Foreign Students	Total	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-
Rate of foreign students		-	-	-	-	-	-	-
Success rate (students who finished their studies as per study plan)	Total					445	538	634
	Female					369	456	531
	Male					76	82	103
Dropout rate (students who dropped their studies)	Total					-	-	-
	Rate					-	-	-
Average duration of study						3,8	3,8	3,8
Average grade of final						7,5	7,3	7,5

⁴ Since 2021, the minor Auditing in the Bachelor in Accounting programme is a full-time Bachelor Degree.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The programme objectives are following the National Qualification Framework for Bachelor Programmes. Training programme objectives are updated and changed every two years to meet the requirements of the labour market according to UEH's training programme adjustment roadmap. The objectives encompass *Knowledge, Skills, Autonomy and Responsibility*.

	National Qualifications Framework for Bachelor Programmes
Knowledge	<ul style="list-style-type: none"> • Solid practical knowledge, deep and broad theoretical knowledge within the scope of the training industry. • Basic knowledge of social science, political science, and law. • Knowledge of information technology to meet job requirements. • Knowledge of planning, organizing and monitoring processes in a particular field of activity. • Basic knowledge of management and professional operating activities.
Skills	<ul style="list-style-type: none"> • Necessary skills to be able to solve complex problems. • Skills to lead, start a business, and create jobs. • Skills to critique and use alternative solutions in uncertain or changing environmental conditions. • Skills to evaluate the quality of work and the performance of team members. • Skills to communicate problems and solutions to others in the workplace. Transfer and disseminate knowledge and skills when performing specific or complex tasks. • Obtaining the foreign language ability level 3/6 of Vietnam's Foreign Language Competency Framework.
Autonomy and responsibility	<ul style="list-style-type: none"> • To work independently or in a team under changing working conditions, take individual responsibility, and responsibility towards the team. • To guide and supervise others performing defined tasks. • To be self-directed, to draw professional conclusions, and have the ability to defend personal views.

- | | |
|--|---|
| | <ul style="list-style-type: none">• To plan, coordinate, manage resources, evaluate, and improve the performance of activities. |
|--|---|

The programmes surveyed relevant target groups, including companies, agencies, alumni, students, and lecturers to define the individual programme objectives.

Real Estate Programme

The UEH Bachelor's Degree in Real Estate programme aims to educate the next generation of real estate professionals who will be ready to work in a changing and globalised environment, to have social impacts on communities, and to create positive changes in the industry. Additionally, it aims for Real Estate practitioners and experts to possess knowledge and skills in Real Estate with a focus on economics and business. The graduates from the programme will further be armed with an understanding of intricate synergy between urban development, sustainable development, and social responsibilities in the field of real estate. Upon graduation, students are expected to acquire comprehensive knowledge of real estate development and the business cycle including design, planning, construction, finance, laws, operation, sales, and management. Further, they acquire the fundamentals of real estate markets in Vietnam and selected countries, are able to work in a global environment, learn the ability to adapt to and work in a diverse and globalized workplace, practice critical thinking, have the ability to solve problems, and possess oral presentation, writing, and effective team-work skills. Students choosing the Real Estate Development track must understand and explain the legal aspects of real estate business. Students choosing the Real Estate Investment track must have more advanced knowledge of corporate financial analysis (programme learning outcomes in detail see appendix of this report).

Accounting Programme

The Bachelor of Accounting programme aims at providing graduates with in-depth knowledge of accounting to develop their professional capabilities in private or public organizations within Vietnam, or the Asian region. With the progress of Vietnam's international integration, especially in the Asian region combined with the trend of the integration of information technology in accounting and business, the programme aims at providing knowledge of international accounting standards and practices, as well as at providing students with learning experiences that help them to adapt with emerging technologies. The programme objectives include the understanding of the political and legal system in Vietnam, the understanding of basic knowledge of socio-economics, and supplementary knowledge related to economics, business administration, finance, banking, and taxes, and further the ability to design accounting policies in the business environment (programme learning outcomes in detail see appendix of this report).

Business Administration Programme

The Business Administration Bachelor programme provides students with knowledge of management in businesses by covering strategic planning, human resources, and the implementation of strategy and managing functional activities in the curriculum. Programme learning outcomes contain the ability to apply knowledge of strategy, organization, human resources, administration, finance, and marketing into the management work of an organization as a manager, and the ability to apply new technologies in management work. Students are taught how to have a modern and dynamic leadership style, to become an entrepreneur, a mid-level and a

top manager of business, public, or non-profit organizations, and to meet the requirements of the labour market in the context of globalization (programme learning outcomes in detail see appendix of this report).

Commercial Business Programme

The objective of the Commercial Business programme is to provide students with in-depth knowledge on how domestic and international commercial businesses operate. The programme aims to equip students with knowledge, skills, and abilities to become lifelong learners and responsible citizens who can quickly adapt to the dynamic labour market and work effectively in both domestic and foreign companies. Graduates are equipped with sufficient knowledge in the fields of economics and management to understand the domestic and foreign economic environment, and to recognise and grasp business opportunities. Graduates can apply technologies in businesses through digital platforms, and can manage business activities in general, and commercial companies in particular. They are able to apply knowledge in the field of commercial business in operating and solving problems related to commercial business activities (programme learning outcomes in detail see appendix of this report).

Marketing Programme

The general objectives of the Marketing programme are to have professional knowledge, skills, and competencies in the Marketing industry with a focus in Digital Marketing, Brand Management, Marketing Research, and New Product Development Management. Graduates should know how to apply information technology, search for and analyse data, conduct business on a digital platform, and how to quickly adapt to the changing business environment. Graduates have theoretical knowledge and practical understanding in the fields of Economics, Management, and Marketing to solve professional problems especially in Marketing (programme learning outcomes in detail see appendix of this report).

Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group and the envisaged professional field. The objectives embrace academic proficiency and take into account the requirements of the national qualification framework. The qualification objectives and skills to be acquired correspond with the aspired level at graduation.

The programme objectives encompass *Knowledge, Skills, Autonomy and Responsibility*. The panel **recommends** to adjust the wording of the individual programme learning outcomes in the categories *Knowledge* and *Skills* to better differentiate the obtained competencies in these two categories.

		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 programmes design (Asterisk Criterion)

The programmes were benchmarked with programmes in the top 200 of the world QS ranking in terms of structure, content, and course materials. The study materials used follow international standards and contain international contents, and some study material is used in the original English language. The ability to have good English skills became important for UEH undergraduate admission criteria in the recent years. Students graduating from the Bachelor programmes must achieve a TOEIC score of at least 500. The English high-quality form of the Bachelor programmes is conducted in English. The teaching faculty of the programmes include instructors with international professional experience and academic background.

Regarding international content in the curricula, for example in the Bachelor of Accounting programme there are more than ten out of 37 courses connected with international aspects such as International Accounting 1 and 2, Consolidated Financial Reporting under IFRS, Managerial Accounting 1 and 2, and International Payment. In terms of international academic cooperations, UEH has signed a Memorandum of Agreement with City University of Seattle (CityU) for an exchange programme in the Business Administration programme, and with Taiwan and Switzerland for the Commercial Business and Marketing programmes. Department faculty in the Real Estate programme hold membership of the American Real Estate Society (ARES) and the Asian Real Estate Society (asRES), and the programme has started building partnership with universities in North America and Europe.

Appraisal:

The study programmes offer the possibility for students to take international aspects into account through, for example, international study materials used, and the international exchange options. However, from the panel's point of view, the approach on the part of UEH does not appear to be equally systematic depending on the study programme. Although there are some agreements with other HEIs, UEH should support students even more in carrying out international stays. Further, the panel welcomes UEH's goal to work towards more double degree programmes. In the panel's opinion, the programmes offer great potential for international collaboration and student exchange. The panel **recommends** establishing more structured types of cooperation specifically for the individual study programmes to encourage students to go abroad.

Originally, the programmes were nationally oriented study programmes which, according to UEH, are still in transition with regard to its international orientation. For example, the curricula have little intercultural content, in the standard form all courses are taught in Vietnamese, and there are currently no international students (see chapter 3.4). The structure of the study programmes barely has any international aspects at the current time. Regarding the **Accounting programme** the panel recommends for the core courses on International Accounting that are currently offered to be complemented – in accordance with international benchmark universities' curricula – with courses on IFRS-related topics such as ECG reporting, and (international) Corporate Governance (see also chapter 3.1).

From the panel’s point of view, a systematic structure and approach for an international orientation of the programmes is missing. Therefore, the panel recommends the following **condition**:

- The University restructures the programmes’ design in a way that allows students to acquire competences in and for the international field.

		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)	condition				

1.3 Positioning of the study programmes

The vision of UEH is to become a multidisciplinary university with reputable academic influence within Asia and sustainable development. UEH commits to creating knowledge, developing young talents and preparing them for globalization, and strives to pioneer in innovation and community services. UEH’s mission is as follows:

- *Enhance Knowledge Acquisition:* Through meaningful research activities, skills training, and community services, UEH hopes to encourage the rapid distribution of academia, civility, and proper educational values to the public.
- *Breed Young Talents:* UEH leads in providing a high-quality workforce with the most advanced higher education capabilities while quickly adapting to the dynamic labour market and the global economy through dispersing necessary tools to engage in lifelong learning.
- *Global Integration:* UEH aspires to move swiftly towards internationalization while embarking on global integration into the worldwide university community, and transfer of knowledge in domestic, regional, and global development activities.
- *Pioneer of Innovation & Creativity:* Based on innovative discoveries, UEH realizes the need for technological advances adaptation to cultivate a competitive advantage in an ever-evolving climate of academic training and scientific research.
- *Promoting Contribution to Public Services:* UEH aims to create and add significant values to the work that it does, to establish a strong sense of community in the people that we train, and together, develop a long-standing impressive society.

UEH is pursuing its vision and mission in its study programmes by developing curricula and using teaching materials consistent with regional and international standards of higher education, and by educating experts to be employed in various sectors of the economy including both private and public sectors. The programme objectives are designed to be suitable with UEH’s mission, and the Schools’ missions.

There are 72 public and 65 non-public universities in 2020 in Vietnam according to the Ministry of Education and Training (MoET). Compared to non-public universities, UEH maintains its tuition fee at an affordable level (cf. self-assessment reports). This helps the programmes to reach more students. The number of students enrolling in the study programmes is limited according to the regulations of the MoET, so the enrolment score reflects the demand of the market. The admission scores of students enrolled in the UEH programmes is as high as or higher in comparable study programmes. This suggests that the University successfully attracts high quality students (cf.

chapter 2 Admission).

Vietnam is one of the fastest-growing and most dynamic economies in the world according to UEH. UEH has analysed the job market for graduates taking into account feedback from employers and alumni, and has incorporated the results into the design of the curricula of the study programmes. The World Bank's 2019 research report on businesses and skills states that 73 % of Vietnamese enterprises claim that they have difficulty recruiting employees with leadership and administration skills, 54 % have problems with recruiting employees with social-emotional skills, and 68 % with recruiting employees possessing job-specific skills. The UEH study programmes have set their programme learning outcomes accordingly to meet the expectations and requirements of the labour market. Students are trained to understand international tasks also using English, work in a multicultural environment, and work independently and in groups. In line with the demand for human resources, the study programmes are built to meet the needs of the market, society, and the economy. UEH graduates believe that the study programmes at UEH have provided useful knowledge for them when entering the labour market.

Bachelor in Accounting programme

According to the Human Resources Institute Ho Chi Minh City, the finance, banking, accounting, and auditing sectors will need 10,800 more workers a year. The demand for accountants in the public sector is likely to increase in the future once Vietnam switches to International Public Sector Accounting Standards (IPSAS). The Bachelor in Accounting programme is one of the oldest accounting programmes in the southern region of Vietnam, and is recognized by the professional associations ACCA, CIMA, and ICAEW. The programme aims to produce skilled workers and researchers to develop the Vietnamese accounting system as Vietnam has changed from a centralized economy to an opened market economy. Graduates from the Bachelor in Accounting programme can work in a variety of organization types such as local SMEs, large multinational companies, and governmental non-profit organizations. The Bachelor in Accounting programme was developed with the two minors Corporate Accounting and Public Sector Accounting. Over 80 % of the graduates are working in the field of their specialization.

Bachelor in Commercial Business programme

With commercial activities expanding and developing in Vietnam, the demand for experts with in-depth knowledge in salesforce management, retail organization and operation, and customer psychology and buying behaviour is increasing. Compared with other Commercial Business programmes in the region, the Commercial Business programme at UEH is positioned as a leading study programme in the market. Evidence for this statement is based on the admission scores in the past five years. UEH is always at the top of the universities with the highest admission scores for this programme (cf. self-assessment report Commercial Business programme page 8). Commercial Business graduates can work as commercial administrators in the consumer and industrial goods sector, in import and export, transportation, insurance, banking, and retail. Graduates of this programme are employed at leading domestic and international companies e.g. at Nielsen, Kimberly Clark, Unilever, Maersk, DHL, Bosch, Shopee, Tân Cảng, and CT Group.

Bachelor in Marketing programme

Compared with other Marketing programmes in the region, the Marketing programme at UEH is positioned as a leading study programme in the market based on the admission scores in the past five years (cf. self-assessment report Marketing programme page 8). According to the Center for Human Resource Forecasting and Labour Market Information in Ho Chi Minh City the Marketing

industry needs 21,600 or more employees per year by 2025. Students enrolled in the Marketing programme can work in agencies and businesses after graduating, e.g. in sales, marketing, and branding.

Bachelor in Business Administration programme

The Business Administration programme is one of the most popular programmes of UEH. 15 % of the UEH students are enrolled in this programme. For the students who get a National Enrolment Score of over 25, most of them choose the Business Administration programme at UEH. Business administration graduates can work in businesses, for the government, and in non-profit organizations in Human Resources, sales, administration, operations, logistics, manufacturing, purchase, and quality management or become entrepreneurs.

