Decision of the FIBAA Accreditation and Certification Committee

20th Meeting on November 26, 2025

PROGRAMME ACCREDITATION

Project Number:	24/070 Cl. 1
Higher Education Institution:	University of Economics
Location:	Ho Chi Minh City, Vietnam
Study programme:	1. Bachelor of Agribusiness (Bachelor of Arts)
	2. Bachelor of Human Resource Management (Bachelor of Arts)
	3. Bachelor of Public Management (Bachelor of Arts)
	4. Bachelor of Electronic Commerce (Bachelor of Arts)
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 are accredited.

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

University of Economics Ho Chi Minh City, Vietnam

Bachelor programmes:

5. Bachelor of Agribusiness
6. Bachelor of Human Resource Management
7. Bachelor of Public Management
8. Bachelor of Electronic Commerce

Qualification awarded on completion:

1. Bachelor of Arts in Agribusiness
2. Bachelor of Arts in Human Resource Management
3. Bachelor of Arts in Public Management
4. Bachelor of Arts in Electronic Commerce

General information on the study programmes

Brief description of the study programmes:

Bachelor of Agribusiness (BABP)

The BABP aims to provide students with in-depth knowledge of global agribusiness management standards. Graduates will be equipped with the skills necessary for management roles at various levels in agricultural enterprises, food processing companies, and multinational corporations operating in Vietnam's agricultural sector. Additionally, they will have opportunities to pursue careers in logistics, supply chain management, and international business. Students shall develop proficiency in information technology tools, communication, teamwork, and research, enabling them to work effectively in rapidly evolving agricultural and business environments. Additionally, they shall cultivate creativity and problem-solving skills essential for addressing challenges in modern agribusiness.

Bachelor of Human Resource Management (BHRMP)

The BHRMP intends to provide learners with deep insights into human resource management, enabling them to cultivate skills for professional development. Students will be equipped with knowledge to become HR professionals, including comprehensive advanced concepts in human resource management. The major's topics include, among others, Labor Economics and Human Resource Management, Organisational, Regional, and National Human Resource Development and Green Human Resource Management. Additionally, learners shall gain practical knowledge through networking sessions and dialogues with businesses and leading HR experts, field trips and internships at organisations and businesses. The knowledge and skills gained through this programme shall prepare graduates for careers in government agencies, domestic and international organisations and businesses, and human resource research institutes.

Bachelor of Public Management (BPMP)

The BPMP is designed to equip students with a comprehensive understanding of economics, society, law, and public management. This knowledge will enable students to effectively analyse policy, participate in policy planning and implementation, make strategic and management decisions, and contribute to the development of social solutions that are both effective, sustainable, and equitable.

Bachelor of Electronic Commerce (BECP)

The BECP aims to equip learners with in-depth knowledge of information systems, data management, and business processes, aligned with global standards. After graduation, students can assume various roles related to information systems management at different levels of responsibility within businesses and organisations operating in Vietnam. Students shall also gain extensive knowledge of information technology and its application in various sectors, enabling them to pursue careers at technology companies, consulting firms, and organisations across diverse industries.

Type of study programmes:
Bachelor programmes

Projected study time, national credits (ECTS credits):
1. BABP: 3.5 years, 120 VN credit points (216 ECTS credits)

2. BHRMP: 3.5 years, 123 VN credit points (221.4 ECTS credits)
3. BPMP: 3.5 years, 125 VN credit points (225 ECTS credits)
4. BECP: 3.5 years, 123 VN credit points (221.4 ECTS credits)

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:
1. BABP: 50 students, 01 class per year, ~50 students per class
2. BHRMP: 100 - 150 students, 02-03 classes per year, ~50 students per class
3. BPMP: 70 students, 02 classes per year, ~35 students per class
4. BECP: 100 - 150 students, 02-03 classes per year, ~50 students per class

Programme cycle starts in:
September

Initial start of the programme:
1. BABP: 2021
2. BHRMP: 1977
3. BPMP: 2018
4. BECP: 2016

Type of accreditation:
initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Agribusiness, Bachelor of Human Resource Management, Bachelor of Public Management, and Bachelor of Electronic Commerce was made between FIBAA and University of Economics Ho Chi Minh City (UEH) on September 5, 2024. On March 13, 2025, UEH submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Oleksii Oleksiuk
Kyiv National Economic University, Ukraine
Head of Commerce and Logistics Department

Constantin Elias Konradi
Alanus University
Educational research at Alanus University and Law at the FernUniversität Hagen
(Student representative)

Prof. Dr. Rainer Kühl
University of Giessen, Germany
Institute of Agricultural and Food Economics

Assoc. Prof. Dr. Cuong Nguyen
Industrial University of Ho Chi Minh City, Vietnam
Dean of Faculty of Commerce and Tourism
(Country Expert)

Assoc. Prof. Dr. Rūta Petrauskienė
Kaunas University of Technology, Lithuania
Investigator of Research Group Public Governance

Prof. Dr. Heike Schinnenburg
University of Applied Sciences Osnabrück, Germany
Professor for Business Management and Human Resource Management

Silke Waidacher, MBA
Wiweko e.U, Austria
Independent Management Consultant
(Professional Practice)

FIBAA project manager:
Lisa Lubomierski

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[1] The panel is presented in alphabetical order.

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 July 29-31, 2025, via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of UEH.

The resulting assessment report was delivered to UEH for comments on October 28, 2025. UEH submitted its statement on the report on November 3, 2025. This feedback has been taken into account in the present document.

Summary

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

The quality requirement that has not been fulfilled for all study programmes – Internationality of the student body (chapter 3.4) – is not an asterisk criterion and therefore does not lead to a condition. The measures UEH University takes to solve the identified problem are to be considered during the re-accreditation.

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

- Ensuring that the internship reports meet a high academic standard. These reports should provide opportunities for project-based work and data analysis, and the inclusion of relevant literature should be strongly encouraged (see chapter 3.1).
- Enabling students to apply the competencies acquired the Design Thinking course in subsequent study courses (see chapter 3.3).
- Organising training on the Design Thinking methodology for lecturers as well, to ensure the quality of application in subsequent study courses (see chapter 3.3).
- Developing a clear strategy to improve student mobility (see chapter 3.4).
- Developing a strategic plan to systematically increase the number of full professors in the four programmes. The panel acknowledges that this is a long-term process, requiring careful planning and effort (see chapter 4.1).
- Standardising the communication of the course evaluation results to students (see chapter 5).

Additionally, for the **Bachelor of Human Resource Management** the panel recommends:

- Expanding the proportion of English language courses and required English language materials. While the current proportion of English materials and contents is adequate for the labour market in Vietnam, enhanced English proficiency is needed for employment in inter- and multinational companies (see chapter 3.4).
- Establishing a mentoring programme for early-career scholars to facilitate the transfer of knowledge and expertise in academic publishing (see chapter 4.1).

For the **Bachelor of Public Management,** the panel recommends:

- Making the course Ethics in the Public Sector compulsory as it is very important topic within Public Management (see chapter 3.1).
- Updating the materials used within courses as the experts found that in some cases, outdated literature is used (see chapter 3.3).
- Encouraging students to choose the public sector for their internship. Currently, students of the Bachelor of Public Management are allowed to do their internship in non-governmental institutions as well (see chapter 3.6).

- Expanding the network of cooperation further (see chapter 4.3).

The panel recommends for the **Bachelor of Electronic Commerce** to:
- Develop modules that are more explicitly aligned with specific professional roles and responsibilities. Such modules could serve as building blocks which provide students with a comprehensive preparation for the labour market (see chapter 3.2).
- Update the materials used within courses as the experts found that in some cases, outdated literature is used (see chapter 3.3).
- Operationalise existing cooperation with partners more actively (see chapter 4.3).

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

There are some criteria in which the programmes exceed the quality requirements:
- Student support by the faculty (chapter 4.1)
- Process organisation and administrative support for students and faculty (chapter 4.2)
- Access to literature (chapter 4.4)

Additionally, the **Bachelor of Human Resource Management** exceeds the following quality requirements:

- Positioning of the study programme in the educational market (chapter 1.3)
- Logic and conceptual coherence (chapter 3.1)

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

List of Tables and Figures

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.[2] Its vision is to become a multidisciplinary University with reputable academic influence focusing on sustainable development within Asia by 2030. In October 2023, UEH became one of seven higher education institutions in Vietnam operating under the "Multidisciplinary University" model, marking an important milestone for UEH in upgrading its management model.[3]

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

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

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

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

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[2] Pursuant to Decision No. 426/TTg issued by the Prime Minister on October 27th, 1976.
[3] The Prime Minister signed Decision 1146/QD-TTg on transferring the University of Economics Ho Chi Minh City.
[4] See Overview, last accessed August 15, 2025.
[5] For the bachelor programmes at hand, currently only the standard and the partially English forms are available.
[6] See International Joint Programs, last accessed August 15, 2025.
[7] See Rankings for an overview of national and international rankings, last accessed August 15, 2025.

Management, Real Estate and Economic Management (for part-time students). At the postgraduate level, SoE offers both master's and doctoral programmes.

The School of Government (**SoG**), a member of the College of Economics, Law, and Government was established on February 27, 2014. The school oversees study programmes in the public sector. The school offers three level of programmes: undergraduate, masters, and doctoral in Public Management, Executive Master of Public Administration, Executive Master of Public Policy, and Urban Management. The objective of these programmes is to strengthen the management and leadership capacity of cadres and civil servants working in state-owned organisations (especially at the local government level), non-governmental organisations. government and non-profit organisations, as well as contribute to the development of scientific research capacity in the public sector (for doctoral programmes).

The School of Business and Informatic Technology (**SBIT**) belongs to the College of Technology and Design (CTD) and plays a primary role in training human resources in the field of information technology. SBIT has seven undergraduate majors: Management Information Systems, Electronic Commerce, Data Science, Software Technology, Computer Science, Information Technology, and Information Security. It also offers a Master's degree in Information Design and Technology. SBIT has 18 fulltime lecturers, ten visiting lectures and two secretaries. 90% of the fulltime lecturers hold PhD degrees, while the rest are PhD students. The programmes combine theory with practice to meet the increasing needs of enterprises. In addition to training activities, the school cooperates with software development companies or schools such as FAST, DIGINET, SS4U, FPT FIS, CITEK, HARAVAN, SHOPEE, AGEST, SAP, etc. to promote vocational guidance and job search for students. SBIT has begun establishing relationships with universities worldwide for research exchanges, student exchanges, and joint training programmes.

Statistical data and development of the programmes

Bachelor of Agribusiness (BABP):
Historically, the Agribusiness programme has been a product to adapt to social change in Vietnam as outlined in the following paragraphs.
1. Period 1976 - 2010: The programme was established as Agricultural Economics. The aim was to provide human resources for agricultural development in Vietnam in a period that Vietnam needed to get national food security and diversification of agricultural products. The programme focused on the supply side, composed of core modules as Production Economics, Introduction of Cropping, Introduction of Husbandry, Cooperatives Management, Farm Management, Farm Accounting, etc. Graduates mainly worked in the public sector.
2. Period 2010 - 2018: The programme was renamed to Agricultural Economics and Rural Development. The addition meant adapting to the policy of Rural Development of the Vietnamese Government. Modules such as Rural Development, Rural Transformation were added. Graduates still mainly worked in the public sector; some joined the private sector.
3. Period 2016-2020: The number of applicants reduced sharply as Vietnam's economy shifted from supply-driven to market-driven as growth, consumer purchasing power, and export–import activities increased. The agrifood sector produced surpluses, driving demand for higher-quality and more diverse products. Supply chain and value chain concepts gained acceptance across sectors, while agribusiness expanded to meet

market needs. This created higher demand for skilled workers in agribusiness, alongside a decline in public sector employment due to government downsizing.

4. In 2018, the programme was renamed to Agricultural Business. The Programme Learning Outcomes and core modules were changed towards more Business and less Agricultural Economics and Rural Development. As the results, the former modules as Production Economics, Introduction of Cropping, Introduction of Husbandry, Cooperatives Management, Farm Accounting, Rural Development, Rural Transformation were removed and replaced by Agrifood Supply Chain Management, Agrifood Marketing, Agrifood Safety, Agri Value Chain, Agri Policy Analysis, etc. The graduates mainly work for the private sector.

The table below shows the statistical data of the programme.

Table 1: Statistical Data BABP

		1. Cohort (K45-2019)	2. Cohort (K46-2020)	3. Cohort (K47-2021)	4. Cohort (K48-2022)	5. Cohort (K49-2023)	6. Cohort (K50 - 2024)
# Study Places offered by HEI		50	50	50	50	50	50
# Applicants	∑	47	67	90	1410	206	216
	f	24	46	48	939	123	135
	m	23	21	42	471	83	81
Application rate		94%	134%	180%	2820%	412%	432%
# First-Year Students	∑	47	67	45	50	46	55
	f	24	46	27	39	29	32
	m	23	21	18	11	17	23
Rate of female students		0,51	0,69	0,60	0,78	0,63	0,58
# Foreign Students	∑	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		94%	134%	90%	100%	92%	110%
# Graduates	∑	26	40	35	NA	NA	NA
	f	16	35		NA	NA	NA
	m	10	5		NA	NA	NA
Success rate (students who finished their studies)		55,32%	59,70%	77,78%	NA	NA	NA
Dropout rate (students who dropped their studies)		2,13%	7,46%	2,22%	NA	NA	NA

Average duration of study		4,0	4,0	3.5-4.0	NA	NA	NA
Average grade of final degree		7,5	8,01	8,5	NA	NA	NA

Bachelor of Human Resource Management (BHRMP):

Curriculum updates of the Human Resource Management programme (BHRMP) at the School of Economics include digital-focused courses and international content. The programme has adopted an interdisciplinary approach combining economics, management, and psychology, while seeking partnerships with universities in ASEAN and Germany. Experiential learning components have been expanded through internships and field trips. The graduate competency framework has been refined to align with industry requirements and accreditation standards. Overall, BHRMP remains committed to continuous improvement to meet the evolving needs of students and the global labour market.

The table below shows the statistical data of the programme.

Table 2: Statistical Data BHRMP

		2019 1. Cohort 45	2020 2. Cohort 46	2021 3. Cohort 47	2022 4. Cohort 48	2023 5. Cohort 49	2024 6. Cohort 50
# Study Places offered by HEI		100	100	150	150	150	150
# Applicants	Σ	245	223	4634	1292	1035	880
	f	193	178	3502	1018	787	682
	m	52	45	1132	274	248	198
Application rate		245%	223%	3089%	861%	690%	586%
# First-Year Students *(accepted applicants)*	Σ	102	100	160	110	136	142
	f	80	79	133	88	110	114
	m	22	21	27	22	26	28
Rate of female students		78%	79%	83%	80%	81%	80%
# 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		102%	100%	107%	73%	91%	95%
# Graduates	Σ	101	99	118	NA	NA	NA
	f	79	79	105	NA	NA	NA

	m	22	*20*	*13*	*NA*	*NA*	*NA*

Success rate *(students who finished their studies)*		99%	99%	74%	*NA*	*NA*	*NA*
Dropout rate *(students who dropped their studies)*		1	1	42	NA	NA	NA
Average duration of study		3,5	3,5	3,5	NA	NA	NA
Average grade of final degree		8,43	8,70	3,80	NA	NA	NA

Bachelor of Public Management (BPMP):

The programme is committed to maintaining its alignment with global development trends and the evolving demands of the public sector for its employees. This involves integrating interdisciplinary subjects, providing practical orientation to enhance learner knowledge and skills in the context of public sector reform.

The table below shows the statistical data of the programme.

Table 3: Statistical Data BPMP

		1.Cohort (K45-2019)	2.Cohort (K46-2020)	3.Cohort (K47-2021)	4.Cohort (K48-2022)	5.Cohort (K49-2023)	6.Cohort (K50- 2024)
# Study Places offered by HEI		50	50	50	50	50	70
# Applicants	Σ	742	435	432	361	373	326
	f	495	269	262	227	237	220
	m	247	166	170	134	136	106
Application rate		1484%	870%	864%	722%	746%	466%
# First-Year Students *(accepted applicants)*	Σ	63	58	94	51	44	71
	f	42	33	63	26	25	48
	m	21	25	31	25	19	23
Rate of female students		66%	57%	67%	50%	57%	67%
Percentage of occupied study places		126%	116%	188%	102%	88%	101%
# Graduates	Σ	42	43	*NA*	*NA*	*NA*	*NA*
	f	31	27	*NA*	*NA*	*NA*	*NA*
	m	11	16	*NA*	*NA*	*NA*	*NA*
Success rate *(students who finished their studies)*		67%	74%	*NA*	*NA*	*NA*	*NA*

Dropout rate *(students who dropped their studies)*		*3.17%*	*6.90%*	*NA*	*NA*	*NA*	*NA*
Average duration of study		4	4	*NA*	*NA*	*NA*	*NA*
Average grade of final degree		7.74	7.79	*NA*	*NA*	*NA*	*NA*

Bachelor of Electronic Commerce (BECP):

The curriculum of BECP was reviewed in 2024 which led to several changes. More courses related to the field of commerce were added while some courses in the field of information technology were reduced.

The table below shows the statistical data of the programme.

Table 4: Statistical Data BECP

		1. Cohort (K45-2019)	2. Cohort (K46-2020)	3. Cohort (K47 - 2021)	4. Cohort (K48 - 2022)	5. Cohort (K49-2023)	6. Cohort (K50 - 2024)
# Study Places offered by HEI		100	120	140	140	140	140
# Applicants	∑	155	160	2423	3390	1838	1684
	f	97	98	1626	2204	1177	1021
	m	58	62	797	1186	661	663
Application rate		155%	133%	1730%	2421%	1312%	1202%
# First-Year Students	∑	102	122	149	159	138	145
	f	70	75	75	109	93	88
	m	32	47	31	50	45	57
Rate of female students		69%	61%	70%	68%	67%	61%
# Foreign Students	∑	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		102%	101%	106%	113%	99%	104%
# Graduates	∑	*83*	111	*NA*	*NA*	*NA*	*NA*
	f	56	71	*NA*	*NA*	*NA*	*NA*
	m	27	40	*NA*	*NA*	*NA*	*NA*
Success rate *(students who finished their studies)*		81%	91%	*NA*	*NA*	*NA*	*NA*

Dropout rate *(students who dropped their studies)*		0%	1,64%	*NA*	*NA*	*NA*	*NA*
Average duration of study		4	4	*NA*	*NA*	*NA*	*NA*
Average grade of final degree		8,3	8,38	*NA*	*NA*	*NA*	*NA*

Appraisal

All four study programmes show stable application rates significantly higher than the study places offered by UEH. The Bachelor of Agribusiness offers 50 study places per year, the Bachelor of Human Resource Management has increased its study places from 100 to 150 in 2021, The Bachelor of Public Management has increased its offered places in 2024, from 50 to 70, and the Bachelor of Electronic Commerce has been offering 140 study places since 2021. The average final grade of final degree is stable in all four programmes, the same applies to the average duration of study. There are no full-time foreign students enrolled in the study programmes.

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

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

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

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

Bachelor of Agribusiness (BABP):

The objectives of the BABP are designed to align with the requirements of the National Qualifications Framework (VQF) for higher education, UEH's strategic goals, and the needs of key stakeholders, including leaders of SoE and School of International Business & Marketing (SIBM), employers, and learners' capacity for knowledge acquisition. In this context, the programme objectives (POs) of the BABP aim to equip graduates with essential competencies in the modern agribusiness industry.

Table 5: POs of BABP

Programme Objective	Content
PO1	Apply foundational knowledge in economic analysis, law, politics, and global agricultural issues, along with specialised expertise in agribusiness management, marketing, and finance to solve business problems in the context of international integration and digital transformation.
PO2	Employ soft skills to interact effectively with individuals from diverse cultural and economic backgrounds, utilise foreign languages and modern technologies, and integrate acquired knowledge into professional and personal contexts.
PO3	Integrate theory with practice while synthesising knowledge and skills from multiple disciplines to enhance their employability after graduation.
PO4	Exhibit respect for diversity and a strong sense of responsibility for sustainable development in agricultural value chains.
PO5	Develop critical and independent thinking, conduct applied research, and create new value for organisations and society.
PO6	Demonstrate a commitment to lifelong learning by continuously acquiring new knowledge and refining essential skills for personal and academic growth.

