

Decision of the FIBAA Accreditation Committee for Programmes



104th Meeting on 15 September 2017

Project Number:	16/094
Higher Education Institution:	University of Economics Ho Chi Minh City Vietnam
Study Programme:	Bachelor of Business Administration (Bachelor of Business Administration)
Type of Accreditation	initial Accreditation

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

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

Period of Accreditation: 15 September 2017 until 14 September 2022

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

University of Economics Ho Chi Minh City,
International School of Business (ISB)

Ho Chi Minh City, Vietnam

Bachelor study programme:

Bachelor of Business Administration (BBUS)

Qualification awarded on completion:

Bachelor of Business Administration

General Information on the study programme

Brief description of the study programme: The Bachelor of Business Administration (BBUS) programme aims to provide talented students with a comprehensive training programme to build their knowledge and skills needed for a future global citizen. The programme creates an academic and practical environment to ensure that students are able to develop their ability to adapt to an always changing business world. Besides the academic core of business field, the programme provides a wide range of specialization with practical knowledge which fit in with the structure and mechanism of global corporations.

Type of study programme:
Bachelor programme

Projected study time and number of credit points assigned to the study programme:
4 years, 126 Vietnamese CP

Mode of study:
full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
Six classes per year
30-35 students per class,
200 students per year

Programme cycle starts in:
winter semester (September)

Initial start of the programme:
November 2010

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Business Administration (Bachelor of Business Administration) was made between FIBAA and University of Economics Ho Chi Minh City, Vietnam, on 1st of September, 2016. On 2nd of March, 2017, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation were met.

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

Prof. Dr. Vera de Hesselle

Hochschule Bremen

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

Prof. Dr. Christiane Prange

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

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

Prof. Dr. Christof Hartmann

Universität Duisburg-Essen

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

Dr. Terence Alfred Clifford-Amos

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

Prof. Dr. Jean-Pierre Izaac Van der Rest

Leiden University

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

Andreas Bonacina

HAM Erding

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

Hung Duong, PhD

School of Industrial Management

HCMC University of Technology

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

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

FIBAA project manager:

Dr. Heinz-Ulrich Schmidt

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

- The Vietnam-Netherlands Programme for M.A. in Development Economics (Master of Arts in Development Economics)
- Master of Business (Master of Business Administration)
- Bachelor of International Business (Bachelor of Arts in International Business).

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

The assessment report based on this was delivered to the HEI for comment on 31st of July, 2017. The statement on the report was given on 22nd of August, 2017. It has been taken into account in the report on hand.

Summary

The Bachelor of Business Administration offered by the University of Economics Ho Chi Minh City, International School of Business (ISB) fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 15th of September, 2017, and finishing on 14th of September, 2022. The programme is in accordance with the national Vietnamese and the European Qualification Framework and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

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

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

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

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

- Objectives of the study programme (see chapter 1.1),
- Positioning of the study programme (see chapter 1.3),
- Admission requirements (see chapter 2.1),
- Counselling for prospective students (see chapter 2.2),
- Selection procedure (see chapter 2.3),
- Transparency and documentation of admission procedure and decision (see chapter 2.6),
- Logic and plausibility of the didactical concept (see chapter 3.3.1),
- Internationality of faculty (see chapter 3.4.3),
- Foreign language contents (see chapter 3.4.4),
- Multidisciplinary competences (see chapter 3.5),
- Practical business experience (see chapter 4.1.4),
- Programme management (see chapter 4.2).

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

Information

Information on the Institution

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

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

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

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

The International School of Business (ISB) is one of the 16 schools, which was established in 2010. ISB offers English-taught undergraduate and postgraduate programmes in an international and professional environment, among them the Bachelor of Business Administration (BBUS) study programme.

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

Statistical data

	K36	K37	K38	K39	K40	K41	K42
Total of incoming students	34	52	89	167	185	207	160
No. of ISB graduated students	25	26	44	0	0	0	0
% of ISB graduated students	73.5%	50.0%	49.4%	0.0%	0.0%	0.0%	0.0%
No. of students transferred to overseas at the campus of foreign strategic cooperation partner	8	26	21	30	14	0	10
% of students transferred	23.5%	50.0%	23.6%	18.0%	7.6%	0.0%	6.3%
No. of students deferred	0	0	10	28	45	20	0
% of students deferred	0.0%	0.0%	11.2%	16.8%	24.3%	9.7%	0.0%
No. of students studying	0	0	14	109	126	187	150
% of students studying	0.0%	0.0%	15.7%	65.3%	68.1%	90.3%	93.8 %
No. of exchange students outbound					27		
% of exchange students outbound					5%		

Appraisal:

The statistical data show that since 2010 the students' intake has increased. Number of students who finish in regular time of four years is 49,4% (K38), students didn't finish in regular time of four years is 15,7% (K 38). The four year graduation rate is unusually low. The drop-out rate differs between 11,2% (K 38) and already 11,2% (K 38, not yet finished). The cohorts K 39, K 40, K 41 and K 42 have been running less than four years; therefore, there are no graduated students as of yet. According to the statistics, there are acceptable dropout rates and they stay for the following cohorts.