Bachelor in Real Estate programme

The Vietnamese urban areas are faced with problems including lack of affordable housing and urban sprawl. According to UEH, most Real Estate programmes in Vietnam aim only at training their students to operate a real estate brokerage firm, or to do appraisal. They often overlook the fact that the Real Estate industry contributes to the pervasive problems (cf. self-assessment report Real Estate programme page 7). Real Estate as a business sector was only legally recognized by the Vietnamese government in 2006 in conjunction with the promulgation of the 2006 Law on Real Estate Business. As a result, Real Estate education remains new in Vietnam and most professionals do not hold a degree in Real Estate. According to estimations, despite the rising number of undergraduate Real Estate programmes in Ho Chi Minh City which educate 500-700 students annually, they fail to meet the current demand estimated to be in 1000s across the industrial spectrum. The UEH Bachelor's Degree in Real Estate programme aims to teach multi-disciplinary knowledge to the students so they can better understand the concerns of urban planners, development economists, and policy makers. Among local universities that offer degrees in Real Estate, UEH stands out as its education in Real Estate started the earliest, in the 2010s in the format of a specialization in the Bachelor of Economics programme. Students enrolled in the Real Estate programme can choose between the two tracks Real Estate Development and Real Estate Investment. The programme graduates are trained to work in government departments that deal with housing issues, commercial banks, construction firms, property management companies with investment funds, real estate brokerage firms, research institutes, businesses, architecture and planning consultancies, real estate consulting agencies, and as developers.

Appraisal:

From the panel's perceptions, the study programmes fit the education and labour market sufficiently well. Especially in the local education market, the five programmes seem to be well-established and attract students as also confirmed by the students and alumni during the interviews. The positioning of the study programmes in the education and labour market is therefore plausible for the panel, and the future fields of employment for graduates are plausibly presented. In the interviews, the panel received information that graduates are able to find a job shortly after graduation. The positioning within the University's overall strategic concept is also well integrated. From the panel's perspective, the qualification goals of the programmes are clearly

aligned with UEH's mission and overall strategy.

The employability as well as the positioning of the Real Estate Programme in the Vietnamese and also international market especially convinced the peer review panel. The University has thoroughly examined the educational market and the job market for graduates and used the results in establishing a unique and competitive profile. The panel members are convinced that the students graduating from the Real Estate programme will be successful in finding a job in their pursued field.

		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		RE ⁵	X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		RE	X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

⁵ The programmes have the following abbreviations:

Bachelor of Accounting (Acc), Bachelor of Business Administration (BA), Bachelor of Commercial Business (CB), Bachelor of Marketing (MA), and Bachelor of Real Estate (RE)

2. Admission

Prospective students who want to enrol at UEH must meet the Ministry of Education and Training's requirements, and the university admission criteria and policy on a competitive basis.

The university admission and recruitment policies are reviewed annually to ensure their compliance with the Ministry's regulations and their adaptability to current labour market conditions. Currently, UEH deploys two enrolment methods:

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

In 2021, prospective students were considered for admission to UEH based on seven options:

1. Direct admission based on the Ministry of Education and Training (MoET) regulation.
2. Candidates who possess a foreign high school diploma.
3. Candidates who had obtained the highest GPA for grade 10 to 12.
4. Candidates with a GPA above 6.5 points from grade 10 to 12 in the Block A00 (Math, Physics, Chemistry), A01 (Math, Physics, English), DO1 (Literature, Math, English), or DO7 (Math, Chemistry, English).
5. Candidates who obtained 870 points and above in the competency assessment examination organized by the Vietnam National University-Ho Chi Minh City.
6. Candidates who achieved the National High School Graduation Exam points set by UEH for each programme.
7. Candidates who simultaneously met the three conditions:
 - a. Candidates who were not eligible for consideration of admission through other enrolment methods
 - b. Candidates who were eligible to take the second round of the 2021 National High School Graduation Exam, and who wished to be considered for high school graduation and resided in an area subject to social distancing or quarantine due to COVID-19
 - c. Candidates who obtained a GPA of at least 6.5 points of out of 10 for grade 10 - 12.

The University admission policy is available on the University website. Information provided

ranges from intake policies to the changes in a candidate's status, e.g. their probability of being admitted. For reference, the University provides historical data and admission criteria of the last three years to prospective students.

UEH University considers prospective students for admission on a competitive basis by ranking them using the following requirements:

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

Every year, UEH has a policy regarding the number of accepted students, and a priority policy following the Ministry of Education and Training's policy. The University disseminates this information across different platforms, documents, UEH's website, and leaflets. Starting in March, UEH provides a number of counselling sessions mostly in the South of Vietnam about the admittance policies with high school students. The University also organises the *Enrolment and Career Counselling Festival*. In those sessions, a team of faculty and staff deliver information to help high school students choose their major.

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

The selection procedure at UEH is based on a competitive basis. In 2020, UEH implemented admission methods including the direct selection of students based on performance, on the competency assessment results, and on the results of the National High School Graduation Exam. The University may consider other background characteristics of the applicants when the number of qualified candidates exceeds the quota. However, the total number of candidates admitted must not exceed the given quote by the MoET. After the UEH Admission Committee approved the candidate selection, the Department of Undergraduate Training publishes the list of admitted

candidates on the website.

According to the Ministry of Education and Training regulation, high school graduates must have passed the national graduation examination which includes an English proficiency test. English proficiency via international standardized tests such as IELTS is also accepted. The score based on an international English certificate is a conversion score (cf. Regulation on English language learning and English proficiency standards).

English language requirements

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

Admission criteria and procedure are subject to annual review for revision and modification at the university level. The results of the annual review are documented and are publicly accessible via the university's admission portal, in printed and online newspapers, and in the report to the Ministry of Education and Training. Individual prospective candidates receive their admission decision by postal mail.

According to the policy, UEH complies with the regulation of the Ministry of Education and accepts applicants from across Vietnam. It uses admission results according to each admission method and publishes information relating to the admission process, and admission policy at both university and school level on the UEH website⁶ through formal documents such as leaflets or brochures, or on social media. Besides, interested applicants can find information on the admission portal about the study programmes and sign up for counselling sessions.

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

After an enrolment season, the UEH Department of Undergraduate Training reports the enrolment results, evaluates the recruitment efficacy, analyses the conducted marketing activities, and gives a proposal of the next year's plan.

⁶ <https://tuyensinh.ueh.edu.vn>

Appraisal:

The panel has the view that the admission procedure is regulated and conducted in compliance with the requirements of the Vietnamese Higher Education Law. However, the panel **asks** the University to check whether its conversion practice of scores for the English courses is in line with the national law and submit evidence to the panel (see chapter 3.2 Structure).

The admission requirements are defined and comprehensible. UEH not only has high admission requirements, but there are also a lot of possibilities to be admitted to the study programmes. In terms of selection procedure, it is a nationally centralised process, so there is clear transparency. The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. The selection procedure is transparent and ensures that qualified students are admitted. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

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

3. Contents, structure and didactical concept of the programmes

3.1 Contents

The programmes' content is designed to help students meet the corresponding programme learning outcomes in terms of knowledge, skills as well as autonomy and responsibility. The modules in the study programmes are logically connected to provide the best learning experience for students. The mandatory general education block encompasses 50 credits of which most courses are allocated to the first year (35 credits) and covers subjects including foreign language, micro- and macroeconomics, political ideologies and principles, and statistics. In the seventh semester students undertake an internship in the form of a corporate semester. After finishing the internship period, students are also expected to finish an internship thesis or apprenticeship report under instructions of their lecturer and their mentor in intern organization.

Bachelor of Accounting programme

No	Subject	Characteristics		Credits	Semester	Note
		Compulsory	Elective			
I	General Education			50		
1	Marxist-Leninist Philosophy	x		3	1	
2	Marxist-Leninist Political Economics	x		2	2	
3	Scientific Socialism	x		2	2	
4	History of Vietnamese Communist Party	x		2	3	
5	Ho Chi Minh's Ideology	x		2	3	
6	Foreign Language - English (P1, P2, P3, P4)	x		16	1, 2, 3, 4	
7	Microeconomics	x		3	1	
8	Macroeconomics	x		3	2	
9	Mathematics for Business and Economics	x		3	1	
10	Applied Statistics for Business and Economics	x		3	2	
11	The Legal Environment of Business	x		3	1	
12	Principles of Accounting	x		3	2	
13	Soft skills	x		2	6	
14	Entrepreneurship	x		1	5	
15	Data Science	x		2	3	
II	Major Education			30		
16	Tax system of Vietnam	x		3	1	
17	Corporate Finance	x		3	3	
18	Fundamental Financial Accounting 1	x		3	3	
19	Fundamental Financial Accounting 2	x		3	4	
20	Managerial Accounting 1	x		3	4	
21	Managerial Accounting 2	x		3	5	
22	Public Sector Accounting	x		3	3	
23	Accounting Information System	x		3	4	
24	Financial Statement Analysis	x		3	5	

No	Subject	Characteristics		Credits	Semester	Note
		Compulsory	Elective			
25	Fundamental Auditing	x		3	4	
III	Minor Education					
	Minor 1:	Corporate Accounting		33		
	Specialization minor Requirements:			24		
28	Advanced Financial Accounting 1	x		3	5	
29	Advanced Financial Accounting 2	x		3	6	
30	International Accounting 1	x		3	4	
31	International Accounting 2	x		3	5	
32	Consolidated Financial Reporting under IFRS	x		3	6	
33	Financial Statements Auditing	x		3	5	
34	Accounting Information Security	x		3	5	
35	Enterprise Accounting Organization in the IT Environment	x		3	7	
	Elective courses			9		
36	Standards on Audit and Assurance Engagements		x	3	6	Choose 03 courses
37	International Payment		x	3	6	
38	Information Technology Audit		x	3	6	
39	Financial Risk Management		x	3	6	
40	Internal Control		x	3	6	
41	Data Analytics for Accounting		x	3	6	
	Minor 2:	Public Sector Accounting		33		
	Specialization minor Requirements:			24		
28	Public Accounting and Financial Mechanism	x		3	5	
29	Public Sector Accounting 2	x		3	6	
30	Public Sector Financial Statements Analysis	x		3	6	
31	Public Sector Auditing	x		3	5	
32	Public Sector Internal Control	x		3	5	
33	International Public Sector Accounting 1	x		3	4	
34	International Public Sector Accounting 2	x		3	5	
35	Budgeting and Performance Measurement in Public Sector	x		3	7	
	Elective courses			9		
36	Public Sector Internal Audit		x	3	6	Choose 03 courses
37	Accounting Information Security		x	3	6	
38	Leadership in the Public Sector		x	3	6	
39	Human Resource Management for Public Organizations		x	3	6	
40	Forensic Accounting in Public Sector		x	3	6	
	Internship and Thesis / Practical Apprenticeship	x		10	7	
IV	Non-accumulated credit Courses					

No	Subject	Characteristics		Credits	Semester	Note
		Compulsory	Elective			
	Physical Education			3		
	National Defense Education			5		
	Total	Corporate Accounting		123		
		Public Sector Accounting		123		

The Bachelor of Accounting programme includes 36 compulsory courses (104 credits) and three elective courses (9 credits), which are selected from a list of six courses.

In the beginning of their studies, students take courses covering general Accounting providing basic knowledge in financial accounting, management accounting, auditing, the Vietnamese tax system, and corporate finance. The Bachelor in Accounting programme is designed with the two minors *Corporate Accounting* and *Public Sector Accounting*. The students can complete the programme in 3 years and 8 months of full-time study as per standard study plan, which is different from the other programmes at UEH which have a projected study time of 3.5 years. This is because SoA arranges the internship schedule at the fourth quarter of the year, when students can learn the accounting tasks of book closing, and financial statement reporting at the end of the fiscal year.

Bachelor of Business Administration programme

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
I	General Education			50		
1	Marxist - Leninist Philosophy	x		3	1	
2	Marxist - Leninist Political Economics	x		2	2	
3	Science Socialism	x		2	2	
4	History of Vietnamese Communist Party	x		2	4	
5	Ho Chi Minh's Ideology	x		2	3	
6	Foreign Language English (P1,P2,P3,P4)	x		16	1,2,3,4	
7	Microeconomics	x		3	1	
8	Macroeconomics	x		3	2	
9	Mathematics for Business and Economics	x		3	1	
10	Applied Statistics for Business and Economics	x		3	2	
11	The Legal Environment of Business	x		3	1	
12	Principles of Accounting	x		3	2	
13	Soft Skills	x		2	4	
14	Entrepreneurship	x		1		
15	Enterprise Resource Planning (in Human Resource Management) Data Science	x		2	4	
II	Major Education			39		

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
16	Management	x		3	3	
17	Managerial Accounting	x		3	3	
18	Business Research Methods	x		3	3	
19	Operation Management	x		3	4	
20	Human Resource Management	x		3	4	
21	Finance for Managers	x		3	4	
22	Strategic Marketing for Managers	x		3	5	
23	Organizational Behaviour	x		3	3	
24	Quality Management	x		3	4	
25	Corporate Social Responsibility	x		3	5	
26	Project Appraisal	x		3	5	
27	Strategic Management	x		3	5	
28	Quantitative Analysis for Management	x		3	2	
III	Minor Education					
	Minor 1:	Management		26		
	Specialization minor Requirement:			17		
29	Enterprise Risk Management	x		3	6	
30	Change Management	x		2	5	
31	Strategic Implementation	x		3	6	
32	Business Planning	x		3	5	
33	Leadership	x		3	5	
34	Management Skill Development	x		3	5	
	Elective Courses			9		Student choose 01 group
35	Design Thinking for Business		x	3	6	Group 1: General Manager Choose 03 courses
36	Business Ethics		x	3	6	
37	Business Communication		x	3	6	
38	Organizational Culture		x	3	6	
39	Negotiation in Management		x	3	6	
40	Project Management		x	3	6	Group 2: Production and Operation Manager Choose 03 courses
41	Customer Relationship Management		x	3	6	
42	Operations Management 2		x	3	6	
43	Service Quality Management		x	3	6	
44	Business Process Modeling and Design		x	3	6	
45	Lean System		x	3	6	Group 3: Entrepreneurial Manager Choose 03 courses
46	Small Business Management		x	3	6	
47	Entrepreneurship Finance		x	3	6	
48	Managing for Creativity and Innovation		x	3	6	
49	Entrepreneurship Management		x	3	6	
50	Entrepreneurship Marketing		x	3	6	
51	Employee Recruitment and Training		x	3	6	