The Programme Learning Outcomes (PLOs) have been developed in alignment with these objectives.[8]

Table 6: PLOs of BABP

PLO	Content of PLO
Knowledge	
PLO 1.1	Define, describe, and apply the fundamental concepts and principles of economics, law, politics, management, marketing, finance, agribusiness, and global issues.
PLO 1.2	Apply specialised knowledge and digital technologies to implement diverse business activities and projects within Vietnam's agricultural and food sectors.
PLO 1.3	Synthesise knowledge, concepts, and perspectives from various disciplines to address academic and real-world challenges.
Skills	
PLO 2.1	Collect, analyse, and organise information, and present ideas and results clearly and effectively in both oral and written forms.
PLO 2.2	Collaborate effectively with individuals from diverse backgrounds to achieve a common outcome.
PLO 2.3	Demonstrate proficiency in English for business communication and reference specialised materials in professional contexts.
PLO 2.4	Use modern information and communication technologies effectively and appropriately in both academic and professional contexts.
PLO 2.5	Identify, extract, analyse, and evaluate information from various sources, and conduct applied research.
PLO 2.6	Apply practical skills in academic learning and professional work; evaluate, adapt, and propose flexible solutions in a dynamic environment.
Autonomy and Responsibility	
PLO 3.1	Demonstrate respect for diversity and commit to sustainable development.
PLO 3.2	Act responsibly in all circumstances and create new value for organisations and society.
PLO 3.3	Develop independent thinking and engage in lifelong learning to promote continuous personal and professional growth.

Bachelor of Human Resource Management (BHRMP):

The BHRMP is designed to align with national qualification frameworks and industry needs.[9] The objectives are documented and regularly reviewed, with information available via the admissions portal, programme documentation, and Diploma Supplement.

Within the programme each knowledge area aligns with specific Programme Objectives (POs) and Learning Outcomes (PLOs), covering foundational competencies, analytical skills, and professional capabilities.

Table 7: POs of BHRMP

Programme Objective	Description
PO1	Provide basic knowledge of socio-economics and humans to serve professional development and self-improvement.

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[8] With the most recent update formalized under UEH Decision No. 2245, dated July 1st, 2024.
[9] Established under Decision No. 2245-QD-DHKT-DBCLPT (July 2024).

Programme Objective	Description
PO2	Provide theoretical and practical knowledge in economics and HRM to solve professional issues.
PO3	Provide knowledge of psychology, social psychology and behavioural theories applied in human resource management and development
PO4	Develop cognitive skills and necessary professional practical skills in HRM to perform professional tasks corresponding to career positions.
PO5	Train presentation skills, communication and behavioural skills in life and work.
PO6	Develop research skills and computer skills in HRM operations.
PO7	Develop critical thinking and problem-solving skills.
PO8	Train skills to best perform roles in effective work groups.
PO9	Train people with ability to work independently, have opinions, leadership capacity, lifelong learning spirit, and responsibility to environment and society.

Derived from these objectives, the programme has formulated the following programme learning outcomes:

Table 8: PLOs of BHRMP

PLO	Description
Knowledge	
PLO1.1	Apply basic knowledge of social sciences to analyse and solve problems arising in work and life.
PLO1.2	Apply basic knowledge of politics, law, economics to explain and analyse issues in work and life.
PLO1.3	Analyse and evaluate HRM operations of organisations and enterprises.
PLO1.4	Design HRM policies appropriate to organisational and corporate cultures.
PLO1.5	Build and Develop HR of organisations, enterprises and regions.
Skills	
PLO2.1	Apply survey skills, collect and process information to analyse HRM issues.
PLO2.2	Implement proficiently HR regimes, policies, management processes in organisations, businesses, regions and nation
PLO2.3	Apply knowledge of individual, group and organisational behaviour and psychology to solve HRM issues in organisations and enterprises.
PLO2.4	Analyse and forecast labour market of regions and nation.
PLO2.5	Apply critical and creative thinking in solving professional issues in HRM.
PLO2.6	Cooperate effectively in groups as member or leader.
PLO2.7	Communicate verbally and non-verbally effectively and work in international integration environment.
PLO2.8	Use information technology effectively in HRM.
PLO2.9	Have foreign language proficiency at level 3/6 of Vietnam's foreign language proficiency framework.

PLO	Description
Autonomy and Responsibility	
PLO3.1	Ability to solve work independently, adapt in changing work conditions.
PLO3.2	Ability to absorb new or related professional fields outside classroom and after graduation.
PLO3.3	Value behaviours that demonstrate social responsibility, environmental protection and community health in personal decisions.

Bachelor of Public Management (BPMP):

The BPMP is designed to equip students with a comprehensive understanding of economics, society, law, and public management. This knowledge shall enable students to effectively analyse policy, participate in policy planning and implementation, make strategic and management decisions, and contribute to the development of social solutions that are both effective, sustainable, and equitable. The following table shows the programme objectives.

Table 9: POs of BPMP

Programme Objective	Content
PO1	Knowledge of socio-economics and the role of the local governments in promoting social development effectively, sustainably and equitably.
PO2	Modern management and leadership knowledge to effectively implement strategies in the public and nonprofit organisations, with the ability to manage and adapt to environmental changes.
PO3	Understanding of institutions and laws to advise on planning, implementing policies, and making effective management decisions on the basis of institutions and laws.
PO4	Having integrated knowledge of economics, law and management to effectively plan and implement organisational strategy on the basis of technology
PO5	Skills for effective management and decision-making
PO6	Deep awareness of creating public values, with the motivation to serve society.
PO78	Understanding of public ethics, having a standard attitude when dealing with stakeholders, integrity, impartiality, supporting innovation
PO	Awareness of compliance with national and international laws, and organisational processes.

Based on the programme's objective, three blocks of the programme's learning outcomes, including knowledge, skills, autonomy, and responsibility, were developed and integrated into the course subjects.

Table 10: PLOs of BPMP

PLO	Content of PLO
Knowledge	
PLO 1.1	Systematically understand the knowledge to develop thinking and theories about socio-economics in Vietnam
PLO 1.2	Understand and explain the operating mechanism of the economy and the role of the local governments in promoting economic and social development effectively, sustainably and fairly
PLO 1.3	Apply modern management and leadership knowledge to effectively implement the organisation's strategies, adapting to changes in the operating environment
PLO 1.4	Be able to apply legal and institutional knowledge to support the organisation's planning and implementation process.
PLO 1.5	Understand and apply economic, administrative and legal knowledge to the organisation's planning and implementation process.
PLO 1.6	Understand and proactively apply technology in management
Skills	
PLO 2.1	Have the ability to plan and execute plans effectively
PLO 2.2	Apply critical thinking, research skills (data analysis and processing, etc.) and communication in the public and private sectors
PLO 2.3	Have the ability to manage/control diversity and adapt quickly to changes in the environment
PLO 2.4	Be proficient in English
PLO 2.5	Be proficient in applying technology in management
PLO 2.6	Have effective writing and presentation skills
PLO 2.7	Have effective negotiation and mediation skills
Competence	
PLO 3.1	Have social responsibility, awareness of community building, motivation to serve the public to participate in creating a democratic, civilised and developed society
PLO 3.2	Imbued with public ethics, empathy when interacting with people, integrity, impartiality
PLO 3.3	Having opinions, taking responsibility in work and the ability to reflect on oneself
PLO 3.4	Having a spirit of innovation, actively supporting and promoting innovation towards local and social development
PLO 3.5	Having awareness of respect for the law and complying with regulations in the organisation
PLO 3.6	Having the ability to work independently or in groups to meet work requirements under high pressure conditions

Bachelor of Electronic Commerce (BECP):

The BECP's objectives are designed to align with the requirements of the National Qualifications Framework and UEH's objectives combined with the needs of various target groups such as employers, the development of the information system management sector and the social context in Vietnam.

Table 11: POs of BECP

Programme Objectives	Description
PO1	Possess fundamental and advanced knowledges of electronic commerce and specialisation in developing solutions for electronic commerce; employing, operating and managing electronic commerce behaviours.
PO2	Possess the ability to plan business activities; develop and employ electronic commerce solutions for enterprises and government organisations.
PO3	Possess the ability to analyse and design information systems, apply technology solutions to enhance business behaviours and secure electronic authentication.
PO4	Possess the ability to manage, employ and evaluate the performance of business behaviours via digital platforms; to detect and solve unwanted issues in electronic commerce behaviours.
PO5	Possess necessary knowledges and skills for entrepreneurship in the electronic commerce field or to pursue relevant postgraduate courses.

The Programme Learning Outcomes (PLOs) were developed to align with the programme objectives. The PLOs were updated in the recent curriculum review.[10] The updated PLOs are in affect for intakes after July 2025.

Table 12: PLOs of BECP

PLO	Content of PLO
Knowledge	
PLO 1.1	Understand fundamental knowledge of socio-economics, political science, and law for studying, research, and addressing practical issues in Vietnam.
PLO 1.2	Understand foundational knowledge of information systems and information technology to support the implementation of e-commerce activities in enterprises.
PLO 1.3	Understand market research, customer behaviour analysis, and business strategies in the digital environment.
PLO 1.4	Apply strategic planning and business solution methodologies for organisations and enterprises, as well as data analysis and management reporting to support decision-making in e-commerce.
PLO 1.5	Apply knowledge in analysing, designing, developing, implementing, and managing information systems in e-commerce applications.
Skills	
PLO 2.1	Proficient in e-commerce business planning and strategy formulation, adapting to start-up in the field of e-commerce.

Appraisal:

The qualification objectives of the Bachelor of Agribusiness, Bachelor of Human Resource Management, Bachelor of Public Management, and Bachelor of Electronic Commerce are explained and convincingly presented in relation to their target group, targeted professional field and societal context of the discipline. They embrace academic proficiency,

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[10] UEH Decision No 259, dated (January 15th, 2025).

comprehensive employability, as well as the development of the individual student's personality.

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

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

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

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

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

Bachelor of Agribusiness (BABP):

The BABP is designed and regularly reviewed with an international focus. The programme integrates insights from agribusiness programmes worldwide. Notable references include Purdue University's Agribusiness concentrations (USA), Newcastle University's Agribusiness Management in the UK (UK), and the University of Queensland's Agribusiness (Australia).

The programme's international orientation is evident in its Programme Objectives (PO1, PO5) and Programme Learning Outcomes (PLO1.1, PLO2.5, see chapter 1.1). Furthermore, the BABP utilises standard textbooks used by leading global universities, enriched with international case studies and those pertinent to the Vietnamese context.

Bachelor of Human Resource Management (BHRMP):

The BHRMP aligns with the University's strategic objective of delivering education that meets regional standards and approaches global excellence. The BHRMP's curriculum and structure have been developed through careful benchmarking against prestigious international HRM programmes, specifically Cornell University (USA), University of Ottawa (Canada), and RMIT University (Australia).

The BHRMP's student learning outcomes emphasise implementation of HRM policies in international contexts, development of global human resources, cross-cultural communication, and foreign language proficiency. Graduates successfully pursue careers in multinational corporations, international NGOs, and global organisations. The curriculum includes international HR courses and utilises international materials including textbooks, reports from international organisations (e.g, ILO, McKinsey & Company) and case studies.

Bachelor of Public Management (BPMP):

The BPMP refers to international examples and trends to provide students with a comprehensive global perspective on public management and leadership. The programme learning outcome (PLO2.3, see chapter 1.1) expresses the international orientation via the requirement to use English to communicate in an internationally integrated environment and to access international knowledge in public management. The curriculum includes the analysis of international case studies, allowing students to explore best practices, challenges, and innovations in public management from around the world. This exposure helps students develop a broader understanding of global public policy issues (mostly employed case studies from Harvard Business Publishing). Courses within the programme often involve comparative analysis of policies, governance structures, and management approaches in different countries. This analytical framework enables students to identify lessons that can be applied globally.

Bachelor of Electronic Commerce (BECP):

The design of the BECP is developed by referencing other internationally accredited programmes from Athabasca University (Canada), Scranton University (U.S.), and Hong Kong Metropolitan University. The programme learning outcomes are designed to ensure the international orientation as seen in PLO1.3; PLO1.4; PLO1.5; PLO2.1; PLO2.2; PLO2.4 (see chapter 1.1).

The programme has an international orientation by incorporating several internationally focused courses. The materials in the BECP are standard textbooks currently used at universities worldwide. Graduates can work for a variety of foreign enterprises in Vietnam or globally. The BECP also promotes scientific research activities, international conferences, and international publications in internationally indexed journals to enhance its international aspects and improve the knowledge and skills of the faculty.

Appraisal:

The design of the Bachelor of Agribusiness, Bachelor of Human Resource Management, Bachelor of Public Management, and Bachelor of Electronic Commerce appropriately takes the required international aspects into account. The expert panel observes that, although the University and the programmes demonstrate a general orientation toward internationalisation and have articulated ambitious goals in this regard, the concrete pathways to achieving these objectives are not always clear. These aspects will be explored in greater depth in Chapter

3.4, where the panel will examine the University's international outlook, including its content, student body, faculty, and foreign language contents.

		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

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

The **Bachelor of Agribusiness** is benchmarked against internationally recognised study programmes and continuously refined based on stakeholder feedback, leading to significant enhancements in admission criteria and increasing entrance standards over the years.

The programme's main competitors include programmes at Nong Lam University and Can Tho University. Nonetheless, BABP distinguishes itself with several key strengths: an international orientation, digital transformation, a commitment to sustainable development, robust industry connections, and hands-on learning experiences through company visits and expert-led lectures. Additionally, BABP offers distinct advantages over its competitors, including a modern and up-to-date curriculum with a shorter study duration, integrated dual-degree opportunities, and higher admission standards.

The **Bachelor of Human Resource Management** holds a distinctive position through its integration of advanced economic theories with practical HR applications, making it particularly relevant to Vietnam and the ASEAN region's dynamic economic environment. The BHRMP's key strengths include highly qualified faculty who have international training and industry experience, curriculum references from high-ranking universities across countries, strong relationships with enterprises and alumni, and an increasing number of potential students applying to the BHRMP. The BHRMP competes with other top-tier Vietnamese universities such as the National Economics University, University of Labour and Social Affairs 2, University of Economics and Finance and other ASEAN institutions offering similar programmes.

The **Bachelor of Public Management** is identified as a high-quality, prestigious, and attractive programme for learners. The strength of this programme is that the curriculum is selected from famous public management programmes in the world. At the same time, the quality of the implementation of the programme is strictly controlled. The programme is devised to be interdisciplinary and connect three major blocks of knowledge: economics, law, and public management. Several subjects are devised to help learners acquire digital literacy and, in order to integrate in public organisations, daily issues such as technology governance, e-government, etc. The programme was composed based on continuous collaboration with local governments in ensuring the practicality of learning outcomes.

The **Bachelor of Electronic Commerce** is positioned as a leading study programme in the market. The programme's key strengths are providing comprehensive knowledge and multidisciplinary skills for students to compete effectively in the ever-changing global business environment.

<u>Positioning of the study programme on the job market for graduates („Employability")</u>
Overall, UEH graduates obtain solid professional knowledge, practical skills, dynamism, creativity, critical thinking and competences of foreign language and informatics skills to meet the requirements of employers. Graduates can apply for public organisations, private and foreign enterprises, and international organisations, agencies and enterprises operating in Vietnam provinces and cities or in Southeast Asia and beyond.

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

The **Bachelor of Agribusiness (BABP)** equips graduates with diverse career opportunities in the agri-food sector. Graduates are well-prepared for roles in business development, sales and marketing, supply chain and logistics, procurement, and international agricultural trade. They find employment in multinational corporations, agribusiness enterprises, food processing companies, logistics providers, and government agencies focused on agricultural development. The BABP not only meets job market demands but also fosters long-term career growth and lifelong learning by equipping students with research capabilities, English proficiency, industry-relevant skills, and practical experience through expert-led lectures, business study tours, and a 10-week internship. It adopts an interdisciplinary approach, promoting integrated dual-degree options to address evolving labour market needs. Employer feedback consistently highlights graduates' strong analytical abilities, adaptability, creativity, problem-solving skills, professionalism, and growth mindset, making them valuable assets in the workforce. To continuously improve its curriculum, the BABP integrates employer feedback, ensuring that course content and teaching methods remain relevant to industry needs. Regular consultations with business leaders, alumni, and experts help refine the programme learning outcomes, enhance job readiness, and ensure a seamless transition from education to employment. These strong industry partnerships also facilitate networking opportunities, career mentorship, and potential job placements for students.

The **Bachelor of Human Resource Management (BHRMP)** is designed to equip graduates with skills and knowledge aligned with labour market demands. Graduates are prepared for diverse roles including HR Specialist, Recruitment Officer, Training Coordinator, Compensation Analyst, and Employee Relations Manager in both private and public sectors across various industries. The BHRMP maintains a tracking system for graduate employment outcomes through surveys and feedback mechanisms. Employers provide feedback through internship reports or bachelor thesis evaluations. Additionally, the BHRMP collaborates with the HuReA student club[11] to organise annual alumni meetings where current students exchange knowledge, gain experience, and build networks with graduates. These events also allow alumni to provide feedback to faculty about curriculum development and incorporating

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[11] Human Resources Apprentices student club at UEH.

more real-world knowledge. This feedback is systematically collected and used to refine course content, teaching methods, and practical components.

After graduating the **Bachelor of Public Management (BPMP)** graduates can assume roles in public organisations from central to local level, in research institutions, in non-governmental organisations, and in private organisations and multinational enterprises.

The programme continuously collects feedback from formal occasions of periodic revising programmes following UEH regulations, and from the feedback of partners in the internship semester. Additionally, the BPMP programme management also collects informal feedback when contacting public sector employees.

The **Bachelor of Electronic Commerce (BECP)** is designed to equip graduates with skills and knowledge aligned with labour market demands. Graduates are prepared for diverse roles including E-Commerce solution specialists, E-Commerce implementation specialists, E-Marketing managers, E-Commerce management specialists in government agencies.

The programme's learning outcomes are developed based on a survey of businesses operating in the technology, consulting, and information systems implementation sectors. These results reflect the actual needs of the Vietnamese labour market, ensuring that graduates have the necessary knowledge and skills to meet job requirements. This helps the programme not only meet the needs of the market but also align with the school's training objectives and the development aspirations of learners. This is carried out in conjunction with periodic evaluations and adjustments to the training programme.

Positioning of the study programme within UEH University's overall strategic concept
Aligned with UEH's strategy of advancing internationalisation, fostering multidisciplinary education, strengthening academic reputation, and promoting sustainable development, the **Bachelor of Agribusiness (BABP)** is structured to integrate global perspectives, interdisciplinary collaboration, and research excellence while preparing future professionals to drive sustainable innovation in the agribusiness sector. BABP faculty members actively conduct academic research on agricultural sustainability, agro-food value chains, and climate change, achieving significant success in international publications in indexed journals, reinforcing UEH's academic reputation and contributing to its global impact.

The **Bachelor of Human Resource Management (BHRMP)** objectives demonstrate alignment with UEH University's mission and strategic goals. UEH's mission focuses on providing high-quality education in economics and related fields, transferring research into practice, developing human resources for Vietnam's modernisation, and creating an excellent learning environment. The BHRMP directly supports these goals through objectives focused on providing foundational knowledge in labour economics and human resource management while developing practical capabilities in strategic planning, workforce management, recruitment, performance evaluation, and labour relations. The alignment is evident across five key areas: academic excellence through a comprehensive curriculum; integration of research and practical application; global integration through international components and language requirements; professional development combining technical and soft skills; and strategic alignment supporting UEH's vision as a leading research university.

UEH University has been pursuing its goals by constructing training curricula updated with regional and international higher education standards to approach the development trends of advanced education globally. **Bachelor of Public Management (BPMP)** is in line with this

strategy for several reasons. First, it has been developing a curriculum in public management at international standards. Second, it focuses on providing high-quality skilled experts to various sectors of the economy, including central and local governments, academic institutions, and research institutes for socio-economic development, which is one of the goals of UEH. Third, most BPMP lecturers graduated from universities abroad, and teaching materials are adapted from developed countries, bringing updated and diversified knowledge from the world to BPMP. In addition, in recent years, BPMP has updated its curriculum to integrate the interdisciplinary principle of its training and research which are innovation and digital transformation.

To contribute to UEHs mission, the **Bachelor of Electronic Commerce (BECP)** encourages and promotes scientific research activities and has achieved specific successes in international publications in indexed journals. In addition, the programme participates in organising the annual ISBM international conference together with the community of universities teaching E-Commerce. Furthermore, BECP students are guided to participate and win prizes in student scientific research competitions.

Appraisal:

The reasons given for the positioning of the Bachelor of Agribusiness, Bachelor of Public Management, and Bachelor of Electronic Commerce in the educational market are plausible. Overall, UEH enjoys a good reputation on the educational market. The expert panel was especially impressed by the positioning of the Bachelor of Human Resource Management. The programme has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile offering a good selection of courses with a mixture of general and specialised courses as part of a well-constructed curriculum.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth. Overall, UEH has a very high employment rate of graduates. Further, the expert panel got the impression that graduates were satisfied with the positioning of the programmes on the job market.