Programme Description and Appraisal in Detail

1. Objectives

1.1. Objectives of the study programme (Asterisk-Criterion)

The Bachelor of Business Administration (BBUS) programme aims to provide talented students to build their knowledge and skills needed for a future global citizen. The programme aims to build both technical and behavioral characteristics of a skilled worker, including knowledge, skills, and other abilities relevant to business field by:

- providing general knowledge in economics and business, and specialised knowledge in management, marketing, accounting, finance.
- building up skills such as teamwork, time management, conflict management, presentation skill, writing skill, and leadership skill all of which are critical for graduates to thrive a real business environment.
- building up attitudes necessary for graduates to become social citizens, developing the sense of social responsibility through a number of after-school activities such as language or skill clubs, charity or community activities.

Appraisal:

The Bachelor of Business Administration programme for talented students develop their self-learning skills and explore their potential capability. According to the stated qualification objectives, its graduates will be fit to the standard of multinational companies' recruitment, since the IBS systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework. In all of these educational facets, it can be seen that the Bachelor of Business Administration is a maturing, challenging and potentially far-reaching first-cycle programme.

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

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

According to the UEH, the curriculum design is based on similar programmes from many international institutions in the world. ISB offers students many opportunities to communicate

and experience a cultural diversity and different business styles via a series of exchange programmes for incoming and outgoing students. As the programme is delivered in English only, students can enjoy the benefit of having access to updated business materials in English and thus build their global language skills while undertaking the unit of studies.

Appraisal:

International orientation is the key dimension of the study programme design. It appropriately takes into account the required international aspects (especially for multinational companies based in Vietnam), with respect, too, to its graduates' employability. The potential for further cultural diversity is considerable.

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

1.3. Positioning of the study programme

Higher education in Vietnam has a large market with more than 2 million candidates applying for admission to universities per year while 420 HEIs could accommodate for less than 0.6 million students (statistics by MoET, 2015). The market significantly suffers a lack of highly skilled workers.

The BBUS programme has come into existence as a result of the joint effort of ISB community, business partners, and industry leaders. IBS developed a comprehensive programme in order to meet the actual needs of employers and satisfies requirements of future jobs. It is responsive to the challenges of a global workplace. Statistics and feedback via interviews with employers show how BBUS graduates are capable to work in multinational companies at medium and large-size.

The „Bachelor of International Business“, offered by UEH's School of International Business and Marketing, is not at all taken as a competitive programme, since it is oriented towards a totally different target group, although they share some teaching resources. According to the on-site visit results, International School of Business and School of International Business and Marketing are operating under different frame conditions.

The BBUS programme has been designed as one of the first UEH Bachelor programmes ever to be delivered in English since 2010. Over six years of running of the programme, ISB conferred degrees to hundreds of qualified graduates. According to the UEH, the programme has proved to fit in new trends in global business management requirements and contributed to fulfil the mission of UEH and to implement the philosophy of ISB to provide a special programme for gifted students.

The major competitors on the educational market include

- RMIT Vietnam, which is, a Vietnam campus run by Royal Melbourne Institute of Technology, Australia. RMIT Vietnam started teaching in 2001, and
- International University, which is a member of Vietnam National University Ho Chi Minh City (VNU-HCM), which started teaching in 2003.

All the three universities offer programmes taught in English. RMIT Vietnam is a foreign university, and therefore its programme structure is subject to the RMIT Australia's regulations; while ISB and IU are considered local programmes, and they have to follow Vietnamese MoET regulations.

There are also a dozen of different business programmes taught in English in HCMC, but they are small in size and not as well-known as the three universities mentioned above.

Appraisal:

Being one of the business programmes delivered in English with all its global inclinations BBUS programme has become one of the most outstanding programmes in the market. Especially, the ISB's academic model that inspires and facilitates personal growth and career development make the programme become unique and resilient in the market. The selling points for ISB seem to be:

- High teaching quality (motivated teaching staff with experience in industry and academics; see chapter 4.1)
- Students are highly selective
- UEH reputation (ISB is newly established but UEH is very well known, a lot of UEH alumni are very successful in business)

The ISB has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile and has analysed the job market for graduates as well and has comprehensively incorporated the results in the study programme.

The study programme's qualification goals constitute the core of the ISB's strategy and are sustainably implemented. Incisive and determined selectivity is ensuring a healthy future as a leading programme of high quality.

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

2. Admission

The admission requirements consist of academic requirements and English requirements. Academic requirement means, students have to successfully pass the entrance examination. Since 2015, the results of the high-school graduation examinations have been the basis for admission. The result (often the combination of examination marks of at least 3 subjects) is used as a criterion to qualify students into corresponding undergraduate programmes. The prerequisite is that this result has to be higher than the national standardized level set by the MoET. Moreover, whether a candidate is granted admission to IBS or not depends not only on this result but also on the number of candidates with similar results. If such a situation happens, IBS will select successful candidates by sub-criteria such as the student's high-school graduation examination's GPA and social priority. In any case, the total number of candidates admitted shall not exceed the "quota" registered and approved in advance by MoET.

The academic and English requirements are considered concurrently for the selection:

For academic requirement: The candidates (except for the foreign candidates) have to pass the ISB Entrance examination.

For English requirement: The applicants who meet the requirement are approved. If the applicants take the UEH-ISB English test but do not reach the standard, there are 2 cases:

- If the result is from IELTS 4.0 – 5.0: the applicants take the supplementary English unit conducted by UEH-ISB;
- If the result is lower than IELTS 4.0: the applicants are not approved for BBUS programme.

The ISB-BBUS Placement Test's duration is 2 hours 40 minutes and it is designed for testing listening, reading and writing.