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
52	Performance Appraisal		x	3	6	Group 4: Human Resource Manager Choose 03 courses
53	Compensation Management		x	3	6	
54	Industrial Relations		x	3	6	
55	Labour Law		x	3	6	
	Minor 2:	Quality Management		26		
	Specialization minor Requirement:			17		
29	Service Quality Management	x		3	5	
30	Quality Management Technique I	x		3	5	
31	Quality Management System ISO 9000	x		2	5	
32	Six-Sigma Method	x		3	5	
33	Quality Management Technique II	x		3	6	
34	Evaluation for Quality Management System	x		3	6	
	Elective Courses			9		Student choose 01 group
35	Global Supply Chain Management		x	3	6	Group 1 Choose 03 courses
36	Customer Relationship Management		x	3	6	
37	Project Management		x	3	6	
38	Business Process Modeling and Design		x	3	6	
39	Lean Production System		x	3	6	
40	Labour Law		x	3	6	Group 2 Choose 03 courses
41	Business Planning		x	3	6	
42	Leadership		x	3	6	
43	Developing Management Skills		x	3	6	
44	Training and Development		x	3	6	
	Optional Minor 3:	Entrepreneurial Management		24		
	Specialization minor Requirement:			12		
29	Innovation and Creativity Management	x		3	5	
30	Business Model	x		3	5	
31	Design Thinking for Business	x		3	6	
32	Franchise	x		3	6	
	Elective Courses			12		
35	E - commerce		x	3	6	Choose 02 courses
36	Entrepreneurial Finance		x	3	6	
37	Entrepreneurial Marketing		x	3	6	
38	Small business management		x	3	6	Choose 02 courses
39	Business Planning		x	3	6	
40	Entrepreneurial Ecosystems		x	3	6	
41	Entrepreneurial Management		x	3	6	
	Internship and Thesis	x		10	7	
III	Non-accumulated Course					

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
	Physical education			3		
	National Defense Education			5		
	Total	Management		125		
		Quality Management		125		
		Entrepreneurial Management		123		

In the Bachelor of Business Administration programme, students take courses covering general Business Administration providing basic knowledge in Management, Accounting, and Marketing in the beginning of their studies and receive 39 credit points for these courses. The programme is designed with the three minors *Management*, *Quality Management*, and *Entrepreneurship Management*. When students choose the minors Management and Quality Management they graduate with 125 credit points, and with 123 credit points when they choose the minor Entrepreneurial Management.

Bachelor of Commercial Business programme

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
I. General Education				50		
1	Marxist - Leninist Philosophy	x		3	1	
2	Marxist - Leninist Political Economics	x		2	2	
3	Science Socialism	x		2	3	
4	History of Vietnamese Communist Party	x		2	1	
5	Ho Chi Minh's Ideology	x		2	3	
6	Foreign Language English (P1,P2,P3,P4)	x		16	1,2,3,4	
7	Microeconomics	x		3	1	
8	Macroeconomics	x		3	2	
9	Mathematics for Business and Economics	x		3	1	
10	Applied Statistics for Business and Economics	x		3	2	
11	The Legal Environment of Business	x		3	1	
12	Principles of Accounting	x		3	3	
13	Soft Skills	x		2	3	
14	Entrepreneurship	x		1	5	
15	Enterprise Resources Planning	x		2	6	
II. Major Education				60		
16	International Business	x		3	3	
17	Principles of Marketing	x		3	2	
18	Management	x		3	2	
19	Management Information System	x		3	4	
20	Financial Management	x		3	4	

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
21	Global Strategic Management	x		3	3	
22	Business Simulation	x		3	5	
23	Business Analytics	x		3	4	
24	Commerce in Digital Era	x		3	5	
25	Sales Management	x		3	5	
26	Global Supply Chain Management	x		3	4	
27	Procurement and Global Sourcing	x		3	6	
III	Minor Education			24		
	Specialization minor Requirement			15		
28	Consumer Behavior	x		3	5	
29	Retailing Management	x		3	6	
30	Marketing Research	x		3	4	
31	Business Communication	x		3	5	
32	Business Project	x		3	6	
	Elective courses			9		
33	Service Management		x	3	5	Choose 1 course
34	Service Marketing		x	3	5	
35	International Trade		x	3	4	Choose 1 course
36	Import-Export Management		x	3	4	
37	Customer Relationship Management		x	3	6	Choose 1 course
38	Marketing in Digital Era		x	3	6	
	Internship and Thesis	x		10	7	
IV	Non-accumulated Course					
	Physical education			3		
	National Defense Education			5		
	Total			120		

In the Bachelor of Commercial Business programme, students take courses covering general Business Administration providing basic knowledge in Management, Sales, and Marketing in the beginning of their studies and receive 36 credit points for these courses. Students can choose three elective courses out of a total six courses.

Bachelor of Marketing programme

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
I	General Education			45		
1	Marxist - Leninist philosophy	x		3	1	
2	Marxist - Leninist Political Economics	x		2	1	
3	Science Socialism	x		2	2	
4	Ho Chi Minh Ideology	x		2	1	
5	History of Vietnamese Communist Party	x		2	2	

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
6	Foreign Language English (P1,P2,P3,P4)	x		16	1,2,3,4	
7	Mathematics for Business and Economics	x		3	1	
8	Applied Statistics for Business and Economics	x		3	2	
9	Microeconomics	x		3	1	
10	Macroeconomics	x		3	2	
11	The Legal Environment of Business	x		3	1	
12	Principles of Accounting	x		3	3	
13	Soft Skills	x		2	2	
14	Entrepreneurship	x		1	6	
15	Enterprise Resources Planning	x		2	5	
II	Major Education			60		
16	Management	x		3	2	
17	Global Strategic Management	x		3	3	
18	International Business	x		3	3	
19	Principle Marketing	x		3	2	
20	Management Information Systems	x		3	3	
21	Financial Management	x		3	4	
22	Consumer Behaviour	x		3	3	
23	Marketing Research	x		3	3	
24	Marketing Management	x		3	4	
25	Business Analytics	x		3	4	
26	Business Simulation	x		3	5	
27	Global Supply Chain Management	x		3	5	
III	Minor Education			24		
	Specialization minor Requirement:			15		
28	Brand Management	x		3	5	
29	Marketing in Digital Era	x		3	6	
30	Creative Thinking for Marketing	x		3	4	
31	Integrated Marketing Communication	x		3	5	
32	International Marketing Management	x		3	6	
	Elective courses			9		
33	Innovation Management		x	3	5	Choose 01 course
34	Customer Relationship Management		x	3	5	
35	Sales Management		x	3	5	
36	Services Marketing		x	3	6	Choose 01 course
37	Advertising		x	3	6	
38	Public Relations		x	3	6	
39	Social Marketing		x	3	6	Choose 01 course
40	B2B Marketing		x	3	6	
41	New Product Development & Management		x	3	6	
	Internship and Thesis	x		10	7	

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
IV	Non-accumulated Course					
	Physical education			3		
	National Defense Education			5		
	Total	120				

First, students in the Marketing programme are equipped with basic industry knowledge, including management, finance, and statistics. After that, students are trained in industry knowledge as Digital Marketing, Brand Management, Service Marketing and receive 36 credit points for these courses. Students can choose three elective courses out of a total six courses.

Bachelor of Real Estate programme

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
I	General Education			50		
1	Marxist-Leninist Philosophy	x		3	1	
2	Marxist-Leninist Political Economics	x		2	2	
3	Scientific Socialism	x		2	2	
4	History of Vietnamese Communist Party	x		2	4	
5	Ho Chi Minh's Ideology	x		2	3	
6	Foreign Language English (P1,P2,P3,P4)	x		16	1,2,3,4	
7	Microeconomics	x		3	1	
8	Macroeconomics	x		3	2	
9	Mathematics for Business and Economics	x		3	1	
10	Applied Statistics for Business and Economics	x		3	2	
11	The Legal Environment of Business	x		3	1	
12	Principles of Accounting	x		3	2	
13	Soft skills	x		2	1	
14	Entrepreneurship	x		1	4	
15	Data Science	x		2	5	
II	Major Education			36		
16	Applied Microeconomics	x		3	3	
17	Applied Macroeconomics	x		3	3	
18	Research Methodology	x		3	4	
19	Applied Econometrics	x		3	4	
20	Real Estate Economics	x		3	3	
21	Urban Economics	x		3	3	
22	Writing and effective communication	x		3	2	
23	Urban Planning and Housing	x		3	4	
24	Real Estate Development	x		3	4	

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
25	Real Estate Investment and Finance	x		3	3	
26	Principles of Valuation	x		3	5	
27	Real Estate Law	x		3	5	
III	Minor Education					
	Minor 1:	Real Estate Investment		24		
	Specialization minor Requirement:			15		
28	Advanced Quantitative Methods	x		3	6	
29	Real Estate Appraisal	x		3	6	
30	Corporate Finance	x		3	5	
31	Financial Accounting	x		3	5	
32	Financial Analysis	x		3	5	
	Elective Courses			9		
33	Real estate risk analysis and management		x	3	6	Choose 03 courses
34	Real estate investment analysis strategy		x	3	6	
35	Corporate Real Estate Management		x	3	6	
36	Real Estate Market Analysis		x	3	6	
37	Advanced Corporate Finance		x	3	6	
38	Behavioral Finance		x	3	6	
39	Real Estate Entrepreneur		x	3	6	
40	GIS in Urban Planning and Management		x	3	6	
	Minor 2:	Real Estate Development		24		
	Specialization minor Requirement:			15		
41	Advanced Real Estate Development	x		3	6	
42	Real Estate Entrepreneurship	x		3	6	
43	Design and Construction	x		3	5	
44	Real Estate Project Management	x		3	5	
45	Principles of Marketing	x		3	5	
	Elective Courses			9		
46	Service Marketing		x	3	6	Choose 03 courses
47	Real Estate Market Analysis		x	3	6	
48	GIS in Urban Planning and Management		x	3	6	
49	Project Development and Implentation		x	3	6	
50	Digital Marketing		x	3	6	
51	Advanced Quantitative Methods		x	3	6	
52	Enterprise Risk Management		x	3	6	
53	Business Planning		x	3	6	
	Internship and Thesis	x		10	7	
IV	Non-accumulated Course					
	Physical education			3		
	National Defense Education			5		

No	Subject	Characteristic		Credits	Semester	Note
		Compulsory	Selective			
	Total	Real Estate Investment		120		
		Real Estate Development		120		

In the Real Estate programme, the core education component has 36 credits of which 30 credits are allocated to the second year. This curricular component focuses on real estate education, covering broad introductory knowledge of the industry and related fields. Examples are Applied Microeconomics, Applied Econometrics, and Research Methodology in Economics. The specialisation component has 24 credits offered exclusively during the third year of the programme. It includes the two tracks: Investment and Development, allowing the students to specialise in one of the main areas of real estate. Each track encompasses 15 required credits and nine elective credits. Starting from the 5th semester, the students choose their major and take three required courses in either of two tracks. In the 6th semester, the students in each track continue to take the remaining two compulsory courses and their three elective courses from different disciplines. In other words, there are a total of five compulsory courses and three elective ones in each track.

All study programmes

In Vietnam, the naming of study programmes in higher education is regulated by the Ministry of Education and Training. The names of the programmes stem from the study programmes' content and objectives and are consistent with the Vietnam National Qualification Framework. The rationale for the degree and programme names was verified in the institutional accreditation in 2017 by the Center for Education Accreditation of Vietnamese Ministry of Education and Training.

Integration of theory and practice

Learning objectives not just include the acquisition of knowledge, but also the development of skills. This is reflected in the content and structure of the study programmes, e.g. the integrated internship, teaching methods, business visits, and extracurricular activities of students. The link between theory and practice in the courses is enforced through reflective discussion questions, case studies, group projects, presentations, writing of papers and assignments. Faculty not just have a background in academia, but also often have practical experience, and also invite guest lecturers to share their practical experience.

In the **Accounting programme**, students practice budgeting, financial statement analysis, and with auditing working papers designed by multinational companies in e.g. the courses *Managerial Accounting*, *Financial Statement Analysis*, and *Auditing*. In some courses students get to practise on a data set of a company using a wide-spread Vietnamese accounting software.

In the **Real Estate programme**, students are exposed to practical examples, case studies, and current projects of the instructors. In mostly theoretical courses, the instructors attempt to relate to practical and professional knowledge. For example, in *Real Estate Economics*, the instructor turns three sessions into flipped ones, engaging the students in report review and analysis after having them read and learn the theory.

In the **Business Administration programme** students get to practice their practical skills such as management, business planning, and negotiation skills. In the sixth semester, students can take the module *Co-curricular Reporting* in which managers who are working in enterprises in positions as directors, heads of functional departments, and entrepreneurs share their experiences.

Students in the **Marketing programme** must do a project with a company in the courses *Marketing Management* and *Public Relation* and report the project results to the council. The project council may consist of lecturers in charge of the subject, and representatives from the business side.

The **Commercial Business programme** covers topics with high applicability in the courses *Business Simulation*, *Commerce in Digital Era*, and *Marketing in Digital Era*. Students are required to analyse information, and apply theoretical frameworks and models for decision making.

Interdisciplinary thinking

Students train their interdisciplinary thinking by taking the mandatory courses taught in the general knowledge block. In particular, students are provided with basic knowledge in mathematics, economics, law, entrepreneurship, and accounting. Moreover, in some courses in the individual programmes, learning situations are included that require students to apply interdisciplinary thinking. In some electives, students also get the opportunity to improve their interdisciplinary thinking.