All four study programmes are convincingly integrated into UEH University's overall strategic concept. The study programmes' qualification goals are in line with UEH University's mission and strategic planning.

		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		BHRMP	BECP BABP BPMP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			x		
1.3.3	Positioning of the study programme within UEH University's overall strategic concept			x		

2. Admission

<u>Admission requirements (Asterisk Criterion)</u>

UEH's admission requirements and enrolment policies comply with national regulations[12] and adapt to recent changes in the labour market. The enrolment procedure applies to all disciplines and study programmes of the University. Annually, the University promulgates the Enrolment Scheme at the beginning of the year. The Enrolment Scheme is adjusted to achieve the quota of successful candidates and still ensure the quality of those recruited. UEH applies six enrolment methods as follows:

1) **Method 1:** Direct admission, accounting for about 1% of the total enrolment quota for each study programmes. The directly recruited candidates are mainly from group of candidates who have awarded the title of National Excellent Student, group of disabled or hardship candidates who have ability to study in disciplines, specialties, study programmes but are not able to apply for admission according to the normal enrolment method, and candidates who are ethnic minorities.

2) **Method 2**: Admission for graduates from foreign high school programmes who have international high school diploma, accounting for 1% quota of each study programme.

3) **Method 3:** Admission of excellent students, accounting for 40-50% quota of each study programme. Candidates have excellent academic records and graduated in the enrolment year. Candidates will have bonus points if they have an international English certificate or have been awarded the excellent student title of the province and/or city.

4) **Method 4**: Admission based on the learning performance according to module blocks, accounting for about 20-30% quota of each study programme. Candidates have GPA of block of modules from 6.5 or higher for grades 10, 11 and semester 1 of grade 12 of the regular high school programme and high school graduation certification. Candidates will have additional bonus points if they have an international English certificate or win the provincial and city excellent student awards.

5) **Method 5:** Admission based on the results of the assessment of competency examination, accounting for 10% quota of each study programme. Candidates have graduated from high school or equivalent and have good results in the assessment of competency examination held by the Vietnam National University Ho Chi Minh City.

6) **Method 6:** Admission based on the results of the National Highschool Graduation exam constituting all remaining quota of each study programme. The accepted admission score threshold varies depending on the number of applications for a programme. The admission score threshold is usually twenty-four points or higher (the total score of the three modules for admission).

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

1) Direct admission is based on the regulations of the Ministry of Education and Training (MOET).

2) Candidates having an international high school diploma.

3) Excellent candidates having high GPAs from grade 10 to grade 12.

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[12] Circular 08/2022/TT-BGDDT issued by the Minister of Education and Training.

4) Candidates having an overall GPA of blocks: A00 (Math, Physics, Chemistry), A01 (Math, Physics, English), D01 (Literature, Math, English) or D07 (Math, Chemistry, English) with a score of 6.5 or higher from grades 10 to 12.

5) Candidates taking the assessment of competency examination held by the Vietnam National University Ho Chi Minh City and having result that is equal or higher the admission score (for example: 870 points in 2021).

6) Candidates must achieve the minimum admission score set by UEH for each programmes study in the National High School Graduation Exam.

Counselling for prospective students

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

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

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

Selection procedure

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

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

<u>Ensuring foreign language proficiency (Asterisk Criterion)</u>

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

UEH offers three groups of undergraduate study programmes: standard study programmes, partial English study programmes and full English study programmes.[13] After being admitted, students can choose one of three types of programmes to study according to their aspiration, level of English proficiency, and UEH's regulations. The English level of students at undergraduate level are level 3/6 (B1 CERF) for the standard programme, level 4/6 (B2 CERF) for partial and full English programmes. From 2023, the English proficiency outcomes under the TOEIC for standard programmes, partial English, and full English has increased to 550 points, 650 points, and seven hundred points, equivalent to IELTS 5.0, 5.5, and 6.0 points.

<u>Transparency and documentation of admission procedure and decision (Asterisk Criterion)</u>

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

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

Appraisal:

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

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

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

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

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[13] For the study programmes at hand, only the standard and partial English options are available.

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

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

<u>Logic and conceptual coherence (Asterisk Criterion)</u>
All UEH programmes are designed and developed based on the University's development strategy, complying with the MOET and UEH regulations on process of developing, appraising and promulgating study programmes. The regulations and processes for building and developing study programmes are uniformly applied throughout the university.[14]

Bachelor of Agribusiness (BABP):

The BABP is designed to align with its specific objectives and learning outcomes (PLOs), ensuring that students acquire the essential competencies for success in the agricultural and food industries. The curriculum integrates theoretical knowledge with practical skills to address the current challenges in agribusiness. Additionally, the BABP adopts an interdisciplinary, sustainability-focused, and research-oriented approach, integrating perspectives from politics, law, economics, management, marketing, supply chain, technology, sustainability, and global business.

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[14] The UEH curriculum is designed according to the standard dossier issued under Decisions No. 3624/QD-ĐHKT-ĐBCLPTCT dated 31/12/2019, 3627/QD-ĐHKT-ĐBCLPTCT dated 31/12/2019 and 1058/QD-ĐHKT-ĐBCLPTCT dated 21/4/2022.
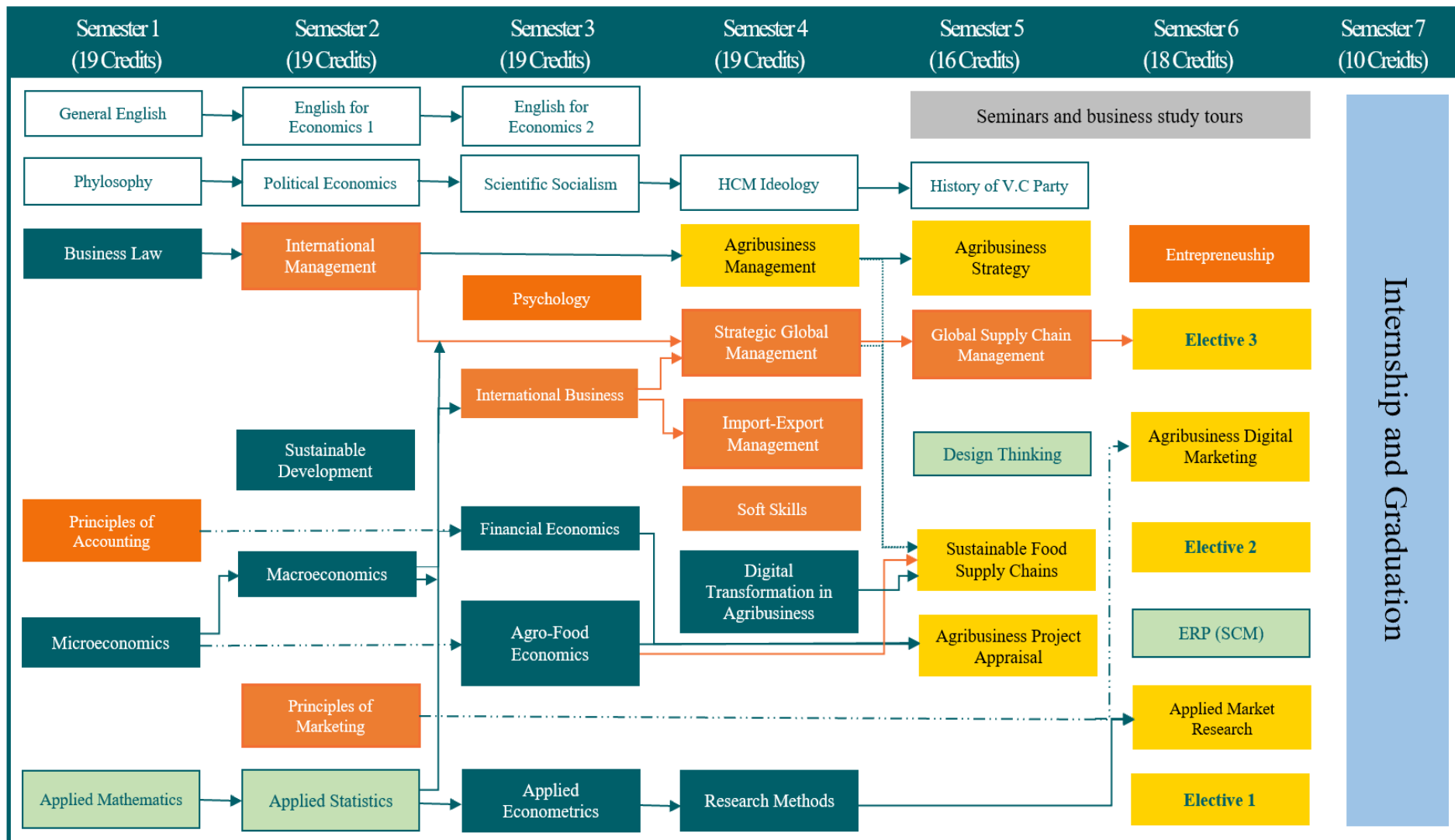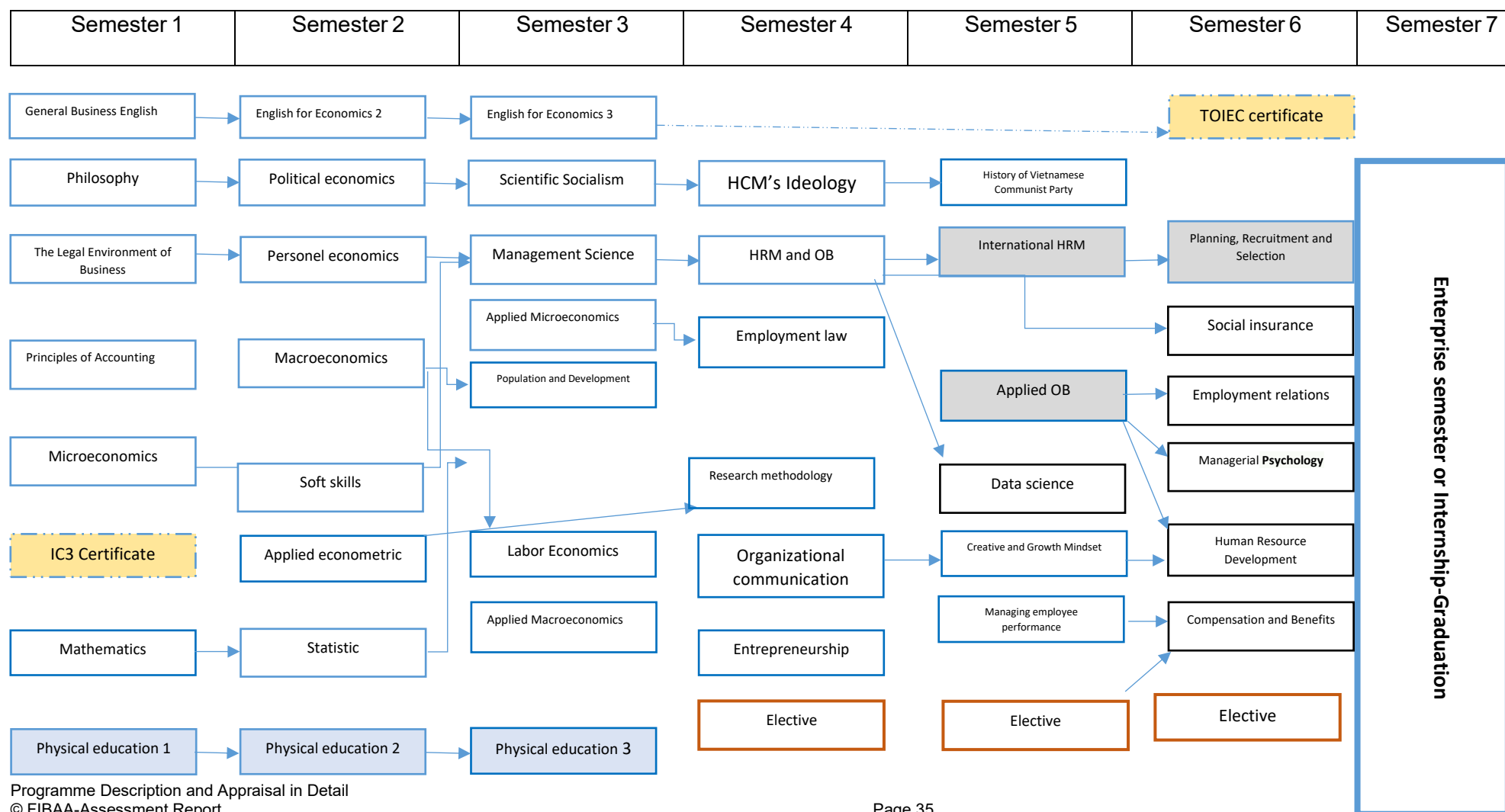
Figure 1: BABP Curriculum Flowchart

The flowchart shows the BABP curriculum across seven semesters:

- **Semester 1 (19 Credits):** General English, Phylosophy, Business Law, Principles of Accounting, Microeconomics, Applied Mathematics
- **Semester 2 (19 Credits):** English for Economics 1, Political Economics, International Management, Sustainable Development, Macroeconomics, Principles of Marketing, Applied Statistics
- **Semester 3 (19 Credits):** English for Economics 2, Scientific Socialism, Psychology, International Business, Financial Economics, Agro-Food Economics, Applied Econometrics
- **Semester 4 (19 Credits):** HCM Ideology, Agribusiness Management, Strategic Global Management, Import-Export Management, Soft Skills, Digital Transformation in Agribusiness, Research Methods
- **Semester 5 (16 Credits):** Seminars and business study tours, History of V.C Party, Agribusiness Strategy, Global Supply Chain Management, Design Thinking, Sustainable Food Supply Chains, Agribusiness Project Appraisal
- **Semester 6 (18 Credits):** Entrepreneuship, Elective 3, Agribusiness Digital Marketing, Elective 2, ERP (SCM), Applied Market Research, Elective 1
- **Semester 7 (10 Creidts):** Internship and Graduation

Bachelor of Human Resource Management (BHRMP):

The BHRMP is designed to align with the qualification objectives, ensuring that graduates are well-equipped with the necessary skills and knowledge for their careers. The curriculum includes compulsory courses covering core HRM disciplines, with electives allowing students to tailor their education to specific interests. Each component supports the programme's qualification objectives: theoretical and practical knowledge, professional skills development, and critical thinking abilities.

Figure 2: BHRMP Curriculum Flowchart

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
General Business English	English for Economics 2	English for Economics 3			TOIEC certificate	
Philosophy	Political economics	Scientific Socialism	HCM's Ideology	History of Vietnamese Communist Party		
The Legal Environment of Business	Personel economics	Management Science	HRM and OB	International HRM	Planning, Recruitment and Selection	
		Applied Microeconomics	Employment law		Social insurance	
Principles of Accounting	Macroeconomics	Population and Development		Applied OB	Employment relations	
Microeconomics	Soft skills			Data science	Managerial **Psychology**	
		Research methodology			Human Resource Development	
IC3 Certificate	Applied econometric	Labor Economics	Organizational communication	Creative and Growth Mindset		
	Applied Macroeconomics		Entrepreneurship	Managing employee performance	Compensation and Benefits	
Mathematics	Statistic		Elective	Elective	Elective	
Physical education 1	Physical education 2	Physical education 3				Enterprise semester or Internship-Graduation

Bachelor of Public Management (BPMP):

The BPMP is designed to equip students with the economic, social, legal knowledge and management skills necessary to implement social development strategies in an equitable manner, efficiently and achieve sustainable development goals. Discipline core courses are structured into three blocks of knowledge: Law, Economics, and Public Management.
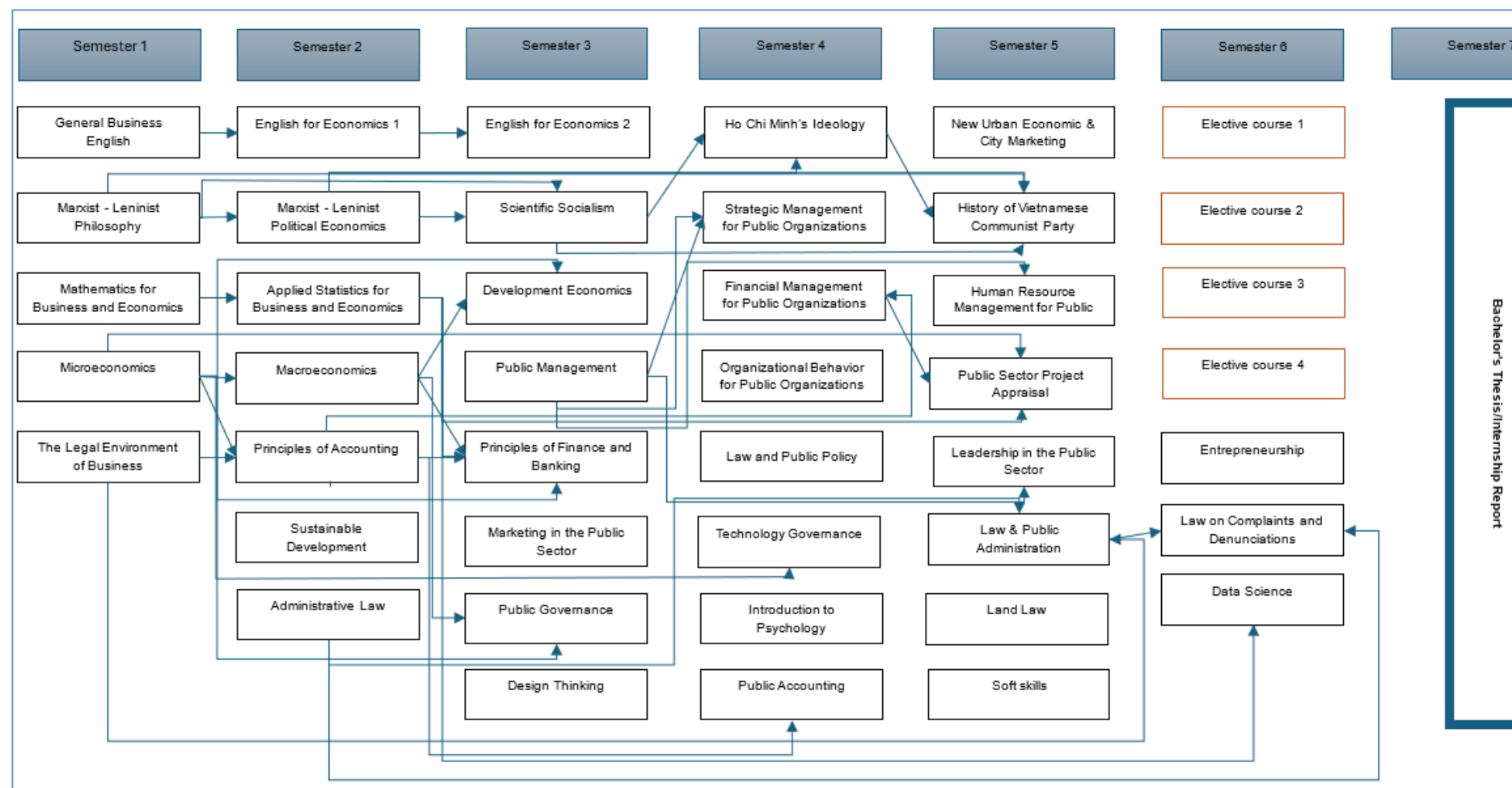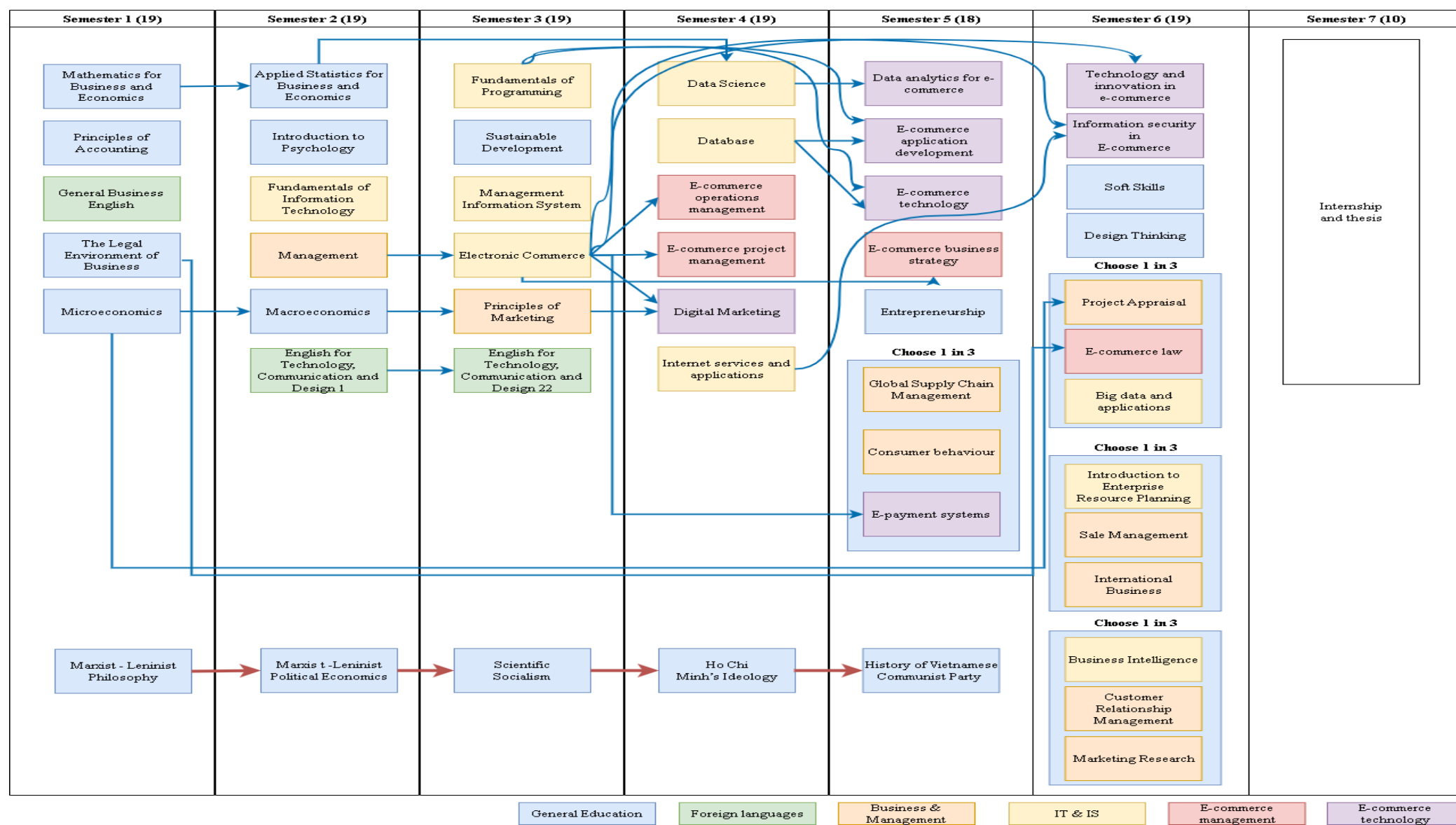

Figure 3: BPMP Curriculum Flowchart

Bachelor of Electronic Commerce (BECP):

The BECP curriculum is designed to ensure a cohesive learning experience that aligns with the strategic objectives of the programme. Building blocks are core concepts of e-commerce systems and business, advanced courses in the areas management and e-commerce, technology, and specialisation electives in business & management, operational technology, management, or information technology & information systems.