For the candidates who do not hold Vietnamese nationality, their admission application is considered case by case but generally, the consideration is based on the result of their high school (GPA) and English requirement. As far as the English requirement is concerned, there is a difference between the non-English native foreign candidates and the English native foreign candidates. Specifically, for the former, the English requirements are similar to those for the Vietnamese candidates while the latter are exempted from language tests.

Regarding ISB, all information relating to the admission criteria is published on the ISB website. In addition, a professional admission team is also available between 8 am and 5pm from Monday to Friday for counselling and giving instructions for any student interested in following the study programme of the school. The consultation is carried out through a range of channels such as telephone, email, or direct conversation at the office. The information consultancy surrounds the unit structures, tuition fee, admission procedure, and all pieces of information are presented in the updated brochure. ISB also has a professional admission team responsible for counselling and giving instructions to students interested in the school. For any special cases, there will be immediate cooperation between the admission team and academic department to offer the most appropriate advice for the students.

Candidates are qualified on basic criteria as the minimum score of the entrance national examination required by MoET every year, which allows admission of candidates with higher university's entrance examination scores and rejection of candidates with less competitive results. Roughly a month after application deadline, the university announces its admission score as a benchmark, meaning that candidates who have their admission entrance score higher than the benchmark are accepted. An applicant list along with their admission possibility is updated hourly and disclosed through the university's website. Admission results from 2009 showed that the annual admission scores fluctuated, but were always higher than 19 points,

which was a considered good performance, and at least 6 points higher than the average-floor state score. ISB has experienced an increase in admission score to 23.25 points in 2015.

After the Admission Committee approves the final result of the admission, the Department of Training Management and Student Affairs announces a list of accepted students who have been admitted to specific majors via the UEH official website. The selection process to major units is clearly promulgated in Regulation on Full-time Students' affair in Credit system. This process is announced on the UEH's website and printed in the Student Handbooks which are distributed to all first year students. Besides, UEH always held an introduction day to present each academic major to students, and re-announces the selection process to ensure that each student fully understands.

Regarding the transparency of the admission procedure about whether candidates can satisfy the academic requirement, it is mainly based on the UEH Policy of entrance admission of the first year students. The procedure is regularly reviewed based on respective MoET regulations. Admission procedure is published on the ISB website.

Entry score and acceptance number of ISB

Batch – Year	UEH Acceptances	Actual acceptance number (1 st Choice)	Entry score (based on the entry score byUEH)
K36 – 2010	4,000	32	19.00
K37 – 2011	4,000	46	19.00
K38 – 2012	4,000	88	19.00
K39 – 2013	4,000	163	20.00
K40 – 2014	4,000	178	21.00
K41 - 2015	4,400	216	23.25

Source: ISB Admission Office

The table shows the number of ISB students accepted from 2010 to 2015. After first five recruiting years and a large number of candidates to UEH in 2016, ISB recruited a little bit more that year with 216 students but it is still within the capacity of the institution. Applicants get detailed written information about their results.

Appraisal:

Starting 2015, the high-school graduation examination and university entrance examination have been merged into a single national examination, which resulted in a higher entry score not only for UEH but also for entry into major universities in Vietnam. Nevertheless, 23.25 points are considered very competitive. The increase in admission score to 23.25 points in 2015 is remarkable. It indicates and implies the increasing quality of the student entrance intake over time. It is also remarkable that students' intake at IBS increased as well from 32 to 216 in the same period of time. The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme to attract highly qualified students.

The ISB ensures a constant availability for prospective students and reacts quickly and helpfully to incoming enquiries. The counselling options are based on the target group's needs.

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

The admission requirements ensure that students are able to complete the study programme successfully (units, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure. High selectivity requires sensitivity along with the programme's keenness to attract the very best students.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The BBUS programme is an advanced curriculum approved by MoET. The contents and intended learning outcomes of the programme lay stress on business administration subjects:

- Providing general knowledge in economics and business, and specialised knowledge in management, marketing, accounting, finance. With regard to the general knowledge, the programme provides foundation subjects in business and quantitative techniques, such as principles of economics, business communication, maths for business. Each branch of major knowledge consists two core principle subjects and some electives relating to the specific field.
- Building up skills - such as teamwork, time management, conflict management, presentation skills, writing skills, and leadership skills all of which are critical for graduates to thrive a real business environment.

Recently, ISB has implemented an extracurricular offer: a Leadership Programme based on a previous programme in building skills through seminars (including internship). This extra curriculum is divided into four main ongoing seminar sessions through the four years' training programme of the BBUS:

Leadership programme level 1 (first year):

Finding your direction

- Getting accustomed to the university
- Having positive attitudes
- Defining your career goals

Leadership programme level 2 (second year):

Discover your potential

- Communication skills
- Time management
- Adaptability
- Group effectiveness
- Influence

Leadership programme level 3 (third year):

Showing your talents

- Sharpening knowledge in your specialisation
- Challenging yourself in academic competitions
- Contribute to ISB development

Leadership programme level 4 (fourth year):

Internship

- Gaining professional skills for job application
- Acquiring an internship
- Completing your degree

This extra curriculum shall facilitate building up right and strong attitudes for graduates to become social citizens. 4 CPs are allocated to the seminars.