Ethical aspects

The programme administrators and faculty communicate ethical aspects to the students as part of the university's academic policy. Ethical aspects are also enforced in students' academic works, such as in academic writing with clear rules regarding plagiarism and academic misconduct. For graduation theses, instructors check for plagiarism using the tool *Turnitin*. All students are made aware of the university's policy and ethic codes via the student handbook. Professional ethics is further reflected in the learning objectives *Autonomy and Responsibility*. During their internships, students gain an understanding of ethical and social responsibilities related to the field of operation of the intern industry.

In the **Accounting programme**, ethical standards in accounting and auditing are covered such as honesty, neutrality, prudence, and professional scepticism by teaching about accounting and auditing standards, and state regulations for the accounting and auditing profession. Further, press releases and case studies related to professional ethics are also included in the courses.

In the **Real Estate programme** students have to identify common urban planning and housing problems, and the policies to address them in the course *Urban Planning and Housing*. Problems such as a lack of affordable housing for low income and in-migrant families in major cities are discussed. This knowledge further reinforces the notion of social responsibility of private real estate developers in our world.

The **Business Administration programme** aims to train managers and entrepreneurs with ethical qualities. Ethical aspects are especially covered in the elective course *Corporate Social Responsibility*.

In the **Commercial Business programme**, ethical topics are emphasized and discussed e.g. in the

courses *Business Law, International Business, and Global Strategic Management*.

In the **Marketing programme**, ethical aspects are covered in advertising and communications. When implementing Marketing measures, the promotion of corporate social responsibility activities is also discussed.

Methods and scientific practice

UEH and the Schools organize contests to encourage student research activities with guidance from faculty. The contests include UEH 500 which is a contest for a maximum of 500 students, a scientific contest with about 300 students organized by SOM, the KQM-Applied Research award for students to learn, experience, and practice scientific research skills particularly in the fields of marketing and business organized by the SIBM, and the Award of Scientific Research in Accounting and Auditing (SRAA) for students to practice their research skills in the field of accounting and auditing organized by SoA. Students are further encouraged to write research papers and conduct projects for international publications, and to participate in research contests at the state level.

In their studies, students are encouraged to identify research ideas and objectives, conduct investigations, practice research analysis techniques, and develop writing and presentation skills. Students receive support on training their research skills, defining and developing business problems, developing a research plan, doing literature review, analysing results, and writing the final report. In the second semester, all students take the mandatory course *Applied Statistics for Business & Economics*.

In the **Real Estate programme** students take the courses *Research Methodology in Economics, and Applied Econometrics*.

In the **Business Administration programme**, students take the courses *Business Research Methods, and Quantitative Analysis for Management*.

In the **Commercial Business programme** students take the courses *Marketing, Marketing Research, and Business Analytics*.

In the **Marketing programme**, students take the courses *Mathematics for Business and Economics, Business Analytics, and Marketing Research*.

In the **Accounting programme**, courses containing content on statistical mathematics and data analysis are included.

Examination and final thesis

Examinations are spread throughout the individual courses. The assessment information is written in the syllabus, which students are informed of in the course's first session. The lecturers use rubrics in grading, according to the criteria written on the syllabus that are associated with learning outcomes.

During the first two semesters, the students learn theories intensively and most of their final exams are closed-note and closed-book. As the students are enrolled in core and specialized education starting from their third semester, their final exams are more likely to take the form of essays, open-book and open-note exams, and project presentation due to the increasing practical contents of the

programmes. While multiple-choice questions are often used to evaluate students' understanding of theories, essay-based questions assess students' ability in analysing and using theories into practice.

Students have the choice between an "Internship and Thesis" and "Industry placement and Report". The industry placement and report option requires students to understand business models, and to describe the works performed, the role in each task, the achievements of each tasks, and important contributions to the company.

The internship and thesis option requires students to prepare a graduation thesis with the following contents: an overview of the intern unit, the theoretical basis, the application of research at the enterprise, and finally the presentation of comments and recommendations.

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. However, the panel noticed that the programme objectives in the categories *Knowledge* and *Skills* could be better differentiated according to the obtained competencies (see chapter 1.1).

In the **Bachelor of Business Administration programme** the panel **recommends** to align the structure more to the specific management functions like planning, controlling, staffing, organizing and monitoring.

Regarding the **Accounting programme** the panel **recommends** for the core courses on International Accounting that are currently offered to be complemented – in accordance with international benchmark universities' curricula – with courses on IFRS-related topics such as ECG reporting, and (international) Corporate Governance. Further, the panel suggests to also offer courses in Law, Risk management, Internal Control with the purpose to further internationalize the programme (see also chapter 3.4).

The electives enable students to acquire additional competences and skills. The small number of elective credits and the lack of free electives could create a barrier to the student exchange activities. Therefore, the experts **recommend** the HEI to consider offering more electives to give students the opportunity to specifically pursue their interests in their studies.

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

Theory and practice are systematically interrelated throughout the curriculum. The panel welcomes the requirement for mandatory internships. Theoretical discourse and practical application complement each other in developing the students' qualification profile. The panel encourages the use of case studies and suggests to implement even more case studies in the **Bachelor of Accounting programme**.

There is evidence that the programmes qualify for interdisciplinary thinking as all students need to take mandatory courses covering different subjects. However, the panel advises to broaden the options of electives in the **Bachelor of Accounting programme** to also cover topics of Sociology or Psychology.

Ethical implications are included in all the programmes. Regarding the **Bachelor of Business Administration programme**, the course *Corporate Social Responsibility* is only an elective in one of the minors. Therefore, the panel **recommends** to place more emphasis on business ethics and governance in the structure of the programme.

A review of the final theses showed that students are able to work scientifically, but specific methods courses would offer the opportunity to promote scientific skills in a more profound way. In the **Marketing, Business Administration, Commercial Business, and Real Estate** programmes, students acquire methodological competences and are enabled to do scientific work on the required level. However, in the **Bachelor of Accounting** programme, methods of scientific practice are not sufficiently covered. Therefore, the panel recommends the following **condition** for the Bachelor of **Accounting** programme:

- The University ensures that research methods are sufficiently implemented in the curriculum.

All exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.

The students acquire some methodological competences and scientific skills, but the panel missed the application of these competencies. The students are not requested to prove their knowledge and skills regarding scientific work and academic standards through an examination form as the writing of a thesis is not mandatory for Bachelor programmes. However, there needs to be evidence that students are enabled to apply and to work according to academic standards. Therefore, the panel recommends the following **condition**:

- The University ensures that all students are enabled to apply methodological competences and scientific skills by introducing corresponding examination forms.

The Vietnamese government regulates that a minimum of 120 credits need to be awarded for Bachelor programmes. Therefore, there is sufficient scope for further credits in order to include the application of scientific competencies in the curricula.

Students have the choice between an “Internship and Thesis” and “Industry placement and Report”. While not deteriorating the practical orientation of the final thesis, the scientific orientation can be advanced by structuring the thesis more problem-oriented. The thesis could elaborate on a (practical) problem the intern noticed during the internship. In addition, the thesis should be (co-) supervised by faculty members familiar with scientific work. Further, the evaluation

criteria of the thesis could include appropriateness of research questions, research design, proper and logic argumentation, conclusion, and literature review.

		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)			MA	condition	
3.1.7*	Examination and final thesis (Asterisk Criterion)				condition	

3.2 Structure

	Bachelor of Real Estate Programme	Bachelor of Marketing Programme	Bachelor of Commercial Business Programme	Bachelor of Business Administration Programme	Bachelor of Accounting Programme
Projected study time	3.5 years (7 semesters)	3.5 years (7 semesters)	3.5 years (7 semesters)	3.5 years (7 semesters)	3 years 8 months (7 semesters)
Number of Credit Points (CP)	120	120	120	123-125 depending on the minor ⁷	123
Workload per CP	<p>- One credit is equivalent to 50 hours of study, including time spent on lectures, mentoring, self-study, research, experience, and participation in assessments;</p> <p>- Regarding to time spending in classroom, one credit is equal to 15 hours of lectures or 30 hours of practice, experiments, and discussions. One hour in class is equal to 50 minutes.</p> <p>- UEH regulates that one credit equals 15 hours of theory lecture, 30-45 hours of practice or discussion, 45-90 hours of on-site internship, or 45-60 hours of essay work</p> <p>(1 credit in class = 12.5 hours in class)</p>				
Number of courses	32	38	42	38	36
Time required for processing the final thesis and awarded CP ⁸	Internship and thesis 12 weeks (10 CP)	Internship and thesis 10 weeks (10 CP)		Internship and thesis 12 weeks (10 CP)	Internship and thesis 12 weeks (10 CP)
Number of contact hours ⁹	1,375 hours 110 CP x 12.5 hours	1,375 hours 110 CP x 12.5 hours	1,375 hours 110 CP x 12.5 hours	1,412.5-1437 hours 113-115 CP x 12.5 hours	1,412.5 hours 113 CP x 12.5 hours

The programmes have been divided into seven semesters, with a total of 120-125 credits given of which 10 credits are for the internship and the thesis or the internship report. The average amount of credit points awarded in each semester is 20. The course descriptions provide information on the intended learning outcomes, the course contents, the type of course (compulsory/elective), number of credit points awarded, name of lecturer, teaching methods and examinations.

⁷ Management specialization: 125 credit points

Quality Management specialization: 125 credit points

Entrepreneurial Management specialization: 123 credit points

⁸ UEH's regulations on time requirement for processing internship and thesis: The official duration for the internship and the thesis is 10-12 weeks.

⁹ Excluding the internship and thesis

The document *Regulations on Examination Operation, Assessing and Evaluating in Final and Graduation Exams* states the study and exam regulations and defines general and specific rules of studies, the assessment system, completion of studies, termination of studies, transfer to a different programme, and the internal quality management system. It is in compliance with the Vietnamese Law on Higher Education. All undergraduate programmes are governed by the Department of Undergraduate Training which describes the programme's profile, programme outline and structure, final qualifications, course objectives, and final achievement. This department also provides students with information regarding the official Graduation and Examination Regulations. UEH applies an academic credit system in which students must earn a required number of credits to graduate as regulated in Regulation No. 1047/ĐHK-TCHC. The cumulative GPA is evaluated by semester, by school year, and from the beginning of the programme. Class attendance of 80-90 percent is mandatory. In general, students can be enrolled in a student exchange programme without necessarily extending their study duration. The mandatory internship takes place in the 7th semester.

In line with UEH's innovation and development requirements, the study programmes have been reviewed and adjusted several times to ensure that students can complete the programmes in a reasonable time with a moderate effort. The faculty members assess the student performance through midterm exams as well as case studies, presentations, essays, and student engagement assessments instead of weighting heavily on the final examination. The workload of students is managed and controlled by the training management system of The Department of Undergraduate Training. In general, each lecturer adjusts the workload of each subject according to students' feedback and actual learning outcomes of each subject. The UEH Department of Student Affairs provides general student advising. Since the UEH Bachelor's Degree in Real Estate Program admitted its first students in October 2021, the programme administrators do not have yet quantitative evidence of the feasibility of the workload. However, the programme is designed for students to graduate within the projected study time.

The course grading is calculated from the sum of the component points multiplied by the respective weights. It is rounded to one decimal and graded as follows, except for the exceptional specified cases.

a) Grades apply to the courses included in the GPA, including:

A: from 8.5 to 10.0

B: from 7.0 to 8.4

C: from 5.5 to 6.9

D: from 4.0 to 5.4

F: fail: below 4.0

b) Grades apply to the non-accumulated courses excluded in the GPA:

P: from 5.0 to above

c) Unsatisfied:

F: under 4.0

UEH fully complies with the Vietnamese Law of Education and Law of Higher Education in terms of

non-discriminatory treatment of students. UEH ensures equal study opportunities for all students enrolled in its study programmes, regardless of gender, ethnicity, nationality, ability, or educational background. Equality of study opportunities is carried out in accordance with UEH's regulations regarding admissions, scholarships, and other support for students with special circumstances.

Every applicant has the equal right to be admitted to UEH. Students who graduated from high school and who meet the qualifications standards are eligible for admission. Students in remote areas and ethnic minorities are entitled to a concession system on the qualification admission, such as bonus points under the government support schemes.

The granting of scholarships to students is standardized in the regulations by UEH. These regulations describe the types of scholarships, the sources of the scholarship funds, the bases for scholarship consideration, and the principles for granting scholarships. UEH grants scholarships to students with good academic results as well as to students with disabilities, from ethnic minorities, who are in financial need, or have difficult family circumstances. In addition, students in financial need and who are academically excellent may apply for scholarship programmes, or financing from the Vietnam Bank, and the Business for Social Policies and Enterprises.

UEH has a policy related to gender equality and a ban on discrimination. Students have equal access to all UEH resources, including academic support services, libraries, and student unions. Furthermore, students with disabilities and ethnic minority students are given priority by school supporting services and policies regarding campus amenities such as dormitories and elevators. Students who are a single-parent or international students receive extra assistance. The staff and student handbook of UEH as well as the Department of Student Affairs 's website state the university's equal opportunity practices. UEH' equal opportunity policies are further described in the UEH Code of Conduct. The Department of Undergraduate Training, the Department of Training Planning and Examination, and the Department of Student Affairs (DSA) update inform and advice students on internal and external supporting sources. The DSA also conducts mental training sessions for learners who encounter problems coming from psychological disorders. Students with disabilities are supported during their studies with alternative assessment methods.

Appraisal:

The panel comes to the conclusion that the programmes' structure supports the successful implementation of the curricula and is suitable to reach the defined learning outcomes. The programmes consist of courses and assign credits per course based on the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. There are legally binding study and exam regulations, which contain all necessary rules and procedures and take into account the national requirements.

If students take an international standardized English test, the converted score is recorded on the student's semester transcript. Thus, the students do not need to take the courses *Foreign Language English* which account for a total of 16-22 credits, depending on the study programme. The legal situation has not become completely clear to the panel. It learned that it is regulated by MoET that the grade of exempted and recognized credits cannot be counted toward the GPA¹. The panel asks

the University to check whether its conversion practice of scores for the English courses is in line with the national law and submit evidence to the panel.