Semester 1 (19)	Semester 2 (19)	Semester 3 (19)	Semester 4 (19)	Semester 5 (18)	Semester 6 (19)	Semester 7 (10)
Mathematics for Business and Economics	Applied Statistics for Business and Economics	Fundamentals of Programming	Data Science	Data analytics for e-commerce	Technology and innovation in e-commerce	Internship and thesis
Principles of Accounting	Introduction to Psychology	Sustainable Development	Database	E-commerce application development	Information security in E-commerce	
General Business English	Fundamentals of Information Technology	Managerment Information System	E-commerce operations management	E-commerce technology	Soft Skills	
The Legal Environment of Business	Management	Electronic Commerce	E-commerce project management	E-commerce business strategy	Design Thinking	
Microeconomics	Macroeconomics	Principles of Marketing	Digital Marketing	Entrepreneurship		
	English for Technology, Communication and Design 1	English for Technology, Communication and Design 22	Internet services and applications			

Choose 1 in 3
- Global Supply Chain Management
- Consumer behaviour
- E-payment systems

Choose 1 in 3
- Project Appraisal
- E-commerce law
- Big data and applications

Choose 1 in 3
- Introduction to Enterprise Resource Planning
- Sale Management
- International Business

Choose 1 in 3
- Business Intelligence
- Customer Relationship Management
- Marketing Research

| Marxist - Leninist Philosophy | Marxis t -Leninist Political Economics | Scientific Socialism | Ho Chi Minh's Ideology | History of Vietnamese Communist Party |

Legend: General Education | Foreign languages | Business & Management | IT & IS | E-commerce management | E-commerce technology

Rationale for degree and programme name (Asterisk Criterion)

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

After completing the **Bachelor of Agribusiness (BABP)** students will be awarded the degree of "Bachelor of Arts in Agribusiness" and a diploma supplement. In compliance with MOET Circular No. 09/2022/TT-BGDDT, the programme is classified under the field "Agriculture, Forestry, and Fishery", sub-field "Agriculture". This classification ensures the programme adheres to Vietnam's higher education framework and aligns with national qualification standards. The programme's content and structure are designed to match its title and degree, equipping students with theoretical knowledge and practical competencies in agribusiness.

The official name of BHRMP is **"Bachelor of Human Resource Management"** programme and a "Degree of Bachelor in Human Resource Management" is issued after completion. The BHRMP is in accordance with MOET Circular 22/2017/TT-BGDDT, issued on September 6, 2017. The programme name reflects its focus on developing professionals in labour economics, personnel management, and human resource development across various organisational contexts.

The **Bachelor of Public Management (BPMP)** aims to foster the management capacity of promising public sector employees based on the integration of interdisciplinary knowledge of economics, law, and public management. From MOET circular 09/2022/TT-BGDĐT, issued on June 6, 2022, the BPMP is categorised in the field of management.

The BECP is named "**Electronic commerce**". Students who complete this programme will be awarded a "Bachelor of Electronic Commerce".

Integration of theory and practice (Asterisk Criterion)

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

Bachelor of Agribusiness (BABP):

At the BABP, while general education and college core courses establish a broad academic foundation through theory and examples, discipline core and concentration courses emphasise practical knowledge and hands-on skills, preparing students for real-world industry challenges. The programme employs diverse methods to blend theory with practice. This includes the use of case studies and best practices in teaching, practical projects, and collaboration with industry leaders, who are invited as guest speakers to provide real-world insights. Students also engage in seminars, conferences, and internships, which allow them to experience professional environments firsthand, further bridging the gap between academic learning and industry demands.

Another feature of the BABP is the inclusion of company tours (field trips), enabling students to visit actual business operations, interact with leaders in agribusiness, and observe the dynamics of agricultural enterprises. Additionally, students are encouraged to participate in agro-product exhibitions and agricultural trade fairs to deepen their understanding of industry

trends and best practices. The graduation thesis is another key component, focusing on addressing real-world issues in agribusiness.

Furthermore, students have opportunities to engage in practical and academic initiatives such as the Agribusiness Entrepreneurship Contest and the UEH Youth Researchers Contest, fostering innovation and research skills.

Bachelor of Human Resource Management (BHRMP):

The BHRMP at UEH integrates theoretical concepts with practical applications through a carefully structured curriculum. Core economic theory courses establish a strong foundation, while specialised HRM courses incorporate real-world scenarios through case studies, simulations, and project-based learning. The programme further enhances practical experience through field trips, internships, and a dedicated "Enterprise Semester." For example, students participated in company tours and HR specialist meetings at SAIGONTOURIST.

During internships, HRM students apply theoretical knowledge by observing and analysing organisational HRM issues, then developing recommendations and suggestions to address these challenges and drive improvement. Additionally, the faculty of BHRMP supports the HuReA club in organising an academic competition for students interested in the HRM field.

Learning outcomes demonstrate this balanced integration, with approximately 40% theoretical (knowledge-based PLOs) and 60% practical (skill-based PLOs) content. Faculty members contribute valuable industry experience and research insights to their teaching, employing diverse methods including lectures, case studies, group discussions, and computer-based training. Further, the programme maintains industry connections through corporate partnerships, an advisory board, alumni engagement, and feedback mechanisms.

Bachelor of Public Management (BPMP):

The Bachelor of Public Management combines theory and practice in a way that help students to apply academic knowledge into solving social issues. Throughout the course, learners have chances to participate in local government activities through field trips. From the academic perspective, BPMP students have a chance to participate in various academic activities, such as the MAZE challenge, which is a science contest organised by SoG, or as UEH youth researchers.

Bachelor of Electronic Commerce (BECP):

The BECP at UEH balances theory and practice. Most Information Technology, Information Systems, E-commerce management, and E-commerce technology courses are three credits, with two theoretical credits and one practical credit, ensuring hands-on skill development. Technology-related courses are conducted full-time in computer labs, where instructors combine theory with guided practice. The Electronic commerce programme has 49 courses related to professional knowledge, practice skills, and ten credits of graduate internship.

The programme emphasises practical application through projects and problem-solving tasks, requiring students to apply theoretical knowledge in real-world contexts. Assessment methods vary, including enterprise-linked projects presented to expert panels and hands-on exercises integrated with theoretical instruction.

For graduation, students must complete the enterprise semester in ten weeks to experience the real working environment under the guidance of mentors. This is an opportunity for students to solve specific problems using their acquired knowledge and skills. Students will

work as a full-time or part-time employee, applying theory to practice and bringing value to the company. Instructors and businesses will actively evaluate the learning process and progress of students through the basis of records in reports and work diaries.

<u>Interdisciplinary thinking</u>

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

Bachelor of Agribusiness (BABP):

The BABP intends to foster interdisciplinary thinking by equipping students with the ability to approach complex issues from multiple perspectives. By integrating courses from various disciplines and different schools, the programme ensures that students can apply their knowledge in diverse contexts, preparing them to tackle challenges in modern agribusiness.

This interdisciplinary approach is reflected in PLO1.1 and PLO1.3 (see chapter 1.1). For students to achieve these PLOs, the curriculum includes courses related to agribusiness as well as complementary fields, such as economics, business, supply chain management, and technology. This structure enables students to pursue double majors, particularly through the integrated dual-degree option. To support this, SoE leaders and the BABP director have collaborated closely with programme directors and SIBM faculty members to incorporate more agro-food-related examples and case studies into courses such as Principles of Marketing, International Business, Import-Export Management, and Global Supply Chain Management.

Bachelor of Human Resource Management (BHRMP):

The BHRMP integrates knowledge across multiple disciplines to prepare graduates for complex workplace challenges. The curriculum establishes interdisciplinary learning outcomes including application of social science fundamentals, integration of political-legal-economic knowledge, implementation of critical thinking, and effective communication in international environments. The BHRMP's cross-disciplinary structure incorporates foundation courses in economics, psychology, sociology, and business law alongside integrated courses like labour economics and organisational behaviour. Students can explore additional perspectives through electives such as Digital Human Resource Management and People Analytics.

Bachelor of Public Management (BPMP):

The interdisciplinary approach of the BPMP is reflected in the programme's learning outcomes and can be integrated into subjects and extracurricular activities during the course. The programme establishes the connection between three distinct knowledge blocks: public management, economics, and law, and demonstrates how to effectively utilise these knowledge blocks (PLO1.5 and PLO1.6, see chapter 1.1). The subjects are designed to transfer interdisciplinary thinking to learners at each stage of the General Education module, Major Core Courses (e.g., Technology Governance), Concentration Courses (e.g., New Urban Economic & City Marketing), and Elective Courses (e.g., E-government).

Bachelor of Electronic Commerce (BECP):

BECP students learn how to approach different issues related to, for example, Internet services and applications, Data analytics for e-commerce, E-commerce technology, E-commerce application development, and E-commerce operations management. The inclusion of these

courses in the programme helps students form an interdisciplinary mindset. Furthermore, allowing students access to different disciplines in the programme helps create an open mind. Elective courses also foster interdisciplinary thinking, offering four specialisation tracks: Business & Management, E-Commerce Technology, E-Commerce Management, and Information Technology & Information Systems.

<u>Ethical aspects</u>

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

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

Bachelor of Agribusiness (BABP):

The programme addresses the unique ethical challenges faced by the agribusiness sector, such as sustainability, food safety, fair trade practices, food loss and waste, inclusiveness, and the responsible use of natural resources. This ethical aspect is reflected in PLO3.1 and PLO3.2 (see chapter 1.1). Ethical considerations are integrated into core and concentration courses such as Economics of Agro-food Value Chains, Agribusiness Management, Sustainable Food Supply Chains, and Sustainable Business Models. These courses help students critically assess ethical implications in the agri-food industry and understand their decisions' societal and environmental impact. The programme also emphasises research ethics and academic integrity, particularly in Research Methodology and Applied Market Research, where students learn scientific integrity principles. Practical learning components, including internships and thesis projects, further reinforce ethical decision-making by exposing students to real-world dilemmas.

Bachelor of Human Resource Management (BHRMP):

The BHRMP incorporates ethics through specific Programme Learning Outcomes (e.g., PLO2.6, PLO2.7, PLO3.1, PLO3.3, PLO3.2, see chapter 1.1) focusing on social responsibility, independent work and adaptability, continuous learning, effective teamwork, and professional communication. Thus, ethics is embedded across the curriculum, with direct focus in core courses such as Human Resource Management and Organisational Behaviour, Employment Law, and Managerial Psychology. Ethical considerations are also integrated into courses on performance management and compensation practices.

The programme equips students to handle ethical workplace issues through case studies, role-playing, and real-world scenarios. Assessment of ethical competencies occurs through various methods including case studies and simulations, reflective essays, and group projects.

Bachelor of Public Management (BPMP):

The BPMP emphasises the ethical aspect in the Programme Learning Outcomes (PLO3.1, PLO3.2, see chapter 1.1). Throughout the curriculum, there is an integration of ethics into courses. The Research Methodology for Public Management subject provides explanation

academic ethical issues to the students. For professional ethics, the identification and reflection of ethical aspects are embedded in most of the course contents. For example, in the courses Ethics in the Public Sector, Leadership in the Public Sector, and Public Project Appraisal ethical issues are discussed in terms of human development. Issues such as income, poverty, and inequality which relate to different ethical approaches are discussed.

Bachelor of Electronic Commerce (BECP):

The BECP embeds ethical principles throughout its curriculum, ensuring students develop a strong sense of social responsibility, independent work, adaptability, continuous learning, teamwork, and professional communication (PLO3.1, PLO3.2, PLO3.3, see chapter 1.1). Ethical considerations are integrated into core courses such as E-commerce law, Introduction to Psychology and Sustainable Development, as well as in subjects covering performance management and compensation practices.

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

Bachelor of Agribusiness (BABP):

The BABP ensures that students acquire methodological competencies and the ability to conduct scientific research through a structured and comprehensive approach, as outlined in PLO 2.5 (see chapter 1.1). The three compulsory courses Applied Econometrics, Research Methodology, and Applied Market Research equip students with essential research knowledge and skills. These courses cover the research process, literature review, data collection methods, data analysis techniques, and critical evaluation of findings. In Research Methodology, students develop a research proposal, while Applied Market Research culminates in a comprehensive research project. Additionally, Applied Econometrics, along with the elective Time Series Econometrics, provides students with quantitative tools and analytical skills necessary for conducting data-driven research. These courses collectively prepare students for their graduation thesis, which involves academic research. To further support students, final thesis guidance is offered.

Additionally, students are encouraged to submit their applied research projects to the UEH Youth Researcher Contest and the Journal of Students' Scientific Inquiries for Development. Students also have the opportunity to join faculty-led research projects, contributing as data collectors and analysts.

Bachelor of Human Resource Management (BHRMP):

The BHRMP systematically develops students' methodological competences and scientific work abilities through a structured approach aligned with specific Programme Learning Outcomes (e.g., PLO2.1, PLO2.5, PLO2.8, PLO3.2, see chapter 1.1): applying survey and information processing skills, critical thinking, effective use of technology, and continuous knowledge acquisition.

Research competencies are cultivated through dedicated courses like Research Methodology and Applied Econometrics, alongside academic project work integrated into core HRM courses. Students prepare for thesis writing through structured guidance from faculty advisors,

with the curriculum progressively building research capabilities appropriate for Bachelor level studies. Additionally, students benefit from diverse research opportunities including participation in faculty research projects, student conferences, and industry-based research.

Bachelor of Public Management (BPMP):

The BPMP aims to enhance the capacity of learners to conduct scientific research. Considering PLO1.5 (see chapter 1.1), students can apply their knowledge from economics, law, and public management to address social issues. Additionally, the programme's learning outcomes also focus on developing learners' research skills, which aligns with PLO 2.2 (see chapter 1.1). There are three courses foster students' scientific capacity including Applied Statistics for Business and Economics, Data Science, and Research Methods in the Public Sector.

Furthermore, students have opportunities to participate in scientific contests organised by both UEH and SoG. At the UEH level, an annual contest for learners, such as the UEH 500, is held to promote excellent projects. Additionally, a Young Researcher Contest is organised. At the SoG level, the Maze Challenge is organised annually for students to submit their work.

Bachelor of Electronic Commerce (BECP):

Skills and knowledge of research methodologies are taught in various courses of the BECP: Applied Statistics for Business and Economics, Marketing Research, E-commerce Business Strategy, Data analytics for e-commerce, E-commerce technology, E-commerce application development, and E-commerce operations management. Students learn different research methods applied in business practice, and decision-making, as well as know how to conduct e-commerce research. Moreover, these methods are also aimed to enable students to pursue further studies or become academic researchers. Course reports can be taken to student research competitions, national and international conferences, and international publications.

Examination and final thesis (Asterisk Criterion)
Examinations

UEH has standardised and promulgated relevant regulations on testing and exam organisation for undergraduate and postgraduate levels following national regulations.[15] These regulations apply to the exam organisation of modules in the form of direct exams and online exams planned by UEH. UEH has promulgated regulations on assessment and scoring frameworks for each module to create initiative and suitability to the requirements of each module. According to UEH's training regulations, student learning is evaluated on a 10-point scale through different forms, including:

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[15] Regarding the organisation of the **final exam**, UEH has promulgated Regulations on examination, assessment and evaluation of end-of-module exams and graduation exams; Regulations on organizing online exams; Amending and supplementing a number of articles in the Regulation on organizing online exams; The process of organizing and managing the final exam in the form of a multiple-choice exam on the computer; The process of organizing the final exam.
Regarding the organisation of **certificate exams**, UEH has promulgated regulations and processes: Management process of English outcome exam; Regulations on the process of coordination between units in the management and organisation of English exams at all levels; The process of organizing the Basic Information Technology Application Exam; Regulations on the process of coordination between units in organizing and managing the standard exam for basic information technology; The process of coordinating the organisation of foreign language proficiency assessment exams at levels 3-5 on computers according to the 6-level foreign language proficiency framework used for Vietnam.

- **Formative evaluation** (weight from 70% to 40%): Includes midterm test, learning process assessments, active participation, large assignment, or essays. Lecturers design assessment activities that must be diverse in form and in line with the learning outcomes of each module. The assessments must be clearly described in the syllabus that lecturers provide to students at the beginning of the module. Mid-term test result is notified to students in the module period or no later than 2 weeks after the end of the module.

- **Summative evaluation/final exam** (weight from 30% to 60%): The final exam in forms of written exams, multiple choice test exams, or other forms assesses overall students' ability to synthesise, analyse and apply knowledge set by the course outcomes. The form and structure of the final exam shall be decided by the Schools' Deans, after consulting lecturers. Rubrics are designed and stated in the module syllabus.

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

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

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

Graduation Thesis and Internship Report

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

Appraisal:

In all four study programmes, the curriculum adequately reflects the qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation or optional electives enable students to acquire additional competences and skills. Additionally, for the **Bachelor of Human Resource Management**, the expert panel was impressed that the programme manages to incorporate all relevant aspects of the field within their curriculum. The contents of the courses consistently reflect the strategic orientation of the study programme. They clearly meet the

requirements of the job market. Additional electives such as Digital Human Resource Management and Developing Leadership enhance the graduates' employability.

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

The expert panel found that within the four programmes theoretical questions are, where possible, explained by means of practical examples. The programmes invite experts from companies, and they employ part-time staff which has practical experience. Further, all four programmes use case studies where appropriate.

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

Ethical implications (for example those of economical or juridical ways of thinking and acting) are appropriately communicated. The expert panel observed that the in the **Bachelor of Public Management** the course Ethics in the Public Sector is optional. They **recommend** making it compulsory as it is very important topic within Public Management.

Students acquire methodological competences and are enabled to do scientific work on the required level.

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/internship reports are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove the achievement of the study programme's qualification objectives. However, the expert panel notes that, although the curriculum includes research-related courses, the majority of students opt to complete an internship report as their final project. Consequently, there are no theses available to demonstrate students' ability to conduct scientific work. The panel therefore **recommends** ensuring that the internship reports meet a high academic standard. These reports should provide opportunities for project-based work and data analysis, and the inclusion of relevant literature should be strongly encouraged.