Curriculum overview

N o.	Unit Code	Unit name	Credit s
Year 1 & 2			
1	FOU106	Academic English	4
2	ECO101	Principles of Economics	4
3	FOU107	Information Systems	4
4	FOU105	Business Communications	4
5	MAT101	Mathematics for Business	4
6	MAT102	Statistics for Business	4
7	MAN101	Principles of Management	4
8	MAR101	Principles of Marketing	4
9	FOU411	The Principles of Marxism & Leninism (P1)	2
	FOU421	The Principles of Marxism & Leninism (P2)	3
10	FOU406	Military Education	*
11	ACC201	Principles of Accounting	4
12	ECO201	Managerial Economics	4
13	ECO202	Applied Econometrics	4
14	MAN201	Organisational Behaviour	4
15	MAR201	Consumer Behaviour	4
16	BUS301	Business Law	4
17	FIN201	Corporate Finance	4
18	ACC202	Managerial Accounting	4
19	FOU402	Ho Chi Minh Ideology	2
20	FOU414	Physical (Health) Education I	2
	FOU424	Physical (Health) Education II	2
	FOU434	Physical (Health) Education III	2

Year 3

Compulsory units (for 3 majors)

1	MAR202	Marketing Research	4
2	MAN301	Human Resource Management	4
3	RES301	Surveys and Multivariate Analysis	4

4	BUS302	International Business	4
5	FOU403	The Revolutionary Lines of Communist Party of Vietnam	3
<i>Major General Business (select 4 units including at least 1 unit of major Finance-Accounting and 1 unit of major Management and Marketing)</i>			
1	ACC301	Financial Accounting	4
2	ACC302	Auditing	4
3	FIN302	Financial Risk Management	4
4	FIN305	International Financial Management	4
5	MAR301	Marketing Planning Projects	4
6	MAR302	Services Marketing	4
7	MAN302	Strategic Management	4
8	MAN303	Management of Change	4
<i>Major Finance – Accounting</i>			
1	ACC301	Financial Accounting	4
2	ACC302	Auditing	4
3	FIN305	International Financial Management	4
4	FIN302	Financial Risk Management	4
<i>Major Management and Marketing</i>			
1	MAN303	Management of Change	4
2	MAR302	Services Marketing	4
3	MAR301	Marketing Planning Projects	4
4	MAN302	Strategic Management	4
<i>Year 4</i>			
1	FOU405	Seminars	4
2	RES401	Final Business Projects	10

4 means „Elective“

According to the unit descriptions and as agreed by teachers and students during the on-site visit, theory and practice are interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile. Specially, for some units, ISB invites industry partners to discuss living case studies while organising seminars series delivered by industry partners throughout the unit. Thus, students can learn to apply knowledge into practice through solving real problems of real organisations. Acquired theoretical and practical knowledge is strengthened and deepened at practical and seminar classes.

The study programme puts an emphasis on preparing the students for an occupation requiring interdisciplinary knowledge.

Ethical aspects play a critical role at ISB. The identification and reflection of ethical aspects are clearly stated in the unit description of each subject and strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

Students are provided with the knowledge relating to research methods through the compulsory major Marketing Research where they learn how to design and conduct a qualitative and quantitative research basing on Marketing aspect. They are also provided skills for analysing quantitative data with Applied Econometrics, Surveys and Multivariate Analysis. The examination normally consists of both multiple-choice questions and essay-based questions. While multiple-choice questions are used to evaluate students' understanding of theories, essay-based questions tend to assess students' ability in analysing and using theories into practice. In addition, there are group assignments and presentations as well. The detailed examination regulation is clearly stated in the description of each unit. A final thesis aims at enabling students to develop research and writing skills in a major piece of work and allowing students to explore a chosen issue in depth. It is expected to include a substantial amount of original theoretical, analytic or empirical work.

Appraisal:

Upon successful completion of the BBUS programme students will have acquired the knowledge, competence and skills to meet the increasing demands of employers in today's highly competitive international business environment. The remarkable accompanying leadership programme will help students to work out their career path, discover their potentials, show their talents, and utilize their internship respectively from the first to the last year of their Bachelor programme.

The BBUS programme focuses on developing the students' right attitudes and the sense of social responsibility through a number of after-school activities such as language or skill clubs, charity or community activities. The curriculum adequately reflects the qualification objectives of the study programme. The contents of the units are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to acquire additional competences and skills.

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

Theoretical questions are explained by means of practical examples. There is evidence that the programme qualifies for interdisciplinary thinking. Ethical implications are appropriately communicated. Students acquire methodological competences and are enabled to do scientific work on the required level.

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

The final theses are evaluated based on previously published criteria and procedures. The concrete test items are particularly suitable for ascertaining the defined learning outcomes. They also examine students' ability to reflect scientific problems and to apply scientific methods. Students are given feedback, which, if necessary, is linked to advice on the learning process. The final thesis aims at enabling students to develop research and writing skills in a major piece of work and allowing students to explore a chosen issue in depth. It is expected to include a substantial amount of original theoretical, analytic or empirical work.

The students, especially in their thesis, prove their ability to undertake scientific work and the achievement of the study programme's qualification objectives. Academic content continues to reflect a high-level and high quality programme.

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

3.2. Structure

According to national regulations, UEH and its schools must not apply ECTS according to the ECTS Users' guide, but equivalent national workload measurement and calculations. Following these national regulations, the academic load of each curriculum must not be less than 120 credits, applicable to 4-year university programmes.

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

Units are divided into compulsory units and elective units:

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

Credits are used for calculating the academic load of students. According to the national regulation a credit shall be equivalent to 15 theory periods; 30 - 45 periods of practice, experiment or discussion; 45 - 90 hours of internship; 45 - 60 hours of thesis, unitwork or graduate thesis. Regarding theory units or practical units, students shall spend at least 30 self-preparation hours to acquire a credit.