The mandatory internship is integrated in such a way that CP can be acquired. The study programmes are designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The students receive a Diploma Supplement. However, in the Diploma Supplement, some information, such as admission requirements, programme learning outcomes, and a relative grade or an ECTS grading table are missing. The University handed in the document *Comparison of the Vietnamese Credit and European ECTS Credits* which shows the national credit system and the University's conversion to the European ECTS system. In this document a range for conversion is given (1 Vietnamese credit = $(50h/25h - 30h) = 1.67 - 2$ ECTS). To have a uniform comparison of the Vietnamese credits to ECTS, the panel recommends the following **condition**:

- The University uses a fixed number between 25 and 30 hours when converting from the national credit system to ECTS and assigns a total number of ECTS to its programmes.

The University issues a diploma supplement for its Bachelor programmes. However, the information required by the ECTS User's Guide is not completely covered in the current version. Therefore, the panel recommends the following **condition** for the programmes:

- The University issues a diploma supplement that meets the European Higher Education Area principles including a relative grade or an ECTS grading table, admission requirements, and programme learning outcomes.¹⁰

In terms of the feasibility of the study programmes' workload, the real workload was considered appropriate in the discussions with students and alumni. The drop-out rate also does not indicate that the students' workload is too high. Since, according to the HEI, the actual workload of the students is only asked informally, it is difficult to track the actual workload of the students for the thesis as well as for all other courses. Therefore, the panel recommends a condition with regard to the evaluation of the workload (see chapter 5).

UEH ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards and requirements throughout the programme and examinations. Students in special circumstances are particularly assisted.

¹⁰ <https://education.ec.europa.eu/education-levels/higher-education/higher-education-initiatives/inclusive-and-connected-higher-education/diploma-supplement>

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

3.3 Didactical concept

UEH's didactical concept is learner-centred. The course learning outcomes were developed on the basis of the six levels of Bloom's Taxonomy. Based on the programme objectives and learning outcomes, the curricula are divided into three phases. In phase 1 which takes place in the beginning of the studies, the focus is on *Remembering and Understanding*, while phases 2 and 3 in the more advanced semesters focus on understanding concepts and their applications and emphasize the higher levels of *Applying, Analysing, Evaluating, and Creating*. In the last semester students get to apply their knowledge and skills during the internship. Thus, courses with different learning outcomes use a variety of teaching methods. For example, courses in phase 1 focus more on the traditional teaching style combined with discussions, whereas courses in phase 2 concentrate on other methods, such as presentations, role plays, computer simulations, case studies, debating, and business games. Teaching methods are evaluated by students and adjusted after each semester to ensure suitability with subject content and student needs. In 2021, UEH started encouraging lecturers to apply a blended learning approach and the flipped classroom model to enhance the autonomy and independence of learners.

Textbooks, teaching slides, scientific articles, case studies, industry reports, industry-related information and data, and recommended readings are used as course materials. Instructors also use study cases or mini-cases from multiple sources that cover both international and local practices. Case studies developed from academic staff are also included. The course materials used must meet the course requirements and help the instructors implement their teaching strategy, which enables the students to obtain their desirable learning outcomes.

The textbooks and other instructional materials used in the programmes, such as instructors' manuals, lecture slides, and case studies, are mainly supplied from international publishers such as McGraw-Hill, Pearson, Cengage, and scientific journals from Web of Science or Scopus databases, and are regularly updated to reflect on current issues. The UEH smart library connects to various journals and publishers which students can freely access. The lecturers can refer to several journal articles as reference in class. The course materials have been approved by the corresponding Scientific Councils and are reviewed and updated every two years. In addition, videos or academic documents from the library are also used as supplementary materials. At the beginning of a course, students are informed of the course material. The textbooks are stored in the school library, and students can access the digital versions. The Learning Management System (LMS) used to upload the course materials. In case students need help when accessing the course

materials, lecturers support them. As the Real Estate programme is newly established, the programme director and faculty have jointly decided on the course materials during the curriculum development in 2020. External experts from the University of Maryland (US) and the University of Regensburg (Germany) were also consulted during this process to ascertain the international standards being met.

The UEH Bachelor Degree programmes have the ambition to improve the employability of their graduates and prepare them for a globalized workplace, thus guest lecturers from various nations play a significant role to help to realise this ambition. The periodic involvement of guest lecturers aims to complement the teaching of theory. The lecturer can invite guest lecturers in selected sessions of a course to provide multiple interaction opportunities for the students. The invitation of guest lecturers is based on their professional qualifications, as they usually have many years of relevant experience and hold a middle or senior management position, or are entrepreneurs. Guest lecturers are also invited to provide students with an insight into various elements of business, research, and politics during the Orientation Weeks, or Team Project Weeks. Guest lecturers are further occasionally invited to participate in organized events and academic advising sessions to have motivational talks, career-related sharing, and industry-related presentations. Additionally, lecturers from other universities and educational institutes, or retired lecturers are invited to teach a whole course or participate in a seminar. All guest lecturers who are teaching a course need to obtain a master's degree, a certificate in pedagogy, and the English certificate when teaching in English.

In addition to lecturers, UEH arranges personnel to act as academic advisors and counsellors for student classes to advise and support students in studying, scientific research, and daily activities (cf. chapter 4.1 Faculty). Lecturers teaching courses with many students can assign tutors to help them monitor class activities, answer the students' questions, and interact with students. Tutors prepare the study material, support learning activities, and assist the lecturers throughout the courses. In each course, the lecturer also appoints a class leader whose primary responsibility is to communicate with students and lecturers about academic topics. Moreover, academic supervisors are assigned to support students with their internships and their thesis. Regular meetings are conducted so that academic supervisors can monitor the progress, and give feedback.

Appraisal:

The panel rates the quality of the didactical concept of the study programmes as plausible and oriented towards the programme objectives. The lecturers use a variety of teaching methods, which promote the theoretical knowledge as well as the application skills of the students. The teaching and learning concept encourages the students to participate actively in the courses for example by group projects or in-class discussions.

With regard to the course descriptions, the panel identified that the given literature reference per course is not always up to date. However, the discussions with the teachers showed that the contents including literature are regularly updated every semester and also refer to the latest state of the art. Therefore, the panel suggests updating the references in the course materials to the latest editions of the respective literature.

The materials provided show that the accompanying course materials are oriented towards the intended learning outcomes and correspond to the aspired level. They are user-friendly, online accessible and encourage students to engage in further independent studies. UEH also makes use of inviting guest lecturers. Academic advisors support the students in the learning process and help them develop competences and skills. In the online conference, the students said that they appreciate the academic advisors to support them in their studies, and would welcome more extensive support.

	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 curricula are designed to help students improve their knowledge and their competencies to work in an international environment. Therefore, during the process of updating the curricula, international contents were included in all syllabi including the use of international case studies. In the English high-quality programmes, the curricula match with international programmes.

In the **Real Estate programme**, a wide range of subjects covered are international by nature. Examples and case studies come from different countries in Southeast Asia, Europe, and the US. For example, in the *Real Estate Development* course, the students learn about how developers in France and Vietnam create business models using the textbook published by the Lincoln Land Institute in the US. Occasionally, the students participate in a cultural exchange with foreign students for a short period of time, an activity hosted by the School of Economics.

In the **Business Administration programme**, books that are used by many international universities, such as *Leadership*, *Principle of Management*, and *Strategic Management* give students an international perspective on the study material.

In today's information technology era, commercial business is no longer limited to a region. Therefore, understanding an internationalized environment in a cross-cultural context plays a vital role in the success of a commercial business. International content is covered in courses such as *Cross-Cultural Management*, *International Trade*, *International Marketing*, *International Business*, *International Project Management*, *Procurement*, and *Global Sourcing* in the **Commercial Business programme**.

Students majoring in the **Commercial Business and Marketing programmes** are facilitated by their lecturers to participate in joint programmes with Switzerland and with Taiwan. In the third school year, before and during the internship time, SIBM also invites professionals from global organizations such as Ipsos, Unilever, Pepsi, Nielsen in Vietnam to share their multicultural knowledge and international experiences with students. These conferences are presented in

English.

The **Marketing programme** is internationally focused, addressing the global corporate environment and cultural diversity. The difference between Eastern and Western cultures affects the content, music, stories, and images of marketing activities. Culture and religion are what marketers pay attention to when distributing products in different markets. International contents are covered in the courses *Global Marketing*, *International Marketing*, *Brand Management*, *Marketing Management*, and *Consumer Behaviour*. These courses emphasize the differences of customer segments in different geographical and cultural locations.

In the **Accounting programme**, the following courses focus on the international contents, such as *Principles of Accounting*, *International Accounting*, and *Consolidated Financial Reporting under IFRS*.

Currently, there are no international students enrolled in the programmes. From 2021 to 2022, UEH offers 170 scholarships for international students. This policy aims to contribute to increasing the proportion of international students at UEH, creating opportunities for students to study, share experience, and exchange culture in a multicultural educational environment.

UEH has a remuneration policy to attract highly qualified national and international personnel, and encourages international publications. Many of the lecturers have lived overseas and can incorporate their expertise and experience into their lectures and in-class discussions. In addition, international conferences with international participants are held by UEH. International cooperation in different projects ranging from seminars, publishing in academic journals to research training programmes takes place. Lecturers must obtain the Cambridge assessment of EMI-B which is designed for university professors, lecturers, tutors, and researchers whose first language is not English, but who use English to teach students, present academic papers, and interact with colleagues. Furthermore, UEH organises workshops that can help lecturers improve their English proficiency and apply it to their teaching.

In the **Real Estate programme** 30 out of 56 lecturers have international experience. The team is led by the department chair who has international academic and professional experience in real estate

In the **Marketing programme** 20 out of 50 of the lecturers have international experience in countries such as Australia, Thailand, and France.

In the **Business Administration programme** 27 out of 87 lecturers have a wide range of theoretical and practical knowledge accumulated from their previous experience working in international environments. Some of them also teach in international programmes at UEH.

In the **Commercial Business programme**, 29 out of 68 lecturers possess international professional experience and educational qualifications including the US, the UK, Australia, New Zealand, Taiwan, Thailand, Japan, and European countries.

In the **Accounting programme**, six lecturers have studied and/or worked overseas.

Implementing English language courses in the curriculum ensures that students can achieve the programme learning outcomes regarding the foreign language ability level, and perform tasks in an international setting. As part of the mandatory general education courses in all Bachelor programmes, students must take a total of 16 credits of English language with a focus on English related to Economics. Students whose international standardized test results are sufficiently high

may be exempted from taking those classes and receive grades from 7 to 10 (on a scale of 10) dependent on their test scores (cf. chapter 2 Admission). Students enrolled in the standard programme need to obtain a TOEIC score of at least 500, in the Vietnamese high-quality programme of 600, and in the English high-quality programme of 650 when they graduate.

In the first two years textbooks in Vietnamese are usually used, while original textbooks in English are used from the third year on. Most teaching material is international, and students must use their language ability to read and understand the content when the material is in English. Furthermore, students must work and present their ideas in English in some courses, thereby promoting their ability to give ideas and critique in a foreign language. In the Vietnamese high-quality and the standard tracks, some courses are delivered in English. Additionally, students have the option to choose the language of instruction in some courses. The high-quality English track is taught in English. All materials and students' assignments or presentations use English as an official language.

Appraisal:

International contents are part of the curriculum. Students are thus prepared for the challenges in an international working environment. In the **Bachelor of Accounting** programme, the panel suggests to further internationalize the curriculum (see chapter 3.1).

There is a lack of intercultural aspects in the courses in all the programmes. Therefore, the panel **recommends** to include more intercultural aspects in the programmes.

Since UEH has set itself the goal of *Global Integration* in its mission, the international composition of the student body of no international full-time students (see chapter 0) does not correspond to the study programmes' concepts, or the goal of the study programmes. Therefore, the panel **recommends** the University to take further measures to promote and increase the number of international students.

The composition of faculty is partly international in so far as guest lecturers are involved as well as teachers with international academic and professional experience. This promotes the students' acquisition of international competences and skills up to a certain extent. However, the panel **recommends** that the number of international faculty as well as the number of faculty who have international work, study, or research experience should be increased.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. In the English high-quality programmes, the curricula match with international programmes and the courses are offered in English. The panel **recommends** to regard this track as best practice, and to include more international contents as well as to offer more courses in English in the Vietnamese high-quality and the standard versions.

	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)

There are several ways for students to enhance their multidisciplinary competences and skills. To enhance their cooperation and conflict handling skills, students often work in teams for group projects. The Schools encourage instructors to form groups randomly. As students receive the same mark for their group work, they are expected to learn how to work in assigned teams. To train their communication and public speaking skills and to also practice expressing their ideas, students are encouraged to participate in in-class discussions and regularly have to hold presentations. A mandatory course on soft skills in the first semester teaches critical thinking, problem-solving, communication, presentation, and self-positioning skills. During their internship, students further develop their communication and conflict handling skills.

Outside of the courses, students develop collaboration and leadership skills by organizing activities, and running club activities. In addition, competitions organised by the University related to debating have the goal to enhance students' public speaking skills. In annual business talks and scientific seminars students communicate and work with business experts and researchers which helps improve their practical business etiquette, as well as their research skills.

In the Real Estate programme in the course *Real Estate Economics*, flipped classroom sessions permit the students to form teams to complete in-class assignments and study the theory at home. In case studies in the course *Real Estate Development* students practice the learnt theory by forming teams to complete a major project and then present their work at the end of the course.

In the Marketing programme, the courses *Research Marketing*, *Marketing Management*, *Brand Management*, *Services Marketing*, *Customer Relationship Management*, and *Marketing Simulation* use case studies, project assignments, group exercises, event pitching, and presentations to teach soft skills such as communication, public speaking, teamwork, conflict handling, and leadership skills.