		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)		BHRMP	BECP BABP BPMP		
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		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.6* Methods and scientific practice (Asterisk Criterion)			x		
3.1.7* Examination and final thesis (Asterisk Criterion)			x		

3.2 Structure

Table 13: Programme Structure

Programme	Bachelor in Agribusiness	Bachelor in Human Resource Management	Bachelor in Public Management	Bachelor in Electronic Commerce
Projected study time	3 years 6 months (7 semesters)	3 years 6 months (7 semesters)	3 years 6 months (7 semesters)	3 years 6 months (7 semesters)
Total CP Total CP (ECTS)	120 VNCP 216 ECTS (120 VNCP * 1.8 ECTS)	123 VNCP 221 ECTS (123 VNCP * 1.8)	125 CP	123 VNCP 221.4 ECTS (123 VNCP * 1.8 ECTS)
Workload per CP	50 working hours	50 working hours	50 working hours	50 working hours
Number of blocks of knowledge	5	3	3	5
Number of course works	50 courses (37 compulsory courses, 12 elective courses, and 1 internship and graduation course)	47 courses (39 compulsory courses and 07 elective courses and 1 internship and graduation course)	50 courses	49 courses (45 compulsory courses and 04 elective courses)
Time required for processing the final thesis	3 months (10 VNCP)	3 months (10 CP)	3 months (10 CP)	3 months (10 VNCP)
Programme Workload per year Programme Workload per year (ECTS)	1,714 hours (120VNCP x 50 hours)/3.5 years 61.7 ECTS (120VNCP x 1.8 ECTS)/3.5 years	1,757 hours (123VNCP x 50 hours) / 3.5 years 63 ECTS (123VNCP x 1.8 ECTS)/3.5 years	1,689 hours (125VNCP x 50 hours) / 3.7 years 60.8 ECTS (125VNCP x 1.8 ECTS)/3.7 years	1,757 hours (123VNCP x 50 hours) / 3.5 years 63 ECTS (123VNCP x 1.8 ECTS)/3.5 years
Internship report and awarded CP	10 VNCP ~ 03 months	10 VNCP ~ 03 months	10 VNCP ~ 03 months	10 VNCP ~ 03 months
Number of contact hours	1800 hours (120 VNCP * 15 hours)	1845 hours (123 VNCP * 15 hours)	1875 hours (125 VNCP * 15 hours)	1845 hours (123 VNCP * 15 hours)
Credit Allocation	Semester 1: 19 VN credits ~ 34.2 ECTS	Semester 1: 19 VN credits ~ 34.2 ECTS Semester 2: 19 VN credits ~ 34.2 ECTS	Semester 1: 16 VN credits ~ 28.8 ECTS Semester 2: 19 VN credits ~ 34.2 ECTS	Semester 1: 19 VN credits ~ 34.2 ECTS Semester 2: 19 VN credits ~ 34.2 ECTS

	Semester 2: 19 VN credits ~ 34.2 ECTS Semester 3: 19 VN credits ~ 34.2 ECTS Semester 4: 19 VN credits ~ 34.2 ECTS Semester 5: 16 VN credits ~ 28.8 ECTS Semester 6: 18 VN credits ~ 32.4 ECTS Semester 7: 10 VN credits ~ 18.0 ECTS Total 120 VN credits	Semester 3: 19 VN credits ~ 34.2 ECTS Semester 4: 17 VN credits ~ 30.6 ECTS Semester 5: 21 VN credits ~ 37.8 ECTS Semester 6: 18 VN credits ~ 32.4 ECTS Semester 7: 10 VN credits ~ 18 ECTS Total 123 VN credits	Semester 3: 21 VN credits ~ 37.8 ECTS Semester 4: 21 VN credits ~ 37.8 ECTS Semester 5: 21 VN credits ~ 37.8 ECTS Semester 6: 17 VN credits ~ 30.6 ECTS Semester 7: 10 VN credits ~ 18 ECTS Total 125 VN credits	Semester 3: 19 VN credits ~ 34.2 ECTS Semester 4: 19 VN credits ~ 34.2 ECTS Semester 5: 18 VN credits ~ 32.4 ECTS Semester 6: 19 VN credits ~ 34.2 ECTS Semester 7: 10 VN credits ~ 18 ECTS Total 123 VN credits

Modular structure of the study programme (Asterisk Criterion)

In general, UEH undergraduate study programmes range between 120-125 Vietnamese credits[16] and can be completed within 3.5 years. They all include components such as general education, college core requirement, discipline core requirement, major requirement, elective requirement, internship and graduation thesis. In addition, students must also complete non-cumulative modules in National Defence and Physical Education. The main study programmes usually consist of about forty courses. Each course usually accounts for three Vietnam credits equivalent to 5.4 ECTS credits. Knowledge blocks in undergraduate programmes are divided as follows:

1) **General education** focusing on the training in general knowledge and fundamental abilities: 50 VN credits equivalent to 90 ECTS credits.

   General education comprises foundation modules such as Marxist-Leninist (obligated by law), Economics, Management, Principles of Accounting, Statistics and Mathematics for Economics and Business, Business Law, Soft Skills, Entrepreneurship and Start-up, Critical Thinking, Sustainable Development, Design Thinking, Introduction to Psychology, and English Language.

2) **College core requirement and discipline core requirement** focusing on broadening and strengthening specialty knowledge, enhancing students' theoretical and employment adaptability: 30-35 VN credits equivalent to 54-63 ECTS credits.

3) **Major requirement** focusing on students' specialised knowledge: 20-30 VN credits equivalent to 36-54 ECTS credits.

4) **Elective requirement** (minor) focusing on enhancing students' competitiveness and adaptability: 10-15 VN credits equivalent to 18-27 ECTS credits.

5) **Internship/graduation thesis** focusing on the training and development of students' research and practical ability: 10 VN credits equivalent to 18 ECTS credits.

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

Study and exam regulations (Asterisk Criterion)

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

1) Defining concepts in training according to the credit system;
2) Regulations on the study programme and duration;
3) Learning process;
4) Assessment of learning performance;
5) Processing of study dossiers and conditions for further study;

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

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

6) Graduation consideration and graduation recognition and

7) Other issues such as dual major, integrated dual major, school transfer, student exchange, study reservation, scholarship, tuition fee.

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

The processes, regulations and guidelines on examination and assessment regulated by UEH in accordance with legal documents are announced to students on the website of the Department of Scheduling and Testing.[17]

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

Table 14: The grading scale for academic performance based on cumulative GPA

	Range of GPA (scale of 10)	Letter Grade	Grade Point
Pass	From 9.0 to 10	A+	4.0
	From 8.5 to 8.9	A	4.0
	From 8.0 to 8.4	B+	3.5
	From 7.0 to 7.9	B	3.0
	From 6.5 to 6.9	C+	2.5
	From 5.5 to 6.4	C	2.0
	From 5.0 to 5.4	D+	1.5
Fail	From 4.0 to 4.9	D	1.0

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

	Range of GPA (scale of 10)	Letter Grade	Grade Point
	From 3.0 to 4.0	F$^+$	0.5
	Below 3.0	F	0.0

Table 15: Degree classification

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

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

Feasibility of study workload (Asterisk Criterion)

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

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

To support students in managing their academic progress, UEH offers comprehensive academic advising, general student counselling, and access to various support services. Each semester, the class advisor closely monitors students' academic performance and personal development through the Advisor Platform. If a student is at risk of falling behind, the class advisor discusses possible solutions with both the lecturer and the student. The advisor then reports the issue to the school leaders to ensure timely support and intervention. Additionally, the class advisor provides guidance to students on options for accelerating or extending their

studies based on individual needs and circumstances. To further support academic success, the class advisor organises study groups where high-achieving and proactive students assist their peers, with participation in these activities contributing to students' training points. Student feedback is regularly gathered to evaluate workload feasibility and ensure the curriculum remains manageable within the standard timeframe.

<u>Equality of opportunity</u>

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

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

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

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

Bachelor of Agribusiness (BABP):

The BABP promotes gender equality and non-discrimination by fostering an inclusive learning environment and providing targeted support for students facing difficulties, including those with disabilities or financial hardships. The programme closely monitors the number of students in need and ensures they receive appropriate assistance through class advisors. In collaboration with the class monitor, the class advisor regularly checks on students' well-being, identifying academic, financial, housing, or personal challenges. This information is reported to SoE leaders and the DSA to facilitate timely interventions, such as student loans, scholarships, and other forms of support. Additionally, the programme director encourages students to engage in student-led organisations, youth clubs, and mentorship initiatives that provide peer support, academic guidance, and community engagement opportunities for those in need.

Bachelor of Human Resource Management (BHRMP):

The BHRMP demonstrates commitment to gender equality and equal opportunity through established non-discrimination policies communicated via multiple channels including the website, student handbooks, and orientation sessions. A dedicated committee monitors policy implementation and addresses grievances to ensure a bias-free environment. For students with disabilities, the BHRMP provides customised learning materials, alternative assessment methods when necessary, and recording permissions for lectures.

Bachelor of Public Management (BPMP):

Each class in BPMP is assigned to one faculty member as a class advisor to assist students with both academic and non-academic matters. The class advisor can monitor their class through the online system.

Bachelor of Electronics Commerce (BECP):

The BECP have association and club activities that support students in need of help. For example, the Economic Technology Club, SBIT Youth Union were organised by students themselves within the support from faculties members. The number of students with difficulties and disabilities is monitored and reported in detail during regular class meetings.

In addition, UEH and SBIT leverages support to students through multiple actions such as assigning academic advisors by class to monitor students' performance or listening to students' sharing and expectations for timely support. These activities are regularly reviewed and adjusted accordingly.

Appraisal:

The structure of the four programmes supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course on the basis of the necessary student workload. For the **Electronic Commerce programme**, the expert panel **recommends** developing modules that are more explicitly aligned with specific professional roles and responsibilities. Such modules could serve as building blocks which provide students with a comprehensive preparation for the labour market. The BECP and students will benefit if the structure of the subjects and their sequence in the training plan can be better aligned to work functions, building the full qualification in E-Commerce year to year. The technical competencies of students are well presented in the programme, but they are fragmented into different blocks. It is not always clear at which stage the students could work in junior positions in the sector. It is also clear that the programme tries to equip them with technical, business, and core managerial skills simultaneously, and it leads to mixed training blocks from year to year. The logical prioritisation can help in building a more labour market-oriented educational approach.

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

To enhance the clarity, the programme is advised to align its learning outcomes with Bloom's Taxonomy.

Overall, there are legally binding study and exam regulations at UEH which contain all necessary rules and procedures and national requirements into account. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated. The recognition of periods of practical work is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the workload of the four programmes is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, UEH University also takes into account evaluation findings, including student feedback and the programme's success rate. The expert panel notes that UEH operates several campuses across Ho Chi Minh City and note that the time required for students to travel between campuses within a single day can place an additional burden on them. The panel therefore encourages UEH to continue its efforts toward creating more efficient timetables in order to minimise unnecessary travel and support students' learning conditions.

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

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

3.3 Didactical concept

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

Bachelor of Agribusiness (BABP):

In the BABP, teaching and assessment approaches are outlined in each syllabus and communicated to students at the beginning of each course. A variety of teaching methods are employed, including lectures, discussions, case studies, problem-solving, group work, project-based learning, hands-on instruction, interactive activities, and self-study via the LMS system. The teaching methods are aligned with the intended learning outcomes at both course and programme levels. Therefore, teaching and assessment methods vary across courses to meet specific course requirements, with case studies and projects commonly used in discipline core courses and concentration courses to reinforce theoretical knowledge through practical application.

The BABP integrates both face-to-face and online learning to accommodate different learning conditions. Lecturers have the option to conduct one online session, particularly in the first semester, with classes before and after the Lunar New Year being delivered online, as many students return home during this period, making in-person attendance less convenient.

Additionally, some courses, such as Sustainable Development, Economics of Agro-Food Value Chains, Agribusiness Management, Applied Market Research, and Sustainable Business Models, incorporate Coursera's MOOC courses to help students enhance their English proficiency.

Bachelor of Human Resource Management (BHRMP):

The BHRMP employs a comprehensive didactical concept that balances theoretical understanding with practical application. Lecturers introduce their teaching and assessment methods at the beginning of each course, ensuring transparency and clear expectations. The teaching approach incorporates diverse methods including lectures, seminars and group work, practical simulations, field trips, and case studies, all specifically selected to align with programme learning outcomes.

The BHRMP incorporates blended learning through both in-person and online learning, utilising learning management systems, digital resources, and virtual collaboration tools to enhance flexibility and accessibility.

Bachelor of Public Management (BPMP):

The didactical focus of the BPMP is learner-centred and based on learning outcomes, using interactive teaching methods. Lecturers employ diverse methods and activities tailored to learners to achieve specific learning objectives, as outlined in the learning outcomes. Teaching methods commonly used include case studies, discussions, group presentations based on current events, evaluating articles provided by lecturers, writing essays, and employing a flipped classroom approach. For instance, in the subject Human Resource in the Public Sector students engage in discussions and decision-making exercises related to HRM. The Leadership in the Public Sector course presents urgent situations for students to practice their decision-making abilities. The Law and Public Policy course focuses on analysing policies in accordance with legal frameworks.

Discussions, presentations, reflection papers, and case studies enhance individual students' comprehension of theoretical concepts, enabling them to select appropriate theories for specific contexts. Conversely, organising workshops or seminars involving student participation provides an opportunity for them to gain insights into the process of formulating and implementing policies in the public sector. For instance, when the Vietnamese government

initiated its National Digital Transformation Programme, SoG organised a Digital Transformation in the Public Sector workshop.

Bachelor of Electronics Commerce (BECP):

The teaching and learning methodology in the BECP change as the programme progresses, from knowledge-focused teaching and learning, through understanding, to strategic thinking and practice in problem-based and experiential learning. The teaching and learning methodology in the programme are varied, with students experiencing a variety of teaching styles and techniques, which is in line with the international teaching team and lecturers' backgrounds. The BECP follows the problem- and project-based learning approach widely adopted in many international universities. This method considers students as the centre of the learning process, connecting knowledge and reality through case studies and projects. Multiple teaching methods are employed throughout the programme, including class lectures, case studies, discussions, presentations, seminars, business games, and internships.

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

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

The **Bachelor of Agribusiness (BABP)** uses textbooks. Depending on the course, faculty members also introduce additional resources, such as supplementary readings from open-access sources. For research-oriented courses, high-impact journal articles are used as reading materials. All materials including syllabi, reading materials, lecture notes, and case studies must be uploaded to the LMS at least two weeks before the course begins.

The **Bachelor of Human Resource Management (BHRMP)** provides students with comprehensive course materials including textbooks, literature recommendations, case studies, lecture notes, international reports (from ILO, World Bank, McKinsey, and Deloitte), and online resources.

The **Bachelor of Public Management (BPMP)** primarily uses the LMS to provide learning materials to students. The references originate from diverse sources. BPMP recommends that lecturers select reference materials published within the preceding five years. In instances where a subject necessitates additional books, lecturers may request their purchase through the BPMP director. According to the regulation of programme director issued by UEH, the programme director holds primary responsibility to coordinate with lecturers in selecting materials for the subject. Scientific journals and articles are frequently proposed by lecturers themselves. In addition to their teaching responsibilities, lecturers also engage in scientific

research. During the process of locating documents for their own research, lecturers can identify suitable materials relevant to the subject or their own research products. In such cases, the instructor consults with the programme director to update the references.

Course materials for the **Bachelor of Electronics Commerce (BECP)**, including lecturer's notes, slides, textbooks, references, websites, papers, etc., are carefully selected by the Scientific Council of SBIT to ensure that they are consistent with the content of the course's learning outcomes. All textbooks and other instructional materials utilised in the programme, are supplied by international and reputable publishers such as McGraw-Hill, Pearson, Apress, or Cengage.

Guest lecturers

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

Bachelor of Agribusiness (BABP):

The invitation of guest lecturers is based on their professional qualifications, their relationship with the SoE, and visiting costs, while also ensuring compliance with UEH regulations. Guest lecturers contribute to the programme in various ways, either by delivering entire courses or offering specialised lectures within existing courses. Additionally, the programme invites leading economists and researchers from diverse fields to participate in seminars, allowing students to engage with influential figures in academia and industry.

In the BABP, guest lecturers play a vital role in bridging the gap between theory and practice. Regular visiting lecturers include the former Vice Director of the HCMC Agricultural and Rural Development Department and Vice Director of the HCMC Centre for Food Safety Management, and the Vice General Director of SaiGon Agriculture Corporation. Their experience provides students with deeper insights into policy, food safety, and agribusiness management. To complement in-class learning, guest lecturers also facilitate business study tours, using their industry connections to arrange site visits and professional interactions. These tours allow students to engage directly with industry professionals, gaining hands-on experience in real-world agribusiness operations. Furthermore, UEH organises a summer camp every summer semester at the Vinh Long Campus, enabling students to visit large-scale farms and agro-food processing companies.

Bachelor of Human Resource Management (BHRMP):

The BHRMP at UEH strategically incorporates guest lecturers with strong academic backgrounds and extensive industry experience to enrich students' learning. The BHRMP regularly invites diverse professionals including academic experts from other institutions, HR directors and managers from local and multinational corporations, HR consultants, and public sector specialists.

Guest lecturers are selected based on academic qualifications, practical experience, proven track records, ability to connect theory with practice, and expertise aligned with course

objectives. They cover a range of topics including contemporary HRM practices, comparative HR systems analysis, industry-specific challenges, cultural aspects of HR management, technological innovation, and strategic HR management across various business environments. These professionals employ various teaching methods including expert talks, case study discussions from their organisations, interactive problem-solving sessions, workshops, and Q&A sessions.

Bachelor of Public Management (BPMP):

The BPMP invites numerous lecturers to participate in its study programme. These lecturers can be affiliated with universities that have signed a memorandum of understanding or can be independent. Visiting lecturers must hold a doctorate or professor/associate professor title and, in particular, must have experience in the subject they teach. SoG leaders or programme directors require lecturers to submit their CVs and engage in further discussions about their experience and research directions related to the subject before making a final decision on signing a teaching contract.

Visiting lecturers may assume the responsibility of teaching an entire course or a portion thereof in a collaborative manner. Depending on the specific circumstances, the BPMP may invite visiting lecturers to UEH lecture halls or facilitate online classes. Notably, some visiting lecturers may possess Vietnamese language proficiency due to their overseas Vietnamese heritage and current residence abroad. In instances where a Vietnamese interpreter is not readily available, the BPMP will make the necessary arrangements.

Bachelor of Electronics Commerce (BECP):

The school has a policy to encourage foreign lecturers to visit and cooperate in scientific research. Guest speakers from various nations are invited to participate in the BECP so that students can engage with and learn from them. The programme has hosted guest lectures and workshops by professors from MIT, NUS, and the University of Melbourne, focusing on digital transformation, online consumer trust, and AI-driven personalisation. Additionally, visiting industry professionals and researchers from Google, Meta, and fintech firms deliver guest lectures on real-world e-commerce challenges.

Appraisal:

The didactical concept of the four study programmes is described, plausible, and oriented towards the objectives of the programmes. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. Since one of the mandatory courses is Design Thinking (DT), it is therefore **recommended** that students be enabled to apply the competencies acquired in this course in subsequent study courses. This would ensure significant benefits for the study process, the students themselves, and their preparation for the job market. The DT methodology transforms learning into problem-based and practical learning. It encourages students to apply theoretical knowledge to solve real, user-oriented problems, thus ensuring interdisciplinary and greater practicality of the courses. The application of DT in study process develops systematic, critical and creative thinking - the ability to correctly formulate a problem and look for non-standard solutions. Rapid prototyping and receiving feedback strengthen students` self-confidence and ability to take risks. DT also helps to develop essential soft competencies, highly valued in the labour market: empathy, complex problem solving, and cooperation in interdisciplinary teams. These competencies are critical for successfully initiating and implementing innovations and creating quality services.

To ensure the quality of DT application in subsequent study courses, it is **recommended** to organize training on the DT methodology for lecturers as well.

The accompanying course materials in the four programmes are oriented towards the intended learning outcomes and correspond to the required qualification level. They are digitally accessible for the students in all programmes. While the material is up to date in the **Bachelor of Agribusiness** and **Bachelor Human Resource Management**, the expert panel sees room for improvement for the **Bachelor of Electronic Commerce** and the **Bachelor of Public Management**. The experts found that in some cases, outdated literature is used, and they **recommend** updating the materials used. Examples in the **BECP** are the textbooks Discovering the Internet (2012) and Internet Technologies and Information services (2014) used in the course Internet Services and Applications. In the course E-payment Systems one textbook is from 2011 and one is from 2013. The experts note that the field of electronic commerce is highly dynamic. Therefore, the use of up-to-date literature is essential. Examples of outdated literature in the **BPMP** include references from 2016 in the course Change Management in Public Sector and references from 2015 in the course Ethics in the Public Sector.