The minimum CPs is regulated by the regulation regarding the Vietnam Qualifications Framework. The analysis of student workload takes place on a regular basis within the framework of the national regulation, which allows and requires a certain flexibility according to the experience (e.g. stakeholders' feedback) or need (e.g. curriculum review twice a year).

In order to ensure the international standards of the programmes as well as to prepare for students mobility, UEH has already planned to introduce a relative grade. UEH has just reviewed the period (2014-2017) for implementing a respective pilot autonomous mechanism. Thus, there will be a relative final grade for the next graduates to be included in the diploma supplement.

Projected study time	4 years
Number of Vietnamese Credit Points (CP)	126
Workload per Vietnamese CP	45 (15 working hours in class, 30 hours for self-study)
Number of modules → unit (1 unit is generally equivalent to 1 module)	31 (16 foundation/core + 5 Vietnamese units + 8 Major units + 1 Seminar + 1 Final thesis)
Time required for processing the final thesis and awarded CP	3 months; 10 CP
Number of contact hours	1.740 (15 hrs/CP x 116 CP). This amount does not include the 10 CP thesis because during the thesis the students do not take units in classroom, even though they regularly visit their advisors.

The programme lasts for 4 years with four main parts: foundation, major core, major elective, and supplement subjects. The extra curriculum for skill development is also implementing along with the main curriculum via seminar and internship activities. In detail, the BBUS programme consists of 31 units, including 8 core foundation units, 8 core major units, 8 elective major units, 5 units in Vietnamese, a series of seminars, internship, and the final business project. The total number of credit points is 126 (each credit includes 45 learning hours); including the 16 credit points of Vietnamese subjects. There are 110 credit points for compulsory subjects and 16 elective credit points chosen from the whole list of electives (Students only need to study 4 units (16 credit points) out of 16 electives for the major General Business or Finance-Accounting or Marketing-Management).

To complete this unit successfully, students must: (1) achieve a minimum of 50 marks out of max. 100 marks; (2) complete all assessment items; and (3) attend 80 per cent of class time. Generally, with the purpose to evaluate students and help them to achieve learning outcomes, ISB designs both group and individual assessments for each unit.

Examinations are organised in mid-term or final time of a unit. All information of examination including student list, exam time and venue is informed to students via school website, student emails and class representatives before the exam date. In the module descriptions, there are detailed advices and a clear timetable for students, which enables them to keep the track. Thus, the study programme can be completed within the projected study time, as confirmed by graduates during the on-site visit. According to the national requirements, the unit descriptions include also all necessary and detailed examination regulations.

When the incoming students apply to UEH in the 2nd year or the 3rd year, they need to meet the requirements from the UEH regarding its policy and the respective curriculum. It is the UEH, which has to demonstrate that they don't meet the respective requirements.

ISB ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances are particularly assisted. ISB accepts students regardless of race, gender, class, religion, sexual orientation, disability, or other aspect, as long as they are qualified to take their place on the programme. Students have special access to the buildings.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of units and assigns Credit-Points (CP) per unit based on students' workload.

Based on information regarding the national regulation, the workload of the study programme has been checked by the panel members. Thus, the workload of the study programme is approved. And feasibility is agreed by the students as confirmed during the on-site visit. The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examination, by appropriate support services as well as academic and general student counselling.

Practical components (e.g. internships) are designed and integrated in such a way that CP can be acquired. The unit descriptions provide detailed descriptions of intended learning outcomes and the information.

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

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

The ISB ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examination. Students in special circumstances are particularly assisted by university staff members. The programme continues to bolster and support its existing structures.

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

3.3 Didactical concept

The didactical concept of the study programme favors the application of different teaching and learning methods. Class size maximum is 35 participants.

Depending on the units, the unit materials are textbooks, e-books, e-library, case studies, exercises, business games, practical projects and recommended readings, which are regularly updated to reflect contemporary issues in the business world.

They are up-to-date and digitally accessible for the students. Specifically, the unit materials are uploaded onto the E-learning system at <http://elearning.isb.edu.vn/> for students' access within one week before the class starts and will be updated by the lecturer during the unit. Guest lecturers, who come from the industries and help students to enhance employment opportunities thanks to their profound and practical insights, are regularly invited; their contribution forms an integral part of the study programme's didactical concept. They come from different industries, and that enhances employment opportunities for students thanks to their profound and practical insights. The practice is to invite the executives, the specialists from Research Institutions and Business Entities to the seminars to share practical experience with students. The purpose of these activities is to early orientate students, create and stimulate learning motivation for students, equip them with useful practical skills and develop a proper attitude towards their future career.

Tutorials following the lecture in each session provide students the opportunity to apply and share knowledge by doing a variety of in-class activities individually or in groups such as exercises, discussion, and presentation.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process, as confirmed by both, students and lecturers, during the on-site visit. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each unit, for instance by regularly using case studies and/or practical projects.

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

Guest lecturers are invited and contribute to the students' qualification process with their special experience, in particular from professional practice.

Lecturing tutors support the students in the learning process and help them develop competences and skills. Every effort should be made to extend, develop and support students of outstanding ability.

		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*	Unit materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		

3.4 Internationality

Some units from the programme specifically designed for overseas students and BBA students offer students an opportunity to interact with students from different cultural backgrounds, and to share their business experience of business styles different from their own.

The curriculum is designed with several subjects that focus on the international environment for economics and business, such as International Business, International Finance. In addition, the international integration into the curriculum is also showing through the updated materials with the world trend in business.