In the Accounting programme in the courses *Managerial Accounting*, *Financial Statement Analysis*, and *Accounting Information System* students work together in projects and must solve conflicts to achieve the best outcomes for their group work. In addition, students are encouraged to participate in the Accounting and Auditing Club of the School of Accounting as well as to attend seminars organized by these clubs. Further, Accounting students participate in competitions such as *Akkology* at the university level, and *CPA Potential* at the national level.

In the Commercial Business programme in the course *International Business*, students need to identify and analyse a particular problem related to international business, and provide solutions.

Students are assessed in this course through group presentations and essays which help them strengthen their communication, presentation, critical thinking, teamwork, and strategic planning skills.

In the Business Administration programme, students develop their collaboration, conflict handling, organising, and leadership skills in the courses *Negotiation* and *Leadership*.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills is also integrated.

	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)

To respond to the changes in society's needs for human resources, UEH has taken feedback from employers, alumni, lecturers, and other stakeholders into consideration to adjust the curricula. Students' employability is ensured by the combination of theory and practice in the courses along with the focus on developing soft skills, as well as the participation of the students in extracurricular activities, initiatives, and academic competitions. To further increase employability, students are expected to obtain additional certificates, such as the *Internet and Computing Core Certification*, and the *Certificate of language competency* by the end of their studies.

In the last semester of their programmes, students pursue internships at multinational or local companies. During their internships, students can apply their acquired knowledge to analyze and solve practical problems in the professional field and get trained in methods, working skills, and organizational skills. They also write reflective reports about their learnings at the firms. Finally, students are required to submit a thesis or an internship report that demonstrates their ability to apply theory-based knowledge to a given problem.

UEH connects students with businesses for internships and employment in its job portal as well as in its career fair, the Ho Chi Minh City Career Fair (HCF) which takes place every year. Company visits and field trips additionally offer students opportunities to communicate with business representatives.

A survey conducted by UEH shows that graduates have a high employment rate as 98 % of the graduates are able to find employment within one year after graduation, including graduates who have started their businesses, and who have been accepted to master programmes.

According to a survey from the Big4 international auditing firms in Vietnam, the number of the School of Accounting students admitted to work in Big4 companies annually accounts for the highest percentage compared to students studying accounting at other universities in Vietnam (cf. self-assessment report Bachelor of Accounting page 34).

The Business Administration programme surveyed employers to understand their expectations of its graduates in 2021. The results show that the learning outcomes match with the business community's requirements in regards to knowledge, academic skills, English language, interpersonal skills, creativity, and integrity. Students at SOM also participate in extracurricular activities through academic competitions such as *Finding Future CEOs*, *Start-up Zone*, and *Event Series Voting*.

In the Commercial Business programme, the good employability of the graduates is attributed to the curriculum covering relevant management and business topics, as well as the included case studies to practice to prepare for employment.

In the Marketing programme, students develop their ability to make effective marketing decisions e.g. in the course *Marketing Management* by assessing marketing opportunities and developing marketing strategies and implementation plans. This project-based learning enhances employability by teaching on the process of market-oriented strategic planning, marketing research, target markets and brand positioning, product and service planning and management, and marketing mix programme planning.

Based on the findings from different World Bank reports, as well as employer surveys and meetings with company representatives, the UEH Department of Real Estate has created a Real Estate programme that addresses its graduate employability and prepares the students for important roles in the industry. The programme takes advantage of the School of Economics' strengths in analytical and problem-solving competences and economic principles.

Appraisal:

The panel welcomes UEH's activities of promoting employability which is a central core in all of the curricula. In particular, the mandatory internships can improve the integration of theory and practice. In addition, the programmes enable the students to actively apply the acquired skills in new areas of work and to develop them further. The programmes are systematically oriented towards meeting the anticipated requirements of the dynamic job market and make use of the results of graduate evaluations.

		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 Bachelor of **Accounting** programme there are 67 lecturers teaching, 65 full-time lecturers and two part-time lecturers. Eleven lecturers hold the title of Associate Professor, 27 obtained a PhD Degree, and 29 a Master's Degree. In the Bachelor of **Business Administration** programme there are 87 lecturers teaching, 80 full-time lecturers and seven part-time lecturers. One lecturer holds the title of Professor, nine hold the title of Associate Professor, 41 obtained a PhD Degree, and 35 a Master's Degree. In the Bachelor of **Commercial Business** programme there are 68 lecturers teaching, all of which are full-time lecturers. Two lecturers hold the title of Professor, three hold the title of Associate Professor, 37 obtained a PhD Degree, and 26 a Master's Degree. In the Bachelor of **Marketing** programme there are 50 lecturers teaching, all of which are full-time lecturers. Two lecturers hold the title of Associate Professor, 28 obtained a PhD Degree, and 20 a Master's Degree. In the Bachelor of **Real Estate** programme there are 56 lecturers teaching, 49 full-time lecturers and seven part-time lecturers. 30 lecturers obtained a PhD Degree, and 26 a Master's Degree.

UEH has a standardized process for recruiting academics which is formulated in the Recruitment Regulations. Based on the job description and profile associated with the vacant position, the department chair makes a request of hiring to the UEH Department of Human Resources which is responsible for verifying the academic qualification of the recruited faculty members.

UEH has three types of career paths: (1) Lecturer; (2) Senior Researcher, Junior Researcher; and (3) Research Fellowship.

To become a lecturer, one of the following criteria has to be met at the time of application:

- a) at least one published article in an internationally-indexed journal and two articles in nationally-recognized journals in the last three years;
- (b) at least two published articles in an internationally-indexed journals in the last three;
- (c) at least ten years of teaching experience at local and international universities that are similar with UEH. A lecturer must hold a PhD Degree from one of the Top 500 Best Universities in the world according to the World QS-ranking; exceptions need to have the School's approval. Lecturers with Master's degrees must obtain PhD degrees within five years from the date of starting their PhD.

Further, lecturers need to have an English qualification that is equivalent to at least B2 on the Common European Framework for Reference (CEFR). Lecturers teaching major subjects in English need to have an English qualification that is equivalent to at least C1 on CEFR, and are encouraged to have the English as a Medium of Instrument (EMI) certificate. Apart from educational qualifications, the recruitment process adheres to criteria concerning research interests, research experiences, teaching skills, and other competencies.

UEH lecturers are thoroughly reviewed and chosen via a combination of their qualifications, job experience, an interview with the Academic Division, and a trial lecture evaluated by the corresponding Academic Committee. The trial lecture is assessed based on the instructor's teaching style, instructional ability, and instructional approach.

According to UEH policies, the tenured faculty must be enrolled in different training courses including English in any academic year to receive better performance reviews. The UEH Department of Human Resource is responsible for following up on the faculty who may need additional training and qualification by providing appropriate training courses. UEH also develops the academics' abilities by providing support for higher studies as well as participation in academic forums, conferences, and seminars.

UEH has a set of standard regulations on doing research. Research activities of academics are evaluated yearly. If lecturers have articles published in prestigious journals, they will receive a grant. International publications increased from 47 in 2020 to 75 publications in 2021.

It is compulsory for all academic lecturers at higher education institutions to take part in the *Higher Education Teaching Training Certificate Programme* by MoET. UEH verifies the qualifications of the teaching staff based on the government.

To improve the knowledge and pedagogical skills of its lecturers UEH organizes both online and face-to-face training courses on the use of teaching support tools, how to teach online and hybrid courses, curriculum development, teaching and assessment methods, and quality assurance. Courses offered are for example "Preparing and teaching classes according to syllabi", "Writing case studies in teaching", "Digital and pedagogical skills to successfully apply blended learning", and "Standard blended learning quality assessment". Lecturers can access the information of these workshops via the UEH website. In addition, the Schools hold professional meetings for lecturers to share their experiences in teaching. At the end of each year, UEH awards prizes for the best lecturer performances.

Practical experience and guest lecturers:

In the **Real Estate programme** 14 out of 56 lecturers have work experience. In addition, the presence of invited guest speakers in classes led by the tenured faculty of the programme contributes to the integration of theory and practice in teaching.

In the **Accounting programme**, 35 out of 67 lecturers have work experience working and/or consulting at public and private organizations and apply their practical experience to their teaching. In addition, the School of Accounting cooperates with professional organizations such as ICAEW, KPMG, PwC, EY, and Deloitte to hold training courses on educational innovation for lecturers every year.

In the **Business Administration programme**, 24 out of 87 lecturers have work experience in companies, organizations, and research institutes, and some have started and operated their own businesses.

In the **Marketing programme**, eleven out of 50 lecturers have work experience and in the **Commercial Business programme** twelve out of 68 lecturers have work experience in local and multinational companies, global corporations, and government or non-government organizations. In addition, many lecturers have experience setting up and running their own companies in various fields such as logistics, import and export business, digital marketing, marketing research, business consulting services, and hospitality.

According to UEH regulations, each trainee lecturer needs to observe other lecturers' teaching courses for at least 60 teaching hours per year for the purpose of learning, providing feedback, and exchanging teaching experience. The training for the new lecturer focuses on developing course

curricula and learning outcomes, competency-based teaching, examinations and their evaluation, as well as giving academic and social advice to students. In addition, lecturers collaborate in research and can register with the Department of Research Management – International Cooperation for joint research projects. The Department of Training and Testing acts as a facilitator in regards to communication with and between lecturers on the organization of teaching schedules, as well as with the development of curricula. Lecturers teaching a course together are supported by the course leader who is assigned by the corresponding Head of the Division.

At university level, UEH organizes meetings with lecturers and staff each year to update the goals and action plans. The main purpose of the university meetings is for all lecturers and staff to meet, and to support each other with their work, e.g. at the Vietnamese Teachers' Day, the lunar new year meeting, the opening ceremony of the new academic year, UEH establishment anniversary, and conferences.

Student support is an integral part of the services provided by lecturers, academic advisors, and administrative staff of the Schools. Students can make appointments and consult with academic and administrative staff for individual academic advising via email, hotline, fanpage, the learning management system, facebook, or in person. Lecturers also support students in their research club activities. Following the university policy, a faculty member is assigned to serve as an academic advisor for each student cohort. The advisor formally meets twice every semester with the students to follow up on their study progress, motivate them on their studies and participation in class, support scientific research and school activities, and to provide coaching on academic and career matters. Occasionally, guest speakers are present to share about their professional lives.

Appraisal:

The structure and number of teaching staff correspond with the programme requirements of all study programmes. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that both the academic standards and the requirements of professional practice are satisfied.

The pedagogical and didactical qualifications of the faculty correspond to the requirements and objectives of the study programmes. UEH verifies the qualifications of the faculty members by means of an established procedure and meets the national required standards.

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. In the **Real Estate programme**, the full time and part-time faculty members have above-average business experience and use them in their teaching activities.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings are also held regularly.

From the panel's point of view, the student support by the faculty is particularly noteworthy. The panel contributes the low dropout rates also to the outstanding support the students receive by their academic advisors. According to the students, the faculty staff can be reached at any time, even outside office hours. Overall, the panel was able to convince itself of the high level of

satisfaction with regard to the high level of support during the interviews with students and graduates.

	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		RE	Acc., BA, CB, MA		
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

UEH has issued a standard regulation about the programme director. A programme director is expected to hold PhD degree(s) in, or closely related to, the programme area(s) to be directed. A minimum of five years of professionally-related experience is required to become a programme director. The program director is responsible to: (1) coordinate with the Dean of the corresponding School and lecturers to implement and manage the study programme to achieve the objectives of the organization; (2) coordinate with other Schools and departments of UEH to carry out enrollment, teaching, and accreditation activities; (3) coordinate with employers, the community, students, and experts to continuously evaluate and make appropriate adjustments to improve the programme.

The programme director is responsible for implementing the study programme by working with different academic and professional stakeholders in accordance with the legal regulations on national qualifications frameworks and learning outcomes. He or she is assisted by faculty members of the corresponding UEH Department who oversee activities including alumnus development, corporate relations and student internship, quality assurance, and academic support. The programme director oversees programme promotion and marketing, strategic partnership development, programme budget management, international cooperation and collaboration, and student exchanges. The programme directors report to the Deans of the Schools and UEH regarding the study programmes' establishment, operation, and quality assurance. His or her performance is subject to the annual review by the school administrators, the union, and other administrators of programmes and departments of the school. The programme director has the right to revise and change the curriculum. However, all changes must be submitted to the UEH Department of Quality Assurance – Curriculum Development for approval.

Programme directors must coordinate with department heads, leaders of faculties, and training institutes to select, assign, and invite lecturers for the study programmes, and select a team of academic advisors. In addition, the programme director also advises on the selection of textbooks and other teaching materials. He or she further participates in the research and design of educational materials and teaching methods.

UEH provides centralised support for students and faculty. The administrative support for faculty is provided by different departments in academic affairs, human resources, accounting, research administration, and quality assurance. Faculty are further assisted by the *Department of Scheduling – Testing* which manages, coordinates, and utilises university facilities to support teaching and learning activities. The department organises test-related work, and develops test banks according to regional and international standards. Additionally, programme coordinators are assigned to support the communication between the program directors and lecturers as well as between lecturers and students, to assist with the planning of the curricula, to manage applications and assist applicants, to organize participants' administrative support, and to recruit qualified staff to perform these tasks.

The UEH *Department of Student Affairs* operates counselling centres. The department works as a contact point for students when they have inquiries about their student life, academics, and career. During the Covid-19 pandemic, UEH built online services for lecturers and students regarding enrolment, examination schedules, e-learning, research activities, extracurricular activities, and career opportunities. UEH also provides online services for students, such as the online service portal, online payment gateway, the online support website and fanpages. At the end of the year, the services of all units are assessed through the service quality survey.

Lecturers and staff are allowed to vote and state their opinion in school and university level meetings. Students can contribute their ideas directly at the Department for Student Affairs, the School's Inspectorate Office, register to meet with school governors, or through the course surveys. Lecturers and students can further contribute their opinion on the quality of services and support staff through annual surveys as well as in university and school meetings. The results are reviewed by the Schools, departments, and administrators to improve the quality of support.