In all programmes the materials 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, either from professional practice or scientific work, but also, for example, from culture and politics.

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

3.4 International outlook

International contents and intercultural aspects (Asterisk Criterion)
Bachelor of Agribusiness (BABP):

The BABP aims to equip students with the knowledge and skills to work in both domestic and global labour markets. The internationality of the programme is reflected in its learning outcomes (PLO1.1, PLO2.2, and PLO3.1, see chapter 1.1), the use of English as the teaching language in eight courses within the programme, and the adoption of globally recognised textbooks. International topics and issues are integrated into several compulsory courses, such as Sustainable Development, International Business, International Management, Global Strategic Management, Global Supply Chain Management, Import-Export Management, Agribusiness Management, and Sustainable Food Supply Chains. These courses expose students to global challenges, international business environments, multinational corporate structures and operations, foreign consumer behaviour, global food systems, and international

trade practices. Additionally, students gain international exposure by participating in seminars organised by the SoE, which feature global topics and the participation of international scholars, selected courses on Coursera, field trips with international professors and students and exchange student programmes. Many students, under the guidance of faculty members, choose multinational-scope topics for their research and graduation thesis further enhancing their intercultural competence and global macroeconomic context. The diverse academic and professional backgrounds of faculty members also contribute to the programme's global perspective. Their international education enables them to share firsthand experiences of global business practices, economic policies, and industry trends, providing students with insights into different economic systems and cultural approaches to management.

Bachelor of Human Resource Management (BHRMP):

The BHRMP is designed to prepare students for the complexities of a globalised workforce through comprehensive integration of international content and intercultural aspects. The curriculum utilises a multi-source approach, incorporating international academic textbooks, scholarly articles, reports from organisations like the ILO and World Bank, and contemporary insights from global consulting firms including McKinsey, Deloitte, and Boston Consulting Group. Key courses with significant international components include International Human Resource Management, Labour Economics, Employment Law, and Organisational Communications. The programme emphasises intercultural competence through multinational case studies, international best practices, cross-cultural management scenarios, and diversity and inclusion practices in global contexts. For example, the case study of SAS Institute provides students with practical insights into international and multicultural workplace challenges. Students gain practical international experience through enterprise semesters with international companies, projects addressing global HR challenges, and collaboration with international partners when available.

Bachelor of Public Management (BPMP):

The BPMP is benchmarked against comparable training programmes at universities globally. SoG is consistently engaged in collaborating with international institutions to establish Memoranda of Understanding/Agreement (MOUs & MOAs). These cooperation activities provide SoG opportunities to enhance academic quality through exchange experiences in public governance from other countries. They also enhance the learning experience of students through extracurricular and student exchange occasions. Teachers frequently distribute course materials and textbooks in English, particularly supplementary reference materials. Instructors are strongly encouraged to conduct research and provide novel papers for readings and discussions. For instance, in the subject of Leadership in the Public Sector, instructors frequently select typical scenarios to analyse decision-making in an international context.

Bachelor of Electronics Commerce (BECP):

Similar to the other programmes, the BECP is benchmarked against high-ranking international study programmes in Electronic Commerce. The programme integrates subjects such as E-Commerce Business Strategies, Management Information Systems, Global Supply Chain Management, Digital Marketing, and Big Data and Applications, aiming to equip students with the necessary competencies to operate in a globally connected economy. The BECP focuses on the multicultural aspect, for example analysing case studies of cross-border trade situations. The curriculum aligns with Programme Learning Outcomes (PLOs) related to international and multicultural proficiency, including foreign language proficiency, global

market analysis, and adaptability in diverse business environments. These skills aim to prepare students for careers in multinational corporations, international trade, and global business consulting. Beyond coursework, students can engage in international case studies, collaborative projects with global partners, exchange programmes, and industry-led webinars featuring international experts. Participation in business simulations, multicultural teamwork exercises, and sustainability-driven entrepreneurial projects further enhances their readiness to work in diverse, international settings.

Internationality of the student body

With the strategy of becoming a multidisciplinary university with academic reputation in Asia and sustainable development, UEH strengthens international cooperation activities with regional and international universities. The aims are to attracts international scientists and experts to lecture and research at UEH, as well as attract international students to study at UEH.[18] Every year, UEH attracts about 40 to 50 international students to study at all levels from undergraduate to postgraduate, as well as students who come for short-term exchange at UEH. For foreign learners, UEH provides scholarship, supports visa procedures, helps understand Vietnamese culinary culture, supports in adapting to student life at UEH. They can find all guiding information online.[19]

Currently, no foreign students are enrolled in the four programmes at hand.

Bachelor of Public Management (BPMP):

In 2024, two exchanges were organised. Four Vietnamese students went to Thailand for educational purposes. At the same time, two international students from Thailand arrived at UEH for their internship.

Internationality of faculty

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

Bachelor of Agribusiness (BABP):

SoE's faculty comprises international lecturers and researchers, along with highly qualified Vietnamese professionals who have studied and worked abroad for years. Most faculty members teaching in the BABP hold master's or PhD degrees from prestigious universities in Europe, the USA, Canada, Australia, Japan, Taiwan and Sri Lanka. Faculty members are also actively engaged in joint programmes such as the Vietnam-The Netherlands Programme[20] and UEH-VUW Programme[21], as well as international research networks like EEPSEA

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[18] UEH has issued Decision 1159/QD-ĐHKT-QLKHHTQT regulating international cooperation activities at UEH. In 2023 UEH has issued Regulation 2080/QyĐ-ĐHKT-QLKHHTQT on stipulating and managing outbound and inbound delegations at UEH.
[19] Department of Student Affairs, last accessed September 1, 2025.
[20] Home - VNP | Vietnam - Netherlands Program, last accessed September 2, 2025.
[21] Cử Nhân Liên Kết Quốc Tế | Đại Học Kinh Tế – Victoria Of Wellington University, last accessed September 2, 2025.

Partnerships[22] and EfD Vietnam[23]. Furthermore, all lecturers maintain ORCID and Google Scholar profiles, with many serving as peer reviewers for prestigious journals and contributing to advisory projects worldwide.

SoE requires its faculty members to obtain the Cambridge EMI-B certification, which equips non-native English-speaking academics with essential skills for teaching and research in English. Most BABP faculty members have already earned this qualification. Beyond academic achievements, SoE strengthens global engagement by collaborating with international experts through seminars and training sessions. A faculty member of the BABP recently contributed to the Trade4SD project, a global initiative promoting sustainable development through international trade.[24]

Bachelor of Human Resource Management (BHRMP):

While the BHRMP does not currently employ international lecturers, many faculty members have obtained advanced degrees and conducted research at prestigious universities across multiple countries including the United Kingdom, France, Germany, Netherlands, Belgium, Sweden, Australia, United States, Canada, and Japan. Faculty members engage internationally by attending conferences and workshops, conducting collaborative research with international partners, participating in academic exchanges, and publishing in international journals.

Bachelor of Public Management (BPMP):

The SoG recruits lecturers who have obtained their degrees from renowned universities worldwide. Currently, some lecturers pursue further studies and research abroad, including in the United States, Europe, and Asia. To enhance and update knowledge, UEH and SoG have established Memoranda of Understanding (MOUs) with numerous universities worldwide. These MOUs encompass provisions related to the exchange of lecturers and the collaborative organisation of scientific research activities.

Bachelor of Electronics Commerce (BECP):

The BECP's permanent faculty has 89% of its members holding PhD degrees. Among them, 58% were trained abroad and 27% are currently teaching both abroad and at UEH. Most of them have experience living and studying abroad, joining research projects in collaboration with foreign colleagues, and attending international conferences. The lecturers have experience in multiple cultures, including the US, Australia, Korea, France, Japan, and Russia.

Foreign language contents

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

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[22] Home - EEPSEA Partnership, last accessed September 2, 2025.
[23] Vietnam | EfD - Initiative, last accessed September 2, 2025.
[24] Home - Trade4sd, last accessed September 2, 2025.

Vietnamese translations for first- and second-year courses, before shifting entirely to original English sources in years three and four.

Bachelor of Agribusiness (BABP):

Within the partial English curriculum, currently five key courses are offered in English: Financial Economics, Agribusiness Management, Agribusiness Project Appraisal, Sustainable Food Supply Chains, and Applied Market Research. Additionally, most study materials, including globally recognised textbooks, lecture notes, and case studies, are in English.

Beyond coursework, the programme encourages students to write their graduation theses and conduct scientific research in English, a practice that has gained traction, particularly in cohort 47. Students can further improve their English skills by participating in student-led English clubs, DSA's English Zone, and enrolling in free online Coursera courses.

Bachelor of Human Resource Management (BHRMP):

While Vietnamese is the primary language of instruction, English is extensively used, particularly in courses focused on international contexts and in course materials. Several courses not only use English textbooks but also are taught in English, including International Human Resource Management, People Analytics, HRM and Organisational Behaviour, and Digital Human Resource Management. Additionally, HRM students have the option to conduct their bachelor thesis in English.

Bachelor of Public Management (BPMP):

The BPMP has incorporated a partial English-taught curriculum, with six key courses currently offered in English: Public Management, Marketing in the Public Sector, Human Resource Management for Public Organisations, Technology Governance, Public Governance, and Financial Management for Public Organisations. Furthermore, in learning activities, lecturers encourage students to write their academic reports in English and participate in other activities such as the UEH Debate contest.

Bachelor of Electronics Commerce (BECP):

The BECP curriculum incorporates 15 Vietnamese credits of English-taught courses, including Electronic Commerce, Digital Marketing, Management Information Systems, E-Commerce Business Strategy, and Technology and Innovation in E-Commerce. Most courses utilise textbooks or other reference materials in English to encourage students to enhance their English proficiency.

Appraisal:

International contents are an integral part of the four curricula. UEH students are thus prepared for the challenges in an international working environment. Through practical examples used in the programmes, students are enabled to act in an intercultural environment.

The expert panel assesses that the international composition of the student body does not correspond to the concepts of the four programmes. They find that the measures taken to promote internationality at UEH can be improved. Overall, they observe no significant student mobility, neither incoming nor outgoing. Therefore, the panel **recommends** that UEH develops a clear strategy to improve mobility. Students need clear administrative and financial support in order to go abroad. One way to achieve the structural support of students is by establishing a dedicated International Office.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) in all four programmes promotes the acquisition of international competences and skills. The measures taken are goal oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programmes. For the Bachelor of Human Resource Management, the expert panel states while the proportion of English materials and contents is adequate for the labour market in Vietnam, enhanced English proficiency is needed for employment in inter- and multinational companies. The panel therefore **recommends** expanding the proportion of English language courses and required English language materials.

		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)

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

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

Bachelor of Agribusiness (BABP):

The BABP includes discussion, problem-solving, communication, presentation, cooperation, and teamwork, as outlined in PLO1.3, PLO2.1, PLO2.2, and PLO2.6 (see chapter 1.1) to develop students' multidisciplinary competencies and essential skills. These competencies and skills are reinforced through various in-class activities such as discussions, group presentations, and learning situation analyses. Additionally, the programme includes university-wide compulsory courses like Introduction to Psychology, Sustainable Development, and Design Thinking, which explicitly focus on communication, public speaking, teamwork, and conflict resolution. Students also have the option to take Business Communication as an elective to further enhance their workplace communication skills.

Beyond coursework, students can improve their competencies through extracurricular activities such as social skills improvement series, debate competitions, seminars, and

workshops, which offer hands-on experiences in critical thinking and public speaking under the guidance of academic advisors. The assessment of these skills is conducted through a combination of presentations, group projects, written reports, and participation in discussions, ensuring that students effectively develop and demonstrate their abilities in real-world scenarios.

Bachelor of Human Resource Management (BHRMP):

The BHRMP is designed to equip students with essential soft skills such as communication, cooperation, conflict resolution, and leadership. These skills are developed through a combination of coursework, practical exercises, and extracurricular activities (e.g., company tours, an academic competition, HR Day).

Communication and public speaking skills are emphasised through courses like Organisational Communications and Human Resource Management and Organisational Behaviour. These courses use interactive methods such as discussions, presentations, role-playing, and case studies.

Key learning outcomes include the ability to communicate through verbal and non-verbal means (PLO2.7, see chapter 1.1) and collaborate effectively in teams (PLO2.6). Cooperation and conflict-handling skills are cultivated through courses such as Employment Relations and Managing Employee Performance. Students engage in group projects, case studies, and conflict resolution workshops to enhance their teamwork and problem-solving abilities. The BHRMP ensures that graduates can apply knowledge of organisational behaviour to HR issues (PLO2.3, see chapter 1.1), work effectively in teams (PLO2.6), and adapt to changing work conditions (PLO3.1). Further, leadership development is a core aspect of the BHRMP, with courses like Leadership Skill Development and Managerial Psychology focusing on experiential learning through simulations, decision-making exercises, and reflective activities. These courses help students develop their ability to lead teams, work independently (PLO3.1), and expand their expertise beyond the classroom (PLO3.2).

Bachelor of Public Management (BPMP):

Multidisciplinary competencies and skills are outlined in PLO2.1 to PLO2.7 (see chapter 1.1). The BPMP is designed to equip learners with essential skills, including self-research abilities, information gathering proficiency, writing proficiency, teamwork skills, and more. The majority of course syllabi are structured to enhance these competencies and skills. For instance, group exercises, essay writing, presentations, projects, and similar activities are commonly incorporated into courses.

Learning outcomes PLO2.1, PLO 2.2, PLO 2.3 demonstrate multidisciplinary competencies through the ability to analyse, evaluate, and criticise public policies. For example, the course Law and Public Policy or Public Governance equips students with the ability to understand the law to be able to criticise and critically evaluate laws and policies, thereby contributing to their effective formulation and implementation. Students are expected to read relevant documents, engage in discussions with peers, and identify as well as present appropriate supporting evidence.

To prepare for a career as a public manager, students must develop strong organisational skills, the ability to adapt to change, effective decision-making, strategic planning and implementation capabilities, as well as negotiation skills. These competencies are outlined in the learning outcomes PLO2.1, PLO2.2, and PLO2.7, and are practiced in courses such as Strategic Management for Public Organisations and Change Management in the Public Sector.

Bachelor of Electronics Commerce (BECP):

The course curriculum is designed to equip students with multidisciplinary skills such as problem-solving, communication and presentation, cooperation and conflict resolution, and leadership skills (PLO 3.1, PLO 3.2, see chapter 1.1). Scientific seminars encourage students to communicate and work with businesses, experts, and researchers which improves their practical business etiquette, research, and public speaking skills.

Appraisal:

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

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

3.6 Skills for employment / Employability (Asterisk Criterion)

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

Bachelor of Agribusiness (BABP):

The BABP integrates key employability competencies through structured Programme Learning Outcomes (PLOs, see chapter 1.1). Core competencies include application of the fundamental concepts and principles of agribusiness (PLO1.1) and application of specialised knowledge and digital technologies to implement diverse business activities and projects within Vietnam's agricultural and food sectors (PLO1.2).

Bachelor of Human Resource Management (BHRMP):

The BHRMP curriculum is regularly updated to reflect current trends, covering labour economics, organisational behaviour, and HR development. Specialised courses like Labor Economics and International Human Resource Management ensure graduates are well-versed in global HR practices.

The BHRMP integrates key employability competencies through structured Programme Learning Outcomes (PLOs, see chapter 1.1). Core competencies include HR analysis, policy implementation, and workforce development (PLO1.3-1.5). Students gain technical and analytical skills through courses like Applied Econometrics, Data Science, and Digital HR Management, supported by problem-solving (PLO2.5) and IT application skills (PLO2.8). The programme also fosters professional development, independence, continuous learning (PLO3.1-3.2), and ethical responsibility (PLO3.3). The BHRMP reports employment success, with 96.68% of graduates securing jobs, competitive salaries, and positive employer feedback.

Bachelor of Public Management (BPMP):

Within the BPMP, certain PLOs (see chapter 1.1) are focused on the employability of students. For instance, PLO1.5 focuses on students' ability to integrate economic, management, and law knowledge to become effective public sector employees. PLO1.6 provides students with digital literacy in solving work-related challenges. Consequently, the current employment survey of graduated students shows a high employment-rate (2023: 100%; 2024: 87%).

Bachelor of Electronics Commerce (BECP):

Within the BECP courses, students cover many management and business topics. In addition to the core theories, students practice their professional skills by doing projects, solving real-life problems, planning, and preparing themselves for the job market (PLO2.2, POL2.4, POL2.6, POL2.7 and POL3.5, see chapter 1.1). Moreover, lecturers frequently integrate real-life project opportunities into the coursework for students to participate.

Appraisal:

Overall, the promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the four study programmes through all their courses. The expert panel notes that the students of the **Bachelor of Public Management** are allowed to do their internship in non-governmental institutions as well. They **recommend** encouraging students to choose the public sector for their internship. This offers the most direct and relevant application of their academic knowledge, making them more effective future professionals. This is preferable to private sector internships while a private sector internship offers transferable skills, a public sector internship provides the essential context, ethical grounding, and policy application experience that transforms a BPMP student into a ready-to-serve public professional.

	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

<u>Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)</u>
At UEH, the overall workload for lecturers in one year is 1,760 hours. This can be divided into teaching (270 hours) and research (on average 586 hours). The remaining time is for lecturers to participate in community service activities, consulting, and student support.

Table 16: Structure and quantity of teaching staff

	BABP	BHRMP	BPMP	BECP
Full-time teaching staff	16	36	12	5
Part-time teaching staff incl. visiting/adjunct lecturers	59	09	0	3
Total number of teaching staff	**78**	**45**	**12**	**8**
Among them: Teaching staff with professional experience	63	45	10	8
Teaching staff with international experience	57	14	9	6
Number of professors	1	1	0	0
Number of associate professors	8	3	0	0
Number of assistant professors	0	0	0	0
Number of senior lecturers	NA	0	7	3
Number of lecturers	NA	45	5	5
PhD holders	50	23	7	8
Master degree holders	28	22	5	0
Guest lecturers	0	09	0	3

Bachelor of Agribusiness (BABP):

Currently, the BABP has 78 lecturers involved in its delivery. 16 lecturers from the SoE and 21 lecturers from the SIBM teach core and specialised courses. Additionally, around 41 lecturers from other UEH schools are responsible for general knowledge and technical courses. All lecturers are full-time faculty members. On average, each lecturer teaches one to two courses in the programme, with at least two lecturers assigned per course. Three general education courses each have five lecturers in charge per course, as suggested by the QAIC Department. In addition to full-time faculty, the programme benefits from part-time visiting lecturers, who are experienced Vietnamese professionals with industry backgrounds and corporate networks. Since 2024, the programme director is responsible for assigning lecturers to courses.

Bachelor of Human Resource Management (BHRMP):

The BHRMP currently involves a total of 44 lecturers. Out of the 44 lecturers, 35 are full-time and nine are part-time. The faculty includes two Associate Professors. The lecturer-to-student ratio is one lecturer per eight to twelve students. Full-time faculty are primarily responsible for delivering core courses and ensuring the continuity of the programme. Additionally, they participate in administrative tasks such as curriculum development, student advising, and programme evaluation. Part-time faculty, on the other hand, bring specialised industry

experience and practical insights into the classroom. They focus on delivering elective courses and workshops that align with current industry trends and demands.

Bachelor of Public Management (BPMP):

The SoG has twelve full-time lecturers to teach courses within the BPMP and supervise public management students' graduation thesis.

Bachelor of Electronics Commerce (BECP):

Currently, there are eight SBIT lecturers involved in teaching within the BECP. They are responsible for delivering core and specialised courses. Lecturers from other schools within UEH contribute to teaching general and business-related knowledge courses. On average, each lecturer teaches one to two subjects within the programme. The students-to-lecturer ratio is one lecturer to 25-30 students. Since 2024, the programme director is responsible for assigning lecturers to courses.

Academic qualification of faculty (Asterisk Criterion)
Following national and university-wide regulations[25], faculty must fulfil the following academic requirements:

- **Minimum Qualifications**: Lecturers must hold at least a master's degree, though currently only Ph.D. holders or higher are recruited. UEH prioritises those with overseas doctorates, English fluency, and strong international publications.

- **Specialised Teaching**: Faculty teaching theoretical and advanced content must hold doctoral or professorial titles, or a master's degree from a university in a developed country, in disciplines matching or closely related to the subject.

- **Foreign Language Instruction**: Lecturers teaching advanced courses in foreign languages must demonstrate proficiency at level 5/6 of the VQF framework (or equivalent) or have completed full-time study abroad in the relevant language.