A significant proportion of the students comes from various language areas and cultural backgrounds. According to UEH, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. In addition, short and long-term student exchange programmes give students (local and foreign students) an opportunity to experience in foreign countries. Students can choose to study from 1 semester/ 1 quarter to 1 year at the Host University and mutually.

The faculty, including Vietnamese lecturers who have studied and worked overseas for years, and experienced professors from internationally well-known universities, contributes to enhance teaching quality, provides students with a range of practical experiences and prepares them for the future success.

English is used throughout the units, which fosters the students' competence in English communication and academic English, thus contributing to their success in the current globally integrated economy.

Appraisal:

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

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

Lectures and unit materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile. Further international partnerships should also be considered.

		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)

Students' competences and skills have been built through annual seminars, class activities, and social works during the programme. In every unit, the students are required to have a presentation and teamwork assignment in class so that they can practice and improve their communication and public speaking skills. In addition, there is a public speaking club called 'Toastmasters' in the university and students are encouraged to participate in that club.

The students are also encouraged to participate in organising activities and running club activities in order to develop collaboration skills, organising skill, and leadership skills.

There is a compulsory seminar for students to develop their soft skills. The objective is to help students:

- Learn how to study effectively and apply principles in work.
- Understand about oneself, create the best version of "one" based on one's values, strengths, ability, passion and purpose.
- Develop a life plan in conformity with their own character, career choice, life style, health, finance, relationship, and work-life balance.
- Explore their interest and career options and create action plans to make it happen.
- Find a job, know how to undertake a job search, organise personal data and draft a professional resume, and get prepared for job interview.

- Acquire skills and develop the mindset of success in the first 100 days on the job.
- Learn and apply the five fundamental employability skills (leadership, organising, communication, problem solving and teamwork) and apply them in projects.

Appraisal:

The activities of ISB to build generic and soft skills and competences are really impressive and exceed quality requirements. Communication skills and public-speaking skills as well as cooperation and conflict handling skills are key elements of the study programme's profile. There is exemplary achievement here.

		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)

The programme enhances students' employability skills by offering them units conducted by guest lecturers, employability skill seminars and the Leadership Programme, as well as an internship. There are one to two seminars/workshops every month for the discussion of specific topics. Those seminars are conducted by guest lecturers, who come from foreign partner universities. Moreover, employability-skill seminars aim to equip students with job interviewing skills and job application skills. Finally, the students are required to apply for an internship at a company and write business project at the end of internship period.

Appraisal:

ISB is, indeed, committed to provide skills for employment of its graduates. In the promotion of employability –through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – there runs as a common thread of the study programme through all its units. While the programme is utilitarian in this sense, employability is complemented with sound educational principles and objectives.

		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

Applicants for lecturers of BBUS Programme are firstly selected based on their qualification, ability and attitude towards education. The Scheme on Bachelor of Business Administration Curriculum, approved by the MoET, stipulates that applicants for lecturers of BBUS Programme have to meet the following requirements:

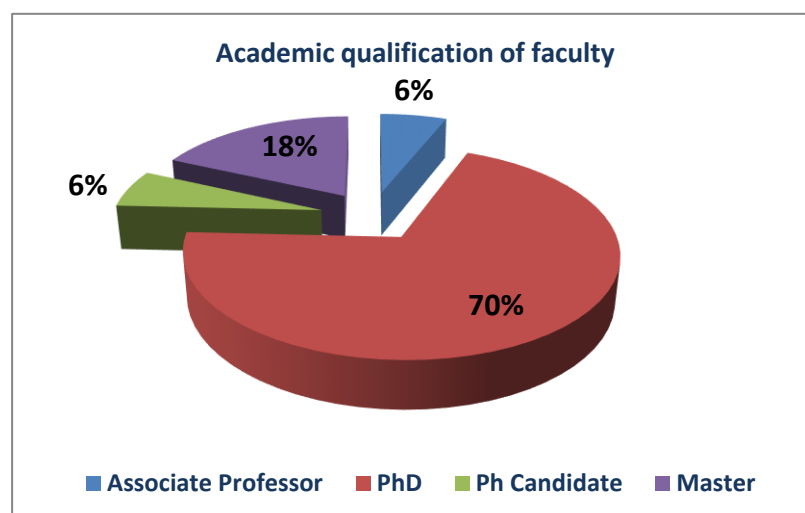
- holding at least a Master degree;
- experiencing at least two years of lecturing;
- having good command in English;
- be trained on pedagogy profession, and
- having a positive attitude towards education and research.

Besides the criteria, ISB also highly appreciates applicants who have experience in business environments, research and publication. Applicants are then interviewed by the Academic Department and required by the Academic Committee to deliver a trial lecture relating to their units. The trial lecture will be evaluated on teaching style, teaching skill, effective teaching methodology. The Academic Committee will give assessment on the trial lecture. The Dean will then make a decision on selecting the lecturers based on proposals from the Academic Committee and the Academic Department.

In addition, the Academic Committee also reviews the unit descriptions written by instructors to ensure the relevant content, reasonable structure, teaching activities towards effective teaching methodology and assessment model towards learning outcomes.

ISB has 33 teaching staff who hold respective qualification in Economics, Management, Business Administration, Accounting and Finance which are consistent to the structure of BBUS programme. They are undertaking lecturing the BBUS programme which receives an average of 120,5 students each year. According to IBS, the trend has been increasing through years so IBS estimates the average will be 150.