Furthermore, all of the staff can join personal and professional training activities provided by the Human Resource department. Training courses for professional staff include English language training, MS Office as well as online video conferences.

Appraisal:

During the interviews with the programme management as well as with the teachers and administration, the programme directors convincingly showed that they coordinate the activities of everyone involved in the programmes and ensure that the programmes run smoothly. As the position of a Programme Director was only recently introduced, the panel members suggest to further institutionalize this position in internal regulations and dedicate specific tasks, obligations, and rights to him or her in order to empower him or her further.

Faculty members and students are supported by the administration in the organization of the study programmes. The administrative staff acts as a service provider for students and faculty. Decision-making processes, authority, and responsibilities are clearly defined. In the interviews with students, it became apparent that the possibilities of electronic service support are used and complement the personal one-to-one counselling. Teachers and students are included in the decision-making processes where their areas of work are involved. In addition, UEH enables opportunities for continuous professional development for administrative staff.

	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 organization and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

UEH is pursuing the policy of promoting scientific research and internationalization to fulfil the vision that by 2030 UEH will become a prestigious research university on a par with other higher education institutions in Asia.

All partner institutions¹¹ sign a memorandum of understanding to define the overall goals of the cooperation, decision-making authorities, and legal aspects. Teaching material from faculty and school lecturers are shared, and faculty member exchange programmes are conducted. Under the partnership agreement, partner schools offer exchange programmes and scholarships to the faculty's lecturers to improve research and teaching skills. Regarding quality management, a steering committee is formed to monitor the cooperation, directly managed by the Dean of a School, and representatives from partner universities. The committee meets regularly to discuss all relevant topics such as the course outlines, objectives, and any amendments if necessary with inputs from lecturers and office staff.

Regarding cooperation with national HEIs, e.g. the School of Accounting signed memoranda of agreements with universities to organize joint conferences. Together with Hanoi University of Science and Technology the *International Conference on Emerging Challenges* was organized, and together with Danang University of Economics, National Economics University, Academy of Finance, University of Commerce, Foreign Trade University, Hanoi University of Industry, Quy Nhon University, University of Technology Ho Chi Minh City, and the University of Economics and Law the *Vietnam Conference on Accounting & Auditing* was organized.

Furthermore, international seminars and workshops among the partner schools and networks are organized. For example, the international conference *VANJ2021 Conference* (Vietnam Academic Network in Japan (VANJ)) with the topic *Economic and Business Insights in an Uncertain World* took place on December 4-5th, 2021 which was organized together with the Japanese universities Yokohama

¹¹ [Partners \(ueh.edu.vn\)](http://ueh.edu.vn)

National University and the Gifu University.

During the design phase of the Real Estate programme in 2019 and 2020, the team of the Department of Real Estate worked with colleagues from the University of Regensburg (Germany), and University of Maryland (US) to ascertain that the programme is internationalised, and the students can benefit from the partnership with those institutions. The faculty members of the Department of Real Estate have membership with the American Real Estate Society (ARES) and the Asian Real Estate Society (asRES). The professional and academic networks allow them to foster research and industry-related activities critical to the discipline. For the Commercial Business and the Marketing programmes, the School of International Business and Marketing offers students opportunities to spend one to two semesters overseas at one of the partner universities, such as FHNW (Switzerland), Saitama University (Japan), or Stenden University (Netherlands).

The policy on business cooperation and professional organizations of the University aims to build partnerships in career development, high-quality training and practical experience for students, building and improving training programmes towards internationalization, and faculty capacity enhancement. UEH implemented the programme *Community Connection - Spreading Knowledge - Sustainable Action*, to accompany businesses in the process of training high-quality human resources, and at the same time to bring value to society and the community. The programme focus is on connecting training with practice, connecting to carry out research and projects, and connecting to attract human resources.

Regarding the **Marketing programme**, the School of International Business and Marketing has signed MOUs to create more chances for lecturers and students to increase their knowledge and experience in marketing with the following business enterprises and other organizations: Young Marketers, Long Huei, Vietnam Marketing Association, and Nielsens.

The **Real Estate programme** aims at developing partnership and cooperation with entities and organizations which are young, thriving, and ideally sharing specific educational values. The programme has an agreement with the Vietnam Real Estate Club which is comprised of small firms operating in real estate. This agreement allows the department, in cooperation with the club, to offer real estate classes to professionals working in member firms of the club. In return, the programme students participate in various professional activities held by the club. The programme also established an agreement with a real estate firm, which is not the club member, to offer job-shadowing internships.

Regarding the **Accounting programme**, the School of Accounting signed cooperation contracts with auditing firms such as Ernst & Young, Deloitte, and PricewaterhouseCoopers for mentoring UEH's full time students during their internship semester. The School of Accounting also signed memorandums of understanding with international professional accounting organizations including CPA, CIMA, ACCA, and ICAEW.

Regarding the **Business Administration programme**, the School of Management has signed contracts with Saigontourist Cable Television Company Limited (SCTV), Mai Linh corporation, MISA Joint Stock Company, Response Vietnam, An Binh Hospital, and Quan Y 175 Hospital agreeing to cooperate and implement a strategy to strengthen community connections and spreading knowledge.

Regarding the **Commercial Business programme**, the SIBM has more than 600 partners such as Vietnam Supply Chain Institute, BSA, TRG International, Supporting Social Enterprise Community, the World Bank in Vietnam, Vietnam Human Resource Association, and Vietnam Marketing Association that provide students with industrial visits, internships, and job opportunities. In addition, SIBM received financial support from Vietravel to expand the School’s library and HSBC to build a public study hub, Long Huei, and Nielsens. The new SIBM's Centre of Career and Business Consulting (ITC – International Trade Centre) aims to strengthen external relations and a close connection to businesses and institutions. The Centre aims at constantly exchanging information between external links and the Education Board as a part of the programme’s development. In particular, enterprises are invited to comment in the early stages of building the study programmes, or in their revising. This contribution helps match the study programme with the market requirements and increase the students' ability to find relevant jobs to their major.

Appraisal:

The scope and nature of cooperation with other universities from Vietnam and abroad relevant for the programmes are plausibly presented. The agreements form the basis of the cooperation and are documented. The cooperation is actively pursued. Several activities contribute to the development of the students’ qualification and skills.

Cooperation with business enterprises and other organizations is actively promoted. Such cooperation has a formative impact on the contents of the programmes and on the profile of the graduates. By means of cooperation in projects and provision of internships 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 organizations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

Since 2015, UEH has focused on developing infrastructure development plans including the 2020 Master plan for UEH facilities, the UEH Development strategy from 2015 to 2020 with a 2025 vision, and the UEH Development strategy for the period of 2020 – 2025 with a 2030 vision. In line with these strategies, the University strives for its facilities to meet the rising demand for study space, cultural and sports activities, dormitory, and library.

The University invests in building a sustainable campus and strives to improve facilities. It has initiated using renewable energy in campus operation, building a zero-waste university, developing

green labs, and transforming existing offices into smart and green offices.

UEH Campuses

Campus and location	Land Area (m ²)
Campus A, the Headquarter – Dist.1	4,287.4
Campus B, the complex of teaching and learning activities – Dist.10	5,441.9
Campus D, International School of Business – Dist.1	800.5
Campus E – Dist.1	485.7
Campus H – VNP and VUW Program & EEPSEA	520.3
Dormitory Tran Hung Dao – Dist.1	661.7
Dormitory Nguyen Chi Thanh – Dist. 5	881.8
Campus Vo Thi Sau, UEH Boutique Hotel, UEH Institute of Innovation, UEH Institute of Smart City and Management – Dist. 3	1,749.9
Campus Duong Dinh Hoi, Centre for Physical Training – Dist. 8	11,773.2
Campus N – the new complex of teaching and learning activities – Dist. Binh Chanh	111,340.0
Campus Vinh Long, Province Vinh Long, Mekong Delta	29,454.2

Source: UEH Department of Facilities, 2022

The halls, meeting rooms, and classrooms have visual and audio systems, projectors, air conditioners, LED screens, TVs, teaching support systems, and security surveillance cameras.

The conference halls have a capacity of 166 to 922 seats at Campus A and B. Formal and professional meeting rooms and conference rooms have capacities ranging from 16 to 166 seats.

Capacity of UEH main facilities

Functional space	Rooms	Total capacity
Offices	251	
Classrooms	193	18,234 seats
Halls, meeting rooms	27	2,020 seats
Language & computer rooms	23	1,023 seats
Libraries	17	1,701 seats
Tran Hung Dao Dormitory rooms	90	765 beds
Nguyen Chi Thanh Dormitory rooms	71	804 beds

Source: UEH Department of Facilities, 2022

The Department of Facilities is responsible for maintaining and updating equipment and facilities. Most facilities are accessible to people with mobility difficulties as they have wide elevators and dedicated restrooms. However, in older urban campuses, elevators, if exist, may not accommodate wheelchairs.

The Department of Information Technology manages IT equipment, network systems, and IT application systems for research, training, and administration activities. The students can access broadband internet for free. The UEH Wi-Fi system has 481 hotspots across ten campuses, which ensures a secure connection with UEH account authentication for UEH students, employees, and guests.

UEH uses Moodle™ for course management and Turnitin™ for checking plagiarism. Additionally, the University invests in technologies to develop predictive models in economics and finance. The UEH Simulation Centre is open to classes and projects in any programmes.

Due to the surge of the COVID-19 pandemic, the University invests in classrooms with advanced multimedia technologies which permit synchronous and simultaneous face-to-face and online delivery. The standard equipment includes projectors, screens, computers, and a smart podium which has an interactive screen and a central controller. There are hotline phone numbers on the teacher podium in each classroom, and IT staff are available online to assist faculty and students.

UEH Smart Library results from a research and development project involving experts working in libraries, information technology, and architecture. Patrons can easily search and borrow books, and reserve study spaces by using a mobile phone application. Guidelines for the process of returning and borrowing books are published and library staff is available for support.

UEH has 20 libraries and resource centres totalling 3,224 square metres. The libraries can accommodate up to over 1,700 patrons participating in different activities. The number of computer workstations is 62. The library system also maintains a system of electronic databases which includes paid and open-source databases. The library connects the database with more than 90 publishers of American and European universities such as Cambridge University, Harvard University, and Oxford University. Online access to a variety of online databases is available including EBSCO, Emerald, JSTOR, SAGE, and Elsevier. The library system offers over 65,000 printed titles ranging from books, textbooks, journals, to dissertations and theses. Furthermore, it carries more than 298,000 electronic titles. The library's digital repository has a total of over 1,200 international journal titles and 15,000 master theses and doctoral dissertations, most of which can be accessed via UEH library portal of one's personal computer off campus. It also contains 17,308 endogenous documents including international publications, dissertations, as well as conference documents and articles in UEH's Journal of Asian Business and Economic Studies (JABES).

Campus B's library is open from 8am to 6pm every weekday whereas the South City Campus library is open from 8am to 4pm every weekday because the South City Campus is currently used for teaching activities during office hours. During the semester exam period, these libraries are open on Saturday and Sunday.

Every year, the UEH library conducts a service quality survey with lecturers, staff, and students. The results of the annual survey show that the level of their satisfactions with the service quality of the library increased gradually in the period 2016-2020, from 5.36/7 in 2016 to 6.1/7 in 2020. Moreover, in 2020, the library conducted a survey with 3,500 lecturers, staffs and students to receive their feedback on the suitability of documents in supporting training and research activities. The survey found that there are approximately 1,900 and 650 respondents satisfied and very satisfied with all documents provided by the library respectively, accounting for a total rate of 73 % of the total survey respondents.

Appraisal:

Due to Covid-19 pandemic, the panel was not able to visit UEH on-site. Therefore, the panel was provided with a video of UEH's facilities. According to the panel, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the need of the study programmes. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are mostly properly equipped for disabled students and give them barrier-free access. However, the University indicated that in older urban campuses wheelchair users are not accommodated since there is no carrier-free access. The panel accepts this as a current solution but it **recommends** to make all the campuses accessible for wheelchair users in a mid-term period. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms are available.

Most of the programmes are conducted at Nguyen Van Linh (South City Campus). There, the library is open from 8 am to 4 pm. In order to promote the service for the students, the panel suggests to extend the working hours of the library at this campus. Access to the literature and journals as well as to digital media, e.g. electronic media and databases is ensured.

	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

At UEH, career counselling starts with admission counselling sessions in which UEH staff help prospective students to identify their potential career choices. The UEH Department of Student Affairs (DSA) is mainly responsible for the career counselling and placement services, also offering assistance in resume writing and interviewing as well as posting job vacancies on their website. They also give employment advice, review job applications with the students, and give access to employer booklets and industry information. In addition, both the University and the programmes organise job related events which promote student employability. Since 2016, the department has provided 73 placement programmes for 3,567 students to visit enterprises, internship programmes for 676 students, and five programmes of career days having 45 participating firms each. It has also conducted 1,068 job placement programmes on an individual basis.

During their internship semester, students get to intern in corporations, sometimes resulting in full-time positions after graduation. Additionally, lecturers can directly refer students to their corporate networks for internships or full-time positions. Further, tutors have formal talks with students every semester to guide them through their job search after graduation, or prepare them for each stage in the job-seeking process.

The UEH Alumni Association is established on a voluntary basis with the purpose of connecting former students with a desire to share experiences, create an environment for communication, and finding opportunities for cooperation and mutual support of each other in work and life as well as supporting the development of UEH.

The Schools also maintain a relationship with alumni on media platforms, e.g. by providing information on the websites as well as on the fan pages. Further, they keep in touch with the alumni in alumni social network groups, and offer annual alumni bonding events, including reunions, chapter events, trips, talk shows, and educational offerings. This network provides current students with internships, and financial support. Sharing talks and seminars with alumni help students gain more insights into the business world. In addition, these events also encourage former students to frequently contribute their insights, and give feedback on the study programmes and courses taught at the Schools.