- **English-Medium Instruction**: Faculty are required to hold the Cambridge EMI-B certification.

- **Recruitment Standards**: UEH applies standardised processes for lecturer recruitment, aligned with government professional standards, covering lecturers, principal lecturers, and senior lecturers.

Regulations on standards, responsibilities and rights for researcher at UEH aim to promote academic research and international publication of UEH, as well as to increase academic reputation and to network international researchers and improve the quality of scientific research activities in a sustainable way.

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

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

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Following national and university-wide regulations[26], lecturers must:

- demonstrate professional expertise and research publication capacity;

- possess a minimum of three years of relevant teaching experience in the respective field;

- apply effective teaching methods;

- proficiently utilise information technology in both teaching and research.

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

Practical business experience of faculty

Bachelor of Agribusiness (BABP):

SoE lecturers actively contribute to policy consulting and solution proposals for the government, non-governmental organisations, and businesses in Vietnam through UEH-affiliated institutes and centres, such as the Economy and Environment Partnership for Southeast Asia (EEPSEA), Environment for Development (EfD-Vietnam), Health and Agricultural Policy Research Institute (HAPRI), Institute for Regional Development Research and Consulting (IRDRC), and Centre for Economics, Law and Government (CTELG).

As members of these institutes and centres, SoE lecturers engage in both academic research and policy consulting projects at national and local levels. Their work also includes advising and training local government officials and businesses. They actively contribute insights to socio-economic policies and local development in Vietnam.

Bachelor of Human Resource Management (BHRMP):

Lecturers possess professional backgrounds across various business sectors, including management positions in multinational corporations, consultancy roles in financial institutions, and diverse experiences in economics, labour relations, and organisational behaviour. Part-time lecturers are actively engaged in business activities, working as HR consultants, industry advisors, and executive trainers.

Bachelor of Public Management (BPMP):

SoG's lecturers used to work or consult at public and private organisations. Examples include working as scientific secretary for the Scientific Committee in Economics – Vietnam National Foundation for Science and Technology Development (NAFOSTED), being a local consultant for Vietnam agricultural market information project - VAMIP project, and participating as

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

governing board member at the SEAMEO Regional Centre for Sufficiency Economy Philosophy for Sustainability.

Bachelor of Electronics Commerce (BECP):

BECP faculty members bring hands-on experience from the e-commerce industry, having served in roles such as e-commerce strategists, digital marketing managers, IT consultants, and business analysts for companies. Additionally, several faculty members operate their own online businesses, giving them direct exposure to industry challenges and emerging trends. Further, faculty members actively participate in consulting projects with businesses and startups.

Internal cooperation (Asterisk Criterion)

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

Bachelor of Agribusiness (BABP):

SoE faculty members work closely within the school and across other UEH schools through various initiatives. Monthly faculty meetings serve as a platform to discuss curriculum development, teaching methodologies, research opportunities, and emerging challenges. Additionally, an annual school-wide meeting is held to review the year's activities and set strategic plans for the following year. To further strengthen academic and professional engagement, SoE has established special interest teams dedicated to conducting research for publication, fostering international collaborations and business partnerships, providing policy advisory services to local governments, and developing new study programmes.

For the BABP, collaboration is particularly evident in curriculum design and course delivery. The Programme director, together with faculty members, regularly reviews and updates the curriculum to align with student feedback and labour market demands. These discussions often take place informally through coffee meetings, emails, or Zalo messages. Lecturers teaching similar courses exchange updated materials, case studies, and teaching methods while coordinating closely to ensure consistency and prevent content overlap. This is particularly evident in courses such as Microeconomics, Applied Microeconomics, Research Methodology, Project Appraisal, and Sustainable Development.

Teaching activities are assigned by the Programme director and Dean; however, lecturers are encouraged to collaborate through team teaching and interdisciplinary seminars with industry experts. SoE also supports faculty participation in international research fellowships and encourages them to join 'Strong Research Groups' managed by the Department of Research Management – International Cooperation.

Bachelor of Human Resource Management (BHRMP):

Lecturers in the BHRMP engage in regular exchanges through formal meetings, workshops, and informal gatherings to share insights and best practices.

The BHRMP maintains a structured approach to collaboration, with faculty members meeting at least monthly to discuss curriculum development, teaching methodologies, and student feedback. A comprehensive curriculum mapping process prevents overlapping course content, with interdisciplinary committees ensuring coherence across different courses and departments.

Research collaboration is a key strength, with school members actively working on interdisciplinary research projects. An example is the BHRMP faculty's collaborative research efforts, which include participating in external evaluations for NGOs.

Bachelor of Public Management (BPMP):

Cooperation between lecturers within the school is conducted through different activities. School meetings are held periodically, all members spend time to discuss and find out the arising issues related to curriculum, teaching, learning and research issues, and propose solutions together. Additionally, lecturers co-teach the courses to provide the best combination of various teaching style and experience either in practice or research of several faculty members in one course for students. The faculty has informal meetings yearly for course review and formal meetings every two years to revise for the BPMP curriculum. There are also meetings where lecturers, faculty members can join and share their ideas and options to contribute to the development and operation of the programmes.

Bachelor of Electronics Commerce (BECP):

Faculty members actively engage in cross-departmental teaching and research projects. The programme director regularly holds meetings with faculty members from different departments to coordinate teaching activities, avoid content overlap, and discuss curriculum improvements based on student feedback and industry trends.

Interdisciplinary research is also a key focus, with faculty members collaborating on projects related to digital business transformation, artificial intelligence in e-commerce, and fintech innovations. BECP lecturers participate in UEH's research groups and work with other departments to develop joint research publications and industry partnerships. In addition, internal cooperation extends to guest lectures and co-teaching arrangements, where industry professionals and faculty members from different disciplines collaborate to deliver course content.

Student support by the faculty (Asterisk Criterion)
Bachelor of Agribusiness (BABP):

Student support in the BABP is facilitated through multiple channels, ensuring accessibility and responsiveness to students' academic and personal needs. Each class is assigned an academic advisor by the DSA, who provides guidance on coursework, scientific research, career opportunities, psychological concerns, and other personal matters. Academic advisors hold two scheduled meetings per semester and are available for individual consultations during and outside office hours. Students can contact lecturers via in-person meetings, email, phone, the LMS, and social media platforms such as Facebook and Zalo. In urgent situations, lecturers provide direct contact information to ensure timely support.

Beyond academic guidance, the BABP and academic advisors promptly recommend cases to the DSA and SoE for consideration of support for students facing financial difficulties or special circumstances. Academic advisors often introduce DSA's scholarships student loan policy to students during class meetings. Additionally, the SoE collaborates with businesses, alumni networks, and student organisations to provide scholarships, internship placements, and job opportunities. The BABP Programme Director also regularly shares information on internships and employment opportunities with both current students and graduates.

Emergency support mechanisms are also in place, including financial aid for students affected by crises.

Bachelor of Human Resource Management (BHRMP):

The BHRMP provides student support through a systematic and multifaceted approach. Lecturers aim to create a supportive learning environment, offering accessibility through diverse interaction methods including face-to-face meetings in the SOE´s office and classrooms, as well as virtual consultations via email, Microsoft Teams, and Google Meet.

Academic advisors are assigned to guide students through their academic journey, assisting with course selection, career planning, and addressing academic challenges. The school actively supports student research engagement by helping students develop research ideas, advise on research methodologies, and providing guidance on research projects, thesis supervision, and potential publication opportunities. Students can book appointments for meetings through email or the Learning Management System (LMS).

Lecturers are supposed to provide timely and constructive feedback on academic performance, using this information to tailor teaching methods and offer additional support. Additionally, both full-time and part-time lecturers maintain consistent accessibility, ensuring students can seek guidance through various means.

Bachelor of Public Management (BPMP):

Academic advisors, course lecturers and tutors are available to support students, which is indicated in the course syllabi. All support services are accessible during office hours or even after office hours by email.

The LMS, email system, and social media allow students to contact the teaching staff members and academic advisors. SoG's lecturers and staff try to provide students a conducive learning and teaching environment and high service quality in an advanced educational environment. Therefore, the SoG encourages students to express their views and contact SoG's lecturers and administrative staff for resolving their problems. Students can discuss their problems with the lecturers/academic advisors directly, either in person, via email, LMS or telephone/social media.

In addition, there is a student-advisor channel that serves as a resource for students in need. The class advisor is responsible for holding scheduled meetings twice per semester. Furthermore, the class advisor plays a crucial role in connecting SoG faculty with students and actively intervenes when special needs arise. Students and their class advisors frequently engage in discussions regarding the learning environment. They also provide support to students experiencing low learning morale, introduce students to employment opportunities, and introduce students to scientific projects.

Bachelor of Electronics Commerce (BECP):

Lecturers from the BECP actively support students throughout their academic journey. Each class is assigned an academic advisor who closely monitors students' academic progress, well-being, and career development. Advisors meet with their assigned students at least three times per academic year to provide guidance on coursework, research opportunities, and career pathways. These meetings are standardised across the programme to ensure consistency in student support.

To facilitate effective communication, the BECP collaborates with the DSA to address student concerns. Students can visit the BECP office during working hours for in-person consultations or reach out via the official email for support outside of office hours. The programme secretary manages student inquiries and ensures prompt responses to academic and administrative concerns.

Appraisal:

The structure and number of the faculty correspond to the requirements of the four programmes and ensure that the students reach the intended qualification objectives. The expert panel remarks that while the number of dedicated staff to a singular programme seems limited, UEH utilises teaching staff from different departments to supplement this. 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 programmes. UEH University 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. Overall, within the teaching staff of the programmes, there are few full professors. There is one professor in the Agribusiness programme and one in Human Resource Management programme, the Electronic Commerce and Public Management programme both have no full professors. Consequently, the panel **recommends** that UEH develops a strategic plan to systematically increase the number of full professors **in the four programmes**. The panel acknowledges that this is a long-term process, requiring careful planning and effort. The panel observed that in the **Human Resource Management** programme, some lecturers have exemplary publications while others seem to struggle. The panel therefore **recommends** the establishment of a mentoring programme for early-career scholars to facilitate the transfer of knowledge and expertise in academic publishing.

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

The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice. The expert panel especially commends the experience of lecturers teaching in the **Electronic Commerce** programme as many of them have their own company in relevant sectors.

The faculty members of a programme cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. During the interview, the students seemed fully content with the support they receive.

	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		

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

4.2　Programme management

Programme Director (Asterisk Criterion)

In 2021, UEH has issued a regulation[27] on the Director of Study Programme. It stipulates the functions, tasks, responsibilities, rights and criteria for appointment, and coordination process between the programme director, school leaders and relevant departments in the operation and management of the programme. UEH is currently reviewing, adjusting, and updating this regulation to suit the three-level university management model: university-level, college-level and school-level.

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

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

- Maintaining and enhancing the academic quality of the programme through facilitating regular review and assessment of its curriculum;

- Managing the programme to ensure course coverage, and proposing changes to the programme curriculum as needed;

- Conducting periodic programme reviews;

- Organising professional activities;

- Encouraging school professional development and exchange of ideas among programme school;

- Managing each sector/major-based profession.

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[27] No. 912/QYĐ-ĐHKT-DBCLPTCT.

<u>Process organisation and administrative support for students and faculty</u>

At the University level, the Department of Student Affairs (DSA)[28] is the main organ responsible for providing support for students, faculty members and external partners with matters of enrolment, registration, and completion of the study programme. The Human Resource Department covers all aspects regarding the professional training of the staff. Besides English classes, administrative staff can attend courses like Introduction to Psychology, Sustainable Development, and Technology and Design.

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

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

Bachelor of Agribusiness (BABP):

SoE actively supports both students and lecturers in academic and research activities. Faculty members receive assistance in promoting teaching excellence and scientific research, while students benefit from career guidance, internship placements, and research opportunities. Furthermore, SoE collaborates with businesses, alumni networks, and student organisations to offer scholarships, financial aid, and emergency support for students facing financial difficulties or special circumstances. These efforts ensure a well-rounded learning environment that fosters both academic and professional success.

Bachelor of Human Resource Management (BHRMP):

The HRMP's administrative support is managed by the School of Economics and HRM Department, covering course registration, scheduling, and learning-related services. The CELG General Office handles documentation, exams, grading, and official records. Students receive support from various departments. The Department of Student Affairs and School of Economics Secretary provide academic advising, conduct evaluation, and scholarships. The Department of Research-Development and Global Engagement offers research projects, student exchanges, and research awards. Faculty support includes professional development through the HRM Department, covering training needs and courses. The CELG General Office manages exam organisation, grading, and lecturer contracts. Research support includes project management, funding, and international collaborations.

Bachelor of Public Management (BPMP):

At the college level (CELG), the Administrative Office coordinates with the SoG Dean/Programme Director to support students and faculty members in learning and teaching activities. Class monitors ensure students receive the necessary support. SoG's students and the school have a team of support staff who meet students and school's needs of training, teaching, research, studying and community service, including CELG's administrative staff, and support staff from other departments. SoG/CELG has one full-time administrative staff that is responsible for main areas: academic management, research, international cooperation,

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[28] [Department of Student Affairs](#), last accessed September 23, 2025.

student service and many other sub-areas. The administrative staff is responsible for the facilitation of the programmes and provides both students and academics with the information and resources they require such as programme schedule, learning outcome, unit guide, and textbook. In addition, they support SoG to organise seminars about research and teaching as well as the signing ceremony of the partnership agreement. The administrative staff at SoG/CELG and Department of Training are jointly responsible for informing students on enrolment, timetabling, examination schedules. Students have an orientation section at the start of the course about programme objectives, regulations, and available support.

Bachelor of Electronics Commerce (BECP):

The BECP also emphasises digital transformation in its administrative processes, utilising UEH's online platforms for efficient student and faculty interactions. Students can access academic records, submit requests, and receive administrative assistance through digital portals, reducing processing times and improving overall service efficiency. The BECP administrative team assists new students in the admission process, orientation programs, and integration into the learning environment. Students receive guidance on course registration, timetables, credit requirements, and elective course selection. A dedicated support team helps students access university resources, including the library, learning management systems, and digital tools essential for e-commerce studies. The programme collaborates with UEH's Career Services and industry partners to provide students with internship placements, job opportunities, and professional networking events. The programme supports lecturers in developing digital teaching materials, conducting research, and organising industry-relevant workshops and seminars.

Appraisal:

UEH established the position of programme directors in 2021. They coordinate the activities of everyone involved in the programme and ensures that the programme runs smoothly.

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

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

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks
UEH actively expands cooperation with partners in more than one hundred countries around the world by signing of MOUs/MOAs related to research cooperation, exchange of students and lecturers, organisation of international conferences and seminars, and joint programmes. Partners include for example Tsinghua University (China), Osaka Sangyo University (Japan), Yongsei University (South Korea), University of Western Sydney (Australia), Johannes Gutenberg University Mainz (Germany), and University of Sevilla (Spain). A complete list can be found on the UEH website.[29] The signing of cooperation agreements with foreign partners follows a standardised procedure.[30]

Bachelor of Agribusiness (BABP):

SoE maintains international partnerships with universities in the Netherlands, New Zealand, the U.S., and ASEAN countries, fostering student exchanges, joint research, seminars, faculty visits, and teaching collaborations. Notable partnerships include the Vietnam–Netherlands Programme for Applied Economics (Master's and PhD), the UEH–Victoria Twinning Programme (2+2 Bachelor's in Business and Commerce), and Johns Hopkins University (Master's in Health Economics and Management). In recent years, SoE has also launched a dual-degree programme with Portland State University, enabling Economics students to complete two and a half years at SoE before transferring to PSU for one year and a half. Additionally, an MOU with Universitas Padjadjaran (UNPAD) in Indonesia offers students opportunities to study abroad. SoE is currently in discussions with the University of the Fraser Valley (Canada) to establish three 2+2 programmes in Investment Economics, Human Resource Management, and Agribusiness. Beyond academic collaborations, SoE actively engages in international research initiatives through institutes such as EfD–Vietnam, EEPSEA Partnerships, and HAPRI, further strengthening its global research network.

Bachelor of Human Resource Management (BHRMP):

The BHRMP has established research collaborations, particularly with scholars from universities in the United Kingdom (e.g., University of Bristol Business School, Aston Business School, Aston University) and Germany (e.g., University of Goettingen, Technische Universität Dresden), resulting in joint academic publications. In addition to this, the BHRMP has partnerships formalised through Memoranda of Understanding (MoUs). The BHRMP is actively expanding international partnerships, with a particular focus on developing new collaborations in Germany and ASEAN countries. Strategic initiatives include enhancing existing partnerships through faculty exchange programmes, joint research projects, curriculum development, and student mobility schemes.

Bachelor of Public Management (BPMP):

SoG has agreements with international HEIs: College of Local Administration at the Khonkaen University (Thailand), Khoaken University (Thailand), United States Agency for International Development (USA), and Portland State University (USA). The cooperation has contributed to the programme in several aspects: curriculum development, enhancement of the international environment, joint research, and joint conferences activities.

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[29] https://ueh.edu.vn/en/global-exchange/mou/, last accessed September 23, 2025.
[30] Regulation No. 1334/QyD-ĐHKT-VP.

Bachelor of Electronics Commerce (BECP):

The programme has established partnerships with leading universities in the USA, UK, Australia, Singapore, and South Korea, enabling student exchange programmes, joint research projects, guest lectures, and collaborative teaching initiatives. Notable partnerships include institutions specialising in e-commerce, digital business, and fintech. UEH has also signed MOUs with ASEAN universities, allowing BECP students to participate in short-term exchange programmes focusing on emerging e-commerce trends, cross-border trade, and digital entrepreneurship. BECP faculty members conduct joint research projects with international scholars in areas such as AI applications in e-commerce, cross-border logistics, and consumer behaviour analytics. Faculty collaborate with renowned research centres to produce high-impact publications in digital business, blockchain for commerce, and online marketing strategies. BECP has initiated discussions for a dual degree programme with a U.S. university, allowing students to complete part of their studies abroad and obtain a second degree in digital business or information systems.

Cooperation with business enterprises and other organisations
Bachelor of Agribusiness (BABP):

SoE has established a dedicated corporate collaboration team with two members. This team works closely with the SoE Dean, programme directors, and SoE Alumni to implement MOUs with businesses and career associations, facilitating internship and job opportunities for students. To date, SoE has signed MOUs with numerous companies and professional organisations. Several of these companies operate in the agri-food sector such as C.P. Vietnam, Saigon Co.opmart, PepsiCo, Masan, and Vinamilk. While formal MoUs have yet to be signed, the BABP programme has also built working relationships with five other food companies like Sagrifood and TTC Sugar Company.

Bachelor of Human Resource Management (BHRMP):

The BHRMP has developed partnerships with various business enterprises, including Phu Nhuan Jewellery Joint Stock Company (PNJ), Diginet Corporation, Golder Friend Joint Stock Company, and Nhan Kiet Manpower Supply Co., Ltd. These collaborations provide students with practical experience through structured internships, industry exposure via company tours and workshops, and technical skills development through access to modern HR software, particularly with Diginet Corporation. The diverse range of partner companies, spanning jewellery retail, IT services, and manpower supply, aims to provide students with broad industry exposure and a comprehensive understanding of various HR practices. Additionally, students benefit from professional networking opportunities through guest lectures and workshops with industry experts.

Bachelor of Public Management (BPMP):

SoG keeps connection with the local authorities, public and nonprofit organisations. BPMP students benefit from cooperation with partners such as People's Committee of Tan Hiep Commune, Hon Quan, Binh Phuoc, Thu Duc City Social Security Centre, Centre for Technology Transfer, Services and Community Development of Agriculture and Fisheries of Vietnam (FACOD-VIETNAM), and District 3 People's Committee. The cooperations are used to offer field trips and exchange for public service practices aimed at enhancing students' knowledge about the public sector and fostering students' understanding of applying technology in governing public organisations.

Bachelor of Electronics Commerce (BECP):

The programme fosters collaborations with leading e-commerce companies, technology firms, and digital business organisations to provide students with hands-on industry experience and practical skills essential for success in the digital economy. The programme partners with e-commerce companies such as Amazon, Alibaba, and Shopee for case studies, internships, and industry-focused research.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the four programmes 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 programmes. The panel commends the **Agribusiness programme** on relative intensive collaboration with HEIs in Europe and Australia. While the **Bachelor of Public Management** has existing and active cooperation agreements with Khoaken University (Thailand) and Portland State University (USA), the expert panel **recommends** expanding this network further. For the **Bachelor of Electronic Commerce**, the expert panel **recommends** operationalising existing cooperation with partners more actively. The influence of international partners on student qualifications should be streamlined. All aforementioned activities in the programmes 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 four programmes 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 programmes. These 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			x		
4.3.2	Cooperation with business enterprises and other organisations			x		

4.4 Facilities and equipment

<u>Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)</u>
UEH has nine campuses in Ho Chi Minh City. Additionally, the University has a Sports Centre and two dormitories.