With 33 teaching staff of ISB, the ratio lecturer / student will be 1:5. This number highly satisfies the required ratio 25:1 promulgated by the MoET date 16/12/2015 about the maximum ratio between students and lecturers in universities for the respective curricula of Business and Management.



The teaching staff are assigned in five departments and administrated by the head of each department. All Heads of Departments are doctorate graduates from international educational institutes, who have many experience years in both of teaching higher education and research in relating majors. Heads of Departments help the Dean in managing unit materials and unit instructors to ensure the alignment among units towards the BBUS curriculum and achieve the quality of BBUS programme as described.

ISB faculty also concentrates on undertaking research in economics. Most of lecturers have a portfolio of publications on Vietnamese and international journals. The research experience is shared with students.

As stated by UEH, they all satisfy accreditation requirement of lecturing observed by inspectors of the University, the Education and Training Department Ho Chi Minh City and the Ministry of Education and Training, Vietnam.

ISB always encourages and supports staff to join training units to update and apply effective learning and teaching methods.

As a business school, ISB requires most of its business teaching staff to have experience in business. The only exceptions are possibly researchers, who have a different type of experience and knowledge acquisition history. Nearly 70% of ISB teaching staff have business experience. The others have experience in education and research.

There is cooperation of teaching and non-teaching staff when organising events at ISB, through regular meetings of staff members, department and inter-department meetings, project week excursions.

ISB students can find and consult with all staff easily accessible during office hours on the days they are working. The ISB Online and the email system also allows students to contact the staff members to consult upon/resolve their issues.

One of ISB culture is the “Open Exchange of Idea”. ISB expects to offer students a positive learning and teaching environment. All ISB staff aim to provide high service quality in an advanced educational environment. Therefore, ISB encourages students to express their view and contact ISB staff for resolving their problems comfortably. Besides, ISB has built up a self-learning corner, one lecturer room and an office area for student service department.

Students can directly discuss with lecturer about their problems relating to the unit in class or make an appointment with the lecturer at lecturer room in office hours. Students can also contact lecturers via email or telephone which is delivered in the Learning Outcome and Unit Guide to students before the beginning of each unit.

For administrative information, students can consult the Student Service Department and Program Coordinator at the office area during office hours.

Appraisal:

All ISB teaching staff meet the requirement for teaching undergraduate programme. Teaching staff is one of ISB strength in comparison to other BA programmes in Vietnam, as explained during the on-site visit. Most of ISB teaching staffs have international PhD degree, accounting for up to 70%.

The faculty includes highly qualified Vietnamese lecturers who have extensive experience in studying and working overseas, together with international professors. The teaching faculty includes international visiting lecturers from countries with advanced educational system and

local lecturers, as evidenced in their CVs, graduating from educational institutions of developed countries. In terms of quantity, ISB has sufficient teaching staff for the BBUS programme according to the requirement of the MoET on the ratio between students and lecturers for a BBUS programme. In terms of structure, ISB teaching staff are managed vertically through the heads of department.

Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The ISB verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

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

The faculty members have above-average business experience and use them in their teaching activities. They cooperate with each other for the purpose of tuning the units towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. They are really a team working together.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. High academic, input, professional experience and coordinated student support characterise the programme.

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

4.2 Programme management

Currently, the ISB BBUS programme is managed by the Academic Department. The programme management has been divided into two areas, teaching and administration. These areas are managed by the Business Administration Programme Coordinators, who report directly to the Academic Manager. The Academic Department is in charge of developing and monitoring the programme and content, and reporting directly to the Dean and Managing Director. The Academic Department meets at the end of every quarter during the Examination Week to review feedback and development of the current programmes and to discuss the development of new programmes.

The educational administrative support for staff and students is provided by two departments, the Academic Department and the Student Service. The Academic Department is responsible for the facilitation of the programmes and provides both students and staff with the information and resources they require such as programme schedule, learning outcome, unit guide and textbook. The Student Service is responsible for consulting students in study and extra-curricular activities, informing students on enrolment, timetabling, examination schedules.

ISB built up and trained a professional administrative staff who have experience in educational management. The structure of administrative staff, explained during the on-site visit, shows that ISB administrative staff are departmentalised in specialised functions which helps to raise service quality.

Appraisal:

ISB is highly committed to build up a professional learning and teaching environment. To achieve this purpose, ISB recognised the important role of administrative staff in supporting students and faculty to adapt to ISB environment promptly.

The Programme Coordinators in cooperation with the Academic Manager successfully take initiatives to promote the systematic development of the study programme in a manner which includes all relevant groups, as evidenced during the on-site visit.

The administrative staff acts as a service provider for students and faculty. Every effort is made to ensure the full support of staff in teaching, research and administration.

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

4.3 Cooperation and partnerships

The ISB is currently a partner of many universities in Asia, Australia, New Zealand, Canada, the US, and Europe. Cooperation agreements focus on exchange, e.g. of faculty and staff, undergraduates and graduates, scientific materials, publications, cultural activities, research activities.

ISB also cooperates with some multinational companies to organise internships for students. As already mentioned, especially, for some units, ISB invites industry partners to discuss living case studies while organising seminars series delivered by industry partners throughout the unit.