UEH Alumni activities during 2016-2020

- *UEH Mentoring Club:* The UEH mentoring club was established in 2016 with 212 mentors and 1,070 mentees. This club organizes practical activities for students to participate in such as consulting, skills training, and company visits. The UEH mentoring club organized 77 sessions of training and company visits, and awarded 78 scholarships to students with difficult circumstances.
- *UEH Golf Club:* The UEH Golf Club was established in 2017 with now more than 150 golfers. The club has supported 69 students to practice in Europe. During Covid-19, the club has made contributions to support students to overcome difficulties.
- *UEH Alumni Association:* The UEH Alumni Association is supporting UEHs Schools to sign cooperation contracts with firms who mentor UEH's full time students during their internship semester.

Appraisal:

Career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises at regular events. The students and alumni told the panel during the interview that they are very satisfied with the career counselling services that UEH offers as well as the mentoring system.

An alumni network has been established and is used to support the study programmes, e.g. in the further development of the curricula. Alumni activities are planned on a long-term basis, and are performed regularly.

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

4.6 Financing of the study programmes (Asterisk Criterion)

The University has a centralized budget and is committed to fund its programmes, including those that may not generate sufficient revenue due to low market demand. The University retains tuition revenues and allocates annual funding to academic units based on the headcount of the tenured faculty for operation expenses other than salary. The University is responsible for costs associated with teaching such as guest speaker’s honorarium, adjunct faculty’s salary, and other variable costs.

As a public institution, the University must comply with the government policies and regulations concerning programme reports, funding, and closing. The University must guarantee graduation to its students. According to this report of UEH, the University has a high financial reserve. Therefore, it is believed by UEH that its study programmes have the guaranteed funding of the University.

Appraisal:

The study programmes are funded for the entire accreditation period through the above stated funding system so that students should 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

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

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

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

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

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

By UEH regulation, the UEH Department of Quality Assurance – Curriculum Development sends course evaluation surveys to all students at the end of each course. The survey covers teaching performance and instructor accessibility, and achieved learning outcomes. The survey results are provided to the department chairs. The department chair is responsible for communicating the findings to the instructors and providing additional feedbacks if necessary. The survey results are compiled into reports according to the department and each lecturer. Survey results are provided to lecturers, department, and school leaders and are the basis for adjustments and improvements in the quality of the course or programme. Every year, the Department of Quality Assurance – Curriculum Development will review and improve the survey content to suit the current situation and new goals through comments from lecturers and school at the year-end meeting.

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

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

- *Survey on employment status and demands for graduate studies*: Annual survey to collect feedback from alumni regarding their employment status, employability, and demands for graduate studies. Survey results are used to evaluate programme success and graduates' ability to adapt to the labour market and help education departments identify areas for improvement.
- *Survey on employee status*: Survey to collect feedback from enterprises who have recruited graduates of UEH regarding the graduates' work competency, capacity to absorb training, and growth potential.
- *Survey on program*: Survey to collect feedback from alumni, enterprises, lecturers, and industrial experts regarding the programmes and relevant career development trends.

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

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

Appraisal:

In the opinion of the panel, the University has established a quality system that regularly reviews the development of the study programmes. For this purpose, student, lecturer, alumni and employer surveys are conducted on a regular basis. The panel was also provided with results and templates for review. The used survey for the course evaluation checks on various subjects. However, the panel criticises the fact that the actual student workload is not systematically analysed and evaluated. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing. Therefore, the panel recommends the following **condition**:

- The University implements a student workload evaluation system for each course which includes a systematic control loop from the survey to the analysis of the results and the implementation of appropriate measures.

The panel further sees room for improvement in becoming more transparent in how the data obtained is used and what measures this leads to, i.e. how the results are implemented. In the discussions with the students and alumni, it was confirmed that regular evaluations take place to improve the study programmes, but it became apparent that there is a lack of communication of the results and the resulting measures. Therefore, with regard to the quality management process, the panel sees the need to establish a formalised process and anchor it in the Quality Management System in order to inform interested and involved parties about the results and the measures to be derived from them.

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

- The University implements a formalised procedure to inform interested and involved parties about the evaluation results and the quality assurance measures to be derived from them.

This could also lead to the positive effect, for example, on the parties participating in the evaluations being able to understand to what extent their feedback has been listened to or how it has been implemented. Students and alumni reported that the possibility to give feedback also exists beyond evaluations, but that it is not always possible to transparently understand how this is finally implemented or used as input.

The study programmes' aims and curricula have been suitably documented and published. As some relevant information regarding the study programmes is not available in English on the UEH programme websites, the panel **recommends** that all relevant information on the study programmes is available in English to better attract prospective international students (cf. chapter 3.4). Students have access to all relevant information on the programmes (e.g. regulations, course descriptions, information on examinations, etc.). In addition, the University regularly publishes the latest news and information about the programmes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition
5.2	Instruments of quality assurance				
5.2.1				X	
5.2.2			X		
5.2.3				X	
5.3	Programme documentation				
5.3.1*			X		
5.3.2			X		

Quality profile

HEI: University of Economics Ho Chi Minh City (UEH University)

Bachelor programmes:

1. Bachelor of Accounting
2. Bachelor of Business Administration
3. Bachelor of Commercial Business
4. Bachelor of Marketing
5. Bachelor of Real Estate

		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)				condition	
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		RE	x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		RE	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)			MA	condition	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)				condition	
3.2	structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)				condition	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			x		
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors			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		RE	Acc., BA, CB, MA		
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2.2	Process organization 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 organizations (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)					condition
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		

Appendix

Programme Learning Outcomes

Bachelor of Accounting programme

PO	Programme Learning Outcomes Bachelor of Accounting
PO1	<i>Knowledge of politics, society and related economic fields</i> Understanding of the political and legal system of Vietnam, understanding basic knowledge of socio-economics, supplementary knowledge related to business administration, finance, banking, tax.
PO2	<i>Practical knowledge of the field of accounting</i> Creatively applying knowledge of accounting to be able to design accounting policies in the business environment; to be able to participate in researching and developing of accounting process and guidelines.
PO3	<i>Knowledge of information technology in accounting</i> Effectively applying information technology in systematizing and managing of accounting works to serve the various information needs.
PO4	<i>Scientific thinking and innovation</i> Mastering the necessary skills of research writing, data analysis, report preparation, critical thinking, problem solving and creative idea soughting.
PO5	<i>Roles in the group</i> Developing skills to perform at their best in effective teams including: leadership, accountability, collaboration, teamwork, and interpersonal communication.
PO6	<i>Foreign language ability</i> Demonstrating the ability to use foreign languages, especially English in economics and accounting profession.
PO7	<i>Attitude and responsibility</i> Forming an enthusiastic attitude, co-working, positive contributions, personal responsibility, respect of diversity in society and professional ethical standards, and an attitude of lifelong learning.

Bachelor of Business Administration

Knowledge

- ✓ PLO1.1: Ability to apply knowledge of strategy, organization, human resources, administration, finance, marketing into the management/management work of an organization as a manager treat.
- ✓ PLO1.2: Analyze and coordinate well the functions of planning, organizing, leading and controlling in management.

- ✓ PLO1.3: Analyze and explain economic, cultural - social, political - legal, technological, and natural environment contexts and assess the impact of these contexts on the organization.
- ✓ PLO1.4: Ability to apply new technologies in management work.
- ✓ PLO1.5: Able to adapt in a diverse and differentiated working environment.
- ✓ PLO1.6: Ability to apply knowledge of innovation and lead change in the organization.
- ✓ PLO1.7: Able to apply knowledge of ethics and social responsibility in management activities.

Skills

- ✓ PLO2.1: Mastering management skills including: intrinsic personal skills (self-management, stress management, problem-solving), interpersonal skills (communication, creating power and influence, motivation, conflict management), teamwork skills (delegation and delegation, team building and teamwork, leadership, leading change).
- ✓ PLO2.2: Practice mastering soft skills such as: giving presentations, organizing interviews, running meetings.
- ✓ PLO2.3: Mastering the skills of analytical thinking and creative thinking.
- ✓ PLO2.4: Practice mastering social-emotional skills.
- ✓ PLO2.5: Practice mastering business start-up skills.
- ✓ PLO2.6: Mastering foreign language skills of listening, speaking, reading, and writing is enough to communicate, read, understand and prepare professional management documents.
- ✓ PLO2.7: Mastering new technologies to be able to apply in practice.

Autonomy and responsibility

- ✓ PLO3.1: Ability to behave independently or as an active member of a team.
- ✓ PLO3.2: Ability to deal with self-planning and evaluation of own work and that of others.
- ✓ PLO3.3: Having the ability to behave in analysis to have professional opinions, to make their own professional judgments.
- ✓ PLO3.4: Ability to behave self-aware and plan to adjust yourself to suit your goal orientation.
- ✓ PLO3.5: Ability to behave in a responsible manner to oneself and to stakeholders.
- ✓ PLO3.6: Capable of establishing one's own code of ethics and always following them.
- ✓ PLO3.7: Appreciate ethical values and act to combat ethical violations in the working environment.

Bachelor of Commercial Business programme

PLO No.	Description
<i>Knowledge</i>	
PLO1.1	Have basic knowledge of mathematics, informatics and natural sciences to analyze and solve

	problems arising in work and life.
PL01.2	Have basic knowledge of politics, law, economics, social sciences and humanities to analyze and explain problems in work and life.
PL01.3	Have enough knowledge in the fields of economics and management to perceive the domestic and foreign economic environment, to recognise and grasp business opportunities
PL01.4	Apply knowledge in the fields of management and business in operating and solving professional issues
PL01.5	Apply knowledge in the field of commercial business in operating and solving problems related to commercial business activities
<i>Skill</i>	
PL02.1	Have skills to recognize and solve professionally complicated issues in the field of commercial business
PL02.2	Have practical skills in the fields of management and commercial business
PL02.3	Have skills in handling problems arising in the field of commercial business
PL02.4	Possess effective verbal and non-verbal communication skills, presentation skills, and word processing skills in Vietnamese and English (advanced program: students will obtain minimum TOEIC 500, TOEFL iBT 55, IELTS 4.5; high-quality program: students will obtain minimum TOEIC 550, TOEFL iBT 60, IELTS 5.0), and be able to work in an integrated environment.
<i>Autonomy and Responsibility</i>	
PL03.1	Have life-long learning capability, have a self-motivation of learning to improve and update knowledge for themselves, have a progressive spirit
PL03.2	Have abilities to work independently, plan and manage individual works, have skills to work in groups and manage group activities
PL03.3	Have abilities to organise the implementation of works, endure high work pressures, and easily adapt to the working environment
PL03.4	Have a sense of responsibility and professional ethics, comply with laws and workplace regulations

Bachelor of Marketing programme

	OBJECTIVES	
Knowledge	PO1: Students have basic knowledge about Nature, Society and People to serve the process of career development and self-improvement. PO2: Students have theoretical	PLO1: Having a basic knowledge of mathematics, informatics and natural sciences to analyze and solve problems arising in work and life. PLO2: Having a basic knowledge of politics, law, economics, social and humanities sciences for explaining, analyzing problems in work and life.

	OBJECTIVES	
	knowledge and practical understanding in the fields of Economics, Management and Marketing to solve professional problems.	<p>PLO3: Apply knowledge in the field of economics and management appropriate to the industry.</p> <p>PLO4: Apply knowledge in the fields of management and business in applying and solving professional problems.</p> <p>PLO5: Apply knowledge in the field of Marketing in applying and solving professional problems.</p>
Skills	PO3: Students have lifelong learning ability, cognitive skills, professional practice skills, self-management skills, time management skills and necessary communication and behavioural skills in Marketing to perform the duties corresponding to occupational positions.	<p>PLO6: Have the skills to perceive and solve complex professional problems in Marketing.</p> <p>PLO7: Having practical professional skills in the field of administration and business.</p> <p>PLO8: Having practical professional skills in the field of Marketing.</p> <p>PLO9: Have practical oral and written, verbal and non-verbal communication skills and work in an integrated environment.</p>
Degree of autonomy and responsibility	<p>PO4: Students can work independently and in groups under changing working conditions, take personal responsibility, take responsibility for the group in guiding and disseminating knowledge in the field of Marketing, and supervise others to perform their duties.</p> <p>PO5: Have a sense of responsibility towards individuals, the community, a sense of service to the country, professional ethics, and honesty.</p>	<p>PLO10: Capable of lifelong learning.</p> <p>PLO11: Capable of working independently and in groups.</p> <p>PLO12: Ability to organize work and learn and develop yourself.</p> <p>PLO13: Having a sense of responsibility and professional ethics.</p>

Bachelor of Real Estate programme

Knowledge

- PLO1.1: to apply knowledge of micro, macro, and urban economics to analyse phenomena related to the real estate market
- PLO1.2: to apply basic knowledge of urban planning and design to understand planning analysis related to the market and sustainable development.

- PLO1.3: to have legal knowledge related to the use of land and real estate. For students majoring in real estate development, they must understand and explain the legal aspects of real estate business.
- PLO1.4: to apply financial knowledge to analyse cost, revenue spreadsheets and financial issues related to investment, business, and appraisal of real estate. For students majoring in real estate investment, they must have more advanced knowledge of corporate financial analysis.
- PLO1.5: to apply basic knowledge of the real estate development process to understand the ecosystem of real estate businesses in Vietnam and in other countries.
- PLO1.6: to apply knowledge of marketing and real estate development process to analyse and evaluate market research.

Skills

- PLO2.1: to design research to find answers to a complex problem using quantitative methods and specialized software
- PLO2.2: to apply critical thinking, creativity and growth thinking in analysing, evaluating, and solving problems from different angles
- PLO2.3: to prepare professional presentations.
- PLO2.4: to prepare written communication in professional environment
- PLO2.5: to organize and manage an effective working group and apply at a basic level.

Autonomy and Responsibility

- PLO3.1: to identify differences and diversity and respect differences
- PLO3.2: to follow instructions to produce solutions that integrate social responsibility at work.