Appraisal:

ISB is really committed to active cooperations and partnerships with HEIs as well as with companies. The scope and nature of cooperation with HEI and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

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

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

4.4 Facilities and equipment

In order to offer students a good range of innovative learning methods, ISB continually equips itself with modern facilities – for instance, the online learning system (E-learning), the electronic library equipped with extensive resources, and the creative learning spaces for students. Facilities and equipment play an important role in creating the internal environment towards effective learning and teaching. All computers are new and run completely up-to-date proprietary and non-proprietary software. All teaching rooms and a theatre room have computers and network connections as well as projectors. All rooms have a flip-over and a whiteboard. The rooms and spaces have wireless and fixed network internet access. The theatre room is one of ISB features designed suitably for learning activities such as seminars and orientation. The University also installed an elevator in the campus to support students with disability (wheelchair accommodation).

There are two types of literature that students can access:

- Offline literature: this kind of material includes learning materials that lecturers bring at classes, textbooks that students may decide to buy or borrow at libraries. The University has two general libraries (ca. 144.530 books) along with special libraries for each school placed at school's office. The International School of Business has also its own library with textbooks.
- Online literature: the university offers a wide-range of materials with basic and advanced knowledge. The university also has e-learning system that students may find materials for the units. The library also has online materials (e.g. electronic media, databases) that students can access remotely using their granted account (<http://lib.ueh.edu.vn/>).

Many units offer e-learning capability, and especially the units that are used for corporate and business training can support these with online material. In addition, students are served with a wide and diverse range of reference sources. They can access to e-Library and the UEH Library for further research. The UEH Library is open 10 hours daily from Monday to Friday, and a little bit shorter on Saturday. When asked during the on-site visit, the students consider the opening hours as sufficiently for their needs.

Appraisal:

The panel members appreciate that facilities and equipment play an important role in creating the internal environment towards effective learning and teaching. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them mostly barrier-free access. Access to the

internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

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

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

4.5 Additional services

The Centre for Student Assistance is to assist all UEH business students to not only find employment but to become career ready. This career office offer a range of services, including the following: coordination of visits of employers to campus; aptitude and vocational testing; personal counselling; help in resume writing, interviewing, launching the job search; listings for those students desiring employment; establishment of a permanent reference folder; career resource materials. There are some workshops organized by partnership companies to introduce their internship programmes. Besides that, some recruiting information is also posted on the university website.

All students when they graduate from the programme will receive a yearbook which includes all contacts of students studying in the same cohort. That yearbook helps the alumni to keep in touch with each other. Moreover, the information of alumni has been collected so that UEH can update alumni's situation such as career, company and future plan. Every year, alumni are invited back to UEH to share and consult current students about choosing specialisation and career. The communication with alumni is through email, phone, and facebook. The alumni association network has more the 12.000 members and is run by UEH alumni.

Appraisal:

ISB takes carefully care about its students and offers additional services like career counselling and placement services, which are offered to the students and graduates to promote their employability. The ISB provides sufficient resources.

An alumni organisation has been set up. The experience of alumni is used to help shape the future of the programme.

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

4.6 Financing of the study programme (Asterisk Criterion)

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

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

5. Quality assurance and documentation

Quality assurance at ISB is mainly conducted for educational programme development and the Academic Department currently is in charge of implementing and controlling the whole process of evaluation. There are two components in ISB quality assurance comprising feedback from students regarding the unit structures, teaching activities and feedback from lecturers regarding the classes' studying, the school's facilities as well as the marking process for assessments. In addition, all unit descriptions are approved on a regular basis by the ISB Academic Committee.

Students are required to do the evaluation twice in a unit. The reason why there are two times for evaluation in these cases is to identify any problem (e.g. workload) and come up with improvement timely, then the result of the improvement's effectiveness will be assessed based on the last evaluation. However, sometimes for the units which were held many times before and had no problems, the evaluation is only held once at the end of the unit.

After all students in a class submit their form, the training department's staff will synthesise the results by the tool of the site's system and send them to relevant lecturers.

As for the lecturer's feedback collection, when the unit finishes and the lecturer submits all grades for all assessments, the ISB Programme Coordinator will send a Quality Assurance report under word file to the lecturer via email. This report must be fully filled in and sent back to the Programme Coordinator within a week.

The outcomes from the meeting will be announced to the related-responsible departments for the next units' improvement. For example, if there are some irrelevant points from students' feedback, the decision towards improving is announced to Programme coordinator and he/she is responsible for discussing with Academic Committee and changes to the more suitable content of the learning guide.

In the next future, it will also comprise the evaluation for the staff's performance and it will be multi-evaluation from the management, lecturers and students and other departments if it is related. Specifically, the students and lecturers can be involved in giving feedbacks about Student Service Department and Academic Department by adding a new section of ISB staff in the evaluation forms filled out by students and lecturers, because these are departments working directly with them.

ISB started to collect evaluations from alumni, employers and third parties from quarter 4/2016 by conducting some focus groups with those stakeholders. The documents for that process include focus group guidelines and preliminary reports, as evidenced during the on-site visit. The official document for the programme description are the legal documents of the MBUS programme, publicly available at the website. All information on activities during the academic year is designed and published on the ISB-MBUS Brochure in the first week of every academic year.

Appraisal:

A quality-assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload (see chapter 3.2.3), success rate, and graduate employment as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

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

The evaluations, by students and faculty, which are considered as “internal assessment”, contribute to the quality assurance and continuous improvement activities.

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance			X		
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			X		
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: University of Economics Ho Chi Minh City, International School of Business

Bachelor programme: Bachelor of Business Administration (BBUS)

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X			
3.3.2*	Unit materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors			X		
3.4	Internationality			X		
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			

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		X			
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

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