Table 17: UEH campuses

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

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

1. Offices: 251 rooms

2. Classrooms: 193 rooms; The 18,234 seats, including twenty-five smart classrooms, are equipped with touch panels, camera systems, and facial recognition attendance systems.

3. Halls, meeting rooms: 28 rooms; 2,058 seats

4. Foreign language and informatics departments: 23 rooms; 1,023 seats

5. Simulation room: 1 room; 50 seats; equipped as a smart classroom system along with a simulation software system.

6. Studio rooms: 3 rooms; with the goal of supporting lecturers to be able to produce lecture videos, video recordings and recordings; supporting units to organise live streams,

7. Library: 17 rooms; 1701 seats

8. Tran Hung Dao Dormitory: 90 rooms, 765 seats

9. Nguyen Chi Thanh Dormitory: 71 rooms, 828 seats

10. Vo Thi Sau Campus: 35 rooms, 75 seats

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

1. All classrooms and offices are equipped with projectors and air conditioners; smart podiums in classrooms; smart control equipment for building management (smart magnetic lock); renewed working equipment at offices and teaching rooms

2. All halls, meeting rooms, and offices have corresponding accompanying utility equipment such as sound systems, projectors, air conditioners, LED screens, televisions, teaching and working systems, security surveillance cameras and elevators, etc. Moreover, UEH's IT and reception departments are always ready to support.

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

Bachelor of Agribusiness (BABP):

The BABP aims to provide students with comprehensive insights into the entire agrifood value chain. However, the UEH ecosystem currently lacks farms and food processing facilities. As part of its long-term strategy, UEH plans to establish partnerships with agricultural enterprises and research institutions to create practical training environments. Additionally, UEH envisions developing state-of-the-art laboratories and experimental farms equipped with advanced technology to meet the evolving needs of the agribusiness sector. To enhance student exposure, UEH is collaborating with the High-Tech Agriculture Park in Ho Chi Minh City and several food companies, including those in Vĩnh Long province, to organise annual field visits.

Access to literature (Asterisk Criterion)

The UEH Smart Library[31] has well-equipped study and reading spaces that cater to the academic needs of its students, lecturers and researchers. The library has three self-check kiosks and five Online Public Access Catalogue (OPAC) kiosks. The UEH community has access to academic resources through the UEH Smart Library Portal with available access guidance published on the various channels.

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

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[31] https://smartlib.ueh.edu.vn/, last accessed September 23, 2025.

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

The opening hours of the libraries are:

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

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

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

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

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

Appraisal:

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

The library is accessible during most of the day. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The experts especially highlighted student's access to various databases. The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is available to advise students.

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

4.4 Additional services

<u>Career counselling and placement service</u>
Some typical university-wide activities at UEH are organised by the Department of Student Affairs (DSA) and include a job fair[32], the Management Trainee programmes, business visits programmes[33], UEH job portal[34], and career counselling sessions through seminars and talk shows.

Bachelor of Agribusiness (BABP):

The BABP students can access career support, including counselling, internship opportunities, and job placement services, through programme director, lecturers, academic advisors, and the DSA. SoE's corporate collaboration team states that it is committed to strengthening ties with external partners, including companies and professional associations, through various industry-focused initiatives in the agribusiness sector. These efforts help students develop practical skills, expand their professional networks, and enhance their employability through targeted training, internships, and recruitment opportunities. Additionally, recruitment opportunities from enterprises are regularly shared with students through platforms such as Facebook, Zalo, and email.

Bachelor of Human Resource Management (BHRMP):

The BHRMP aims to fosters career development through industry connections and hands-on experience. Students gain direct internship placements with partner companies in the HR field and access job opportunities through the BHRMP's extensive industry network. Business tours to leading companies' HR departments, career seminars with industry professionals, HR-

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[32] CAREER FAIR – Ban Chăm sóc người học, last accessed September 29, 2025. In the time from 2022 to 2024, UEH has organized three job fairs attracting more than 150 businesses and 12000 learners.
[33] https://dsa.ueh.edu.vn/tham-quan-doanh-nghiep, last accessed September 29, 2025.
[34] CỔNG THÔNG TIN VIỆC LÀM - Cổng thông tin việc làm UEH, last accessed September 29, 2025.

specific career fairs, and recruitment events provide valuable networking opportunities with HR managers and directors. Additionally, the BHRMP shares job advertisements for internships and recruitment opportunities, helping students connect with potential employers and secure valuable work experiences. The BHRMP also actively introduces students to enterprises for internships, further strengthening their industry exposure and career prospects.

The Programme Director manages strategic partnerships with HR departments, coordinating internships, and developing an industry-relevant curriculum. Faculty members offer individualised career counselling, professional mentoring in specialised HR areas, and academic guidance for HR specialisations, helping students explore different career paths within the HR sector.

Bachelor of Public Management (BPMP):

Class advisors take charge of counselling on student career orientation by both formal (scheduled by UEH) and informal meetings. In the internship semester, class advisors, in addition to academic supervisors, support students by introducing them to internship positions through their personal associations with public organisations.

The management team of the BPMP monitors the employment status of graduated students by utilising data from QAIC and through alumni meetings to enhance their tracking of employment progress.

Bachelor of Electronics Commerce (BECP):

BECP states that its career counselling and placement services are designed to support students in exploring career opportunities, preparing for the job market, and securing employment in e-commerce and related industries. SBIT members of the E-commerce department are involved in e-commerce associations in Vietnam such as VECom, Marcom, and Cross Border E-commerce Forum (VOIEF). They regularly organise competitions on the E-commerce industry and products with these associations to help students have a realistic view of the profession as well as the practical knowledge and experience. UEH students are also active staff members in these e-commerce organisations and associations. BECP also create opportunities for students to participate and learn about organisations/companies developing new technologies related to E-commerce such as Fintech or Protech through many forms of visits, internships and idea development.

SBIT faculty members are available to support students by introducing them to internship or study programmes at businesses. SBIT has established close cooperative relationships with a network of reputable businesses, such as Mediastep, FIS, SS4U, Base, ISC-Quang Trung, FAST.

<u>Alumni Activities</u>

UEH states that the University maintains a strong bond with alumni after they graduate. UEH has therefore created an university-wide Alumni Network.[35] The network is organised by the Alumni Management Board (currently in charge for the term 2020-2025).[36] A dedicated website has been established where graduates can become a UEH Alumni member.[37] Information about Alumni activities can be found on this website as well as on Facebook.

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

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

1. Establishing an Alumni Liaison Committee by course, school or locality.

2. Organising UEH mentoring activities: Connecting 1-1 mentors and mentees to share experiences, organising training sessions on a variety of topics for students to help students have more opportunities to be exposed to different fields, organising business visits, and finding and connecting internship opportunities for students.

3. Communicating UEH's activities via website, fan page, email, and monthly e-newsletter to alumni.

4. Accompanying alumni to award scholarships to UEH students, contributing to the UEH fund.

5. Organising talk shows and seminars for the community: For example "Human resource management in the new era", "Digital transformation: The inevitable journey, starting point and destination", and "Ensuring system and data security: Securing safety in digital transformation."

6. Organising and supporting the signing of cooperation agreements with the Vietnam Digital Technology Alliance (VNITO) and LogiGear Vietnam Company.

7. Annually organise golf, football, and tennis friendly tournaments for UEH alumni.

Bachelor of Agribusiness (BABP):

The SoE Alumni Club was officially established on January 18, 2020. However, the club is still in its early stages. Currently, its activities remain limited to internship referrals, job postings, some mentoring initiatives, and friendly football matches.

Bachelor of Human Resource Management (BHRMP):

The alumni organisation engages its members through regular industry meetups, professional networking events, the HureA club platform, social media interactions, curriculum development participation, and mentorship programmes linking experienced alumni with current students.

Bachelor of Public Management (BPMP):

In addition to the UEH Alumni Association, the SoG has been actively working to establish a re-connection hub for alumni. Every year, the current students and alumni collaborate to organise an alumnus gathering. This event features a variety of activities, including outdoor

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[35] About UEH Alumni, last accessed September 29, 2025.
[36] UEH established the Executive Board of UEH Alumni Network for the term 2020 - 2025 according to Decision No. 2912/QD-DHKT-NS dated 26/10/2020.
[37] UEH Alumni, last accessed September 29, 2025.

activities, sports competitions among current and alumni students from different programmes, seminars designed to enhance the professional development of alumni, and a lunch that includes former students, current students, and the teaching staff. Alumni activities are communicated through the SoG's Facebook page.

Bachelor of Electronics Commerce (BECP):

The SBIT aims to maintain a strong alumni network, comprised of individuals currently holding managerial positions at SBIT's partner companies. Alumni networking activities are regularly organised in various formats such as talk shows, workshops, etc., to bring practical benefits to students. Through this network, students not only receive career guidance from predecessors, but also have the opportunity to access internship and employment programmes at partner companies. In addition, these activities also create a bridge for scholarship programmes, financial support for students, while attracting funding for the Faculty, serving research, teaching and learning activities.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The University offers various activities such as job fairs and a dedicated job portal for its students. For this, UEH University provides sufficient resources.

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

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

4.5   Financing of the study programme (Asterisk Criterion)

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

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

UEH states that it ensures financial requirements for the operation of study programmes throughout the accreditation period.[38] Affiliated units must ensure compliance with financial management regulations and other regulations issued by UEH. According to the requirements of educational institution standards, UEH ensures resources to finance activities according to the financial plan in the year and backup resources for other unexpected activities.

Appraisal:

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

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

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[38] SER, p. 108.

5. Quality assurance and documentation

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

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

Implementation of monitoring tools:

1. Monitoring students' progress;

2. Monitoring the rate of passing and not passing the course, the rate of student graduating and student dropping out;

3. Feedback from the alumni community and the labour market; and

4. University's research results.

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

Implementation of assessment tools:

1. Assessment of student progress;

2. Course evaluation and study programmes/curricula;

3. Evaluation of scientific research; and

4. Evaluation of the university's services.

Implementation of special quality assurance processes:

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

Implementation of Specific Quality Assurance Tools:

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

Bachelor of Agribusiness (BABP):

Following UEH's quality assurance procedures, the BABP continuously evaluates programme effectiveness through stakeholder feedback and performance metrics. Regular surveys gather input from students, alumni, employers, and experts on course quality, employment rates, and industry relevance. The programme director and faculty review student workload, graduation success rates, and employer expectations to refine learning outcomes and the curriculum. The BABP ensures a standardised course design, with lecturers updating syllabi, teaching content, methods, and assessments before each semester. Collaboration with integrated programme directors, industry partners, and alumni enhances practical training opportunities, aligning the

programme with modern agribusiness demands and supporting students' lifelong learning needs.

Bachelor of Human Resource Management (BHRMP):

The BHRMP maintains a comprehensive quality assurance process led by Programme Director. They oversee the overall quality management, review curriculum design, coordinate with faculty members, and analyse stakeholder feedback to implement necessary programme adjustments. Faculty members play a crucial role in the quality assurance process by providing feedback on programme quality and curriculum, participating in course evaluations, and maintaining high academic standards in assessment processes. The support team manage technical aspects of quality assessment, collects evaluation data, maintains documentation, and facilitates communication between stakeholders. Administrative staff manage quality assurance documentation, communicate with the University's Quality Assurance Office, maintain records of evaluation results, and process quality-related paperwork.

Bachelor of Electronic Commerce (BECP):

The BECP curriculum is regularly updated to align with international standards, emerging technologies (such as AI, blockchain, and big data), and market demands. The programme places importance on integrating interdisciplinary knowledge, including digital economics, information technology, digital marketing, and e-commerce law. Secondly, the programme modernises teaching methods. Blended learning, project-based learning, and real-world case studies from companies like Shopee or Lazada can enhance engagement. Increasing hands-on experience through simulation software, hackathons, or partnerships with tech startups will prepare students for real challenges. Additionally, a multi-dimensional evaluation system, combining grades, employer feedback, and project outcomes, ensures a holistic assessment of student performance. The BECP tracks graduate employment rates, salaries, and employer feedback to refine the programme.

5.2 Instruments of quality assurance

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

Table 18: Applied quality assurance instruments at UEH

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

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

1. Quality of courses
2. Quality of workload
3. Quality of facilities
4. Quality of service quality
5. Employment situation

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

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

Survey results are calculated by the average score of all feedback for all questionnaires. There is no weighting between questions. Participant information is confidential and used to improve and enhance the quality of study programmes. The surveys are administered online through students' email addresses. At the end of the survey, quarterly or semesterly, the survey results

will be extracted and sent to stakeholders; the general report is sent to the UEH Board of Directors, leader of member schools and Faculties/Centres/Training Institutes.

Bachelor of Agribusiness (BABP):

At the end of each semester, the QAIC Department conducts course evaluation surveys, and the feedback results are emailed to lecturers, the programme director, and the SoE Dean. If a course receives a student assessment score below 6/7, the programme director discusses necessary improvements with the lecturer. If the score falls below 5.5/7 or includes negative student comments, the SoE Dean holds a meeting with the programme director and lecturer to develop timely solutions. If no improvement is observed in subsequent evaluations, the SoE Dean may recommend reducing the lecturer's teaching load or assigning another lecturer for the next semester, allowing time for content and teaching method enhancements. Student feedback is also considered in the curriculum review and adjustment process.

Bachelor of Human Resource Management (BHRMP):

The quality improvement cycle follows a systematic approach: data collection and analysis, communication of findings, planning and implementing changes, monitoring impact, and gathering further feedback. This process ensures that student assessments lead to meaningful programme enhancements while maintaining academic and professional relevance. The review process includes input from faculty, programme committees, external advisors, and student representatives, ensuring a well-rounded evaluation of assessment results. Findings and actions are communicated through various channels such as emails, learning management system announcements, town hall meetings, class representative briefings, programme websites, newsletters, and social media. Face-to-face interactions, including start-of-semester briefings, student-faculty dialogues, and open office hours, further enhance engagement.

Bachelor of Public Management Programme (BPMP):

At the conclusion of each course, students provide feedback on their lecturers by participating in a survey conducted by the QAIC. Additionally, at the end of each semester, class advisors also solicit opinions from students regarding the learning material, lecturers, and learning facilities. All feedback is then forwarded to the SoG board of management (Dean, Vice Dean, and Programme Director). In case of negative feedback, the board of management may directly contact the lecturer to suggest a revision.

Bachelor of Electronic Commerce (BECP):

Students are required to evaluate the teaching performance of instructors at the end of each course. The feedback data is systematically collected and analysed by the QAIC, then shared with relevant stakeholders, including the Faculty, the School, the College, and UEH. For minor issues, the Faculty takes proactive steps to self-assess and implement improvements to enhance teaching quality. In cases of more significant concerns, the Faculty engages in constructive discussions with the instructor, provides targeted feedback, and, if necessary, escalates the matter to the school for further action. This structured process ensures continuous refinement and accountability in the teaching and learning experience

<u>Evaluation by faculty</u>

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

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

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

Bachelor of Human Resource Management (BHRMP):

Faculty meetings, semester-end course evaluations, and biennial programme reviews help maintain curriculum relevance. Feedback is collected, analysed, and reviewed by the Programme Director and faculty committee to identify improvements. Short-term changes adjust teaching methods and materials, while long-term enhancements refine curricula, teaching approaches, and support services. Recent evaluations led to integrating industry case studies, launching a digital learning platform, and revising assessments, enhancing student engagement and industry alignment. Regular monitoring and follow-ups ensure lasting effectiveness.

Bachelor of Public Management (BPMP):

SoG faculty members give feedback on the programme they are teaching. Moreover, as the SoG has meetings during term time, the faculty members can discuss issues related to teaching and learning activities. Mainly at the meeting to review the curriculum or meetings before the semester or meetings for the development strategies, the faculty members are invited to express their opinion. At the end of the year, the SoG holds a meeting to summarise the teaching activities of the BPMP.

Bachelor of Electronic Commerce (BECP):

Faculty assess the programme's academic outcomes, focusing on content, processes, and solutions to teaching challenges. The programme department holds regular semester meetings with faculty and staff to gather feedback and suggestions for improvement. These meetings serve as a platform for sharing teaching experiences and refining programme quality. The evaluation process is transparent and standardised across UEH, with results openly published and stored for all instructors to access. This "internal audit" mechanism ensures continuous quality assurance and improvement. The Programme Director maintains detailed meeting minutes for future reference and accountability.

<u>External evaluation by alumni, employers and third parties</u>

UEH requires consultation with external stakeholders including employers, alumni, regulatory bodies, and professional associations when developing or revising study programmes.[39] Programmes are also subject to annual inspections and audits by the national authorities to ensure compliance and effectiveness.

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

Bachelor of Agribusiness (BABP):

The BABP regularly collects feedback from employers, alumni, students, and lecturers to enhance the curriculum. As part of the 2024 curriculum revision, the programme director conducted surveys among faculty members and students and gathered insights from the directors of the International Business and Logistics & Supply Chain Management programmes. Additionally, in July 2023, the BABP faculty met with a World Bank expert and industry specialists to explore the integration of digital transformation into the Agribusiness curriculum. The outcomes of this discussion have played a significant role in shaping the current curriculum updates.

Bachelor of Human Resource Management (BHRMP):

Alumni, employers and industry partners actively contribute to the BHRMP improvement by providing detailed insights into industry requirements and standards during meetings. They suggest necessary skills needed in the current job market and offer specific recommendations for curriculum development. Additionally, stakeholders can provide feedback and suggestions to the Programme Director through various communication channels, including mobile phone and email, ensuring multiple avenues for continuous input. The Programme Director, in collaboration with the School of Economics faculty and the Department of Quality Assurance and Internal Control, analyses the evaluation results and implements necessary improvements. Key enhancements have included updating the curriculum with practical case studies, introducing courses on digital HR management and people analytics, and expanding industry collaboration to provide more internship opportunities.

Bachelor of Public Management (BPMP):

The SoG periodically organises meetings and gatherings between alumni, UEH leaders and staff. These meetings allow alumni to share their experience in the real working environment as well as strengths and weaknesses at work. All feedback from stakeholders is utilised to revise the curriculum and subjects in order to meet labour market demands.

Bachelor of Electronic Commerce (BECP):

Stakeholders assess Knowledge - Skills - Attitudes, as required by the Ministry of Education and Training, through email, Zalo, or face-to-face interviews. These evaluations are sent to quality assurance committees at both university and school levels. The QAIC collaborates with schools and faculties to identify areas for improvement each semester.

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

5.3   Programme documentation

<u>Programme description (Asterisk Criterion)</u>

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

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

Bachelor of Agribusiness (BABP):

The BABP has been systematically documented in both printed and digital formats by the SoE Dean, programme director, and the school secretary. All versions of key programme documents, including specifications, learning outcomes, and curriculum content, are securely stored by the SoE and the QAIC Department. Additionally, the latest programme specifications, including updated learning outcomes and course details, are published on the UEH and SoE websites for transparency.

Bachelor of Human Resource Management (BHRMP):

The BHRMP documentation is available in both Vietnamese and English, ensuring accessibility for international students and stakeholders. The curriculum details, including course descriptions and programme structure, are regularly updated on the UEH and SoE websites, as well as in printed materials. Additionally, BHRMP and the SoE save and store related documents at the office for record-keeping and internal reference. These documents include programme reports, evaluation records, and other important materials essential for academic and administrative purposes. The responsibility for maintaining and updating accurate information about the BHRMP information lies with the Programme Director and the support team. They oversee the regular reviews to ensure the documentation remains current and relevant to all stakeholders.

Bachelor of Public Management (BPMP):

The programme profile includes all information: programme content, learning outcome, subject content, learning outcomes matrix, etc. This dossier has been issued and published in accordance with regulations for relevant groups such as lecturers, students and businesses as prescribed. A secretary of the SoG holds a role of archiving and assisting the programme director in the archiving of materials in both as hard copies and digital files. These contents are regularly updated and modified, supplemented, if necessary, in accordance with the new regulations. Through the email account provided to students once enrolled in the programme, study programme, timetable, exam proposal, exam regulations and other related notices will be announced during the academic year.

Bachelor of Electronic Commerce (BECP):

For the BECP, general information is widely accessible through public media, including the UEH website, social media channels, and admissions pages. Stakeholders can also find details on the SBIT websites, as well as in print and digital brochures. Collaborating with UEH's Marketing and Communications Department, the faculty creates digital content on platforms like YouTube, TikTok, and Facebook to explain the programme in detail, making it accessible to both prospective and current students, including those in remote areas.

Information on activities during the academic year

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

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

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

- Policies, new features, and events are updated regularly through UEH's internal communication channels, including the Trade Union website and fan page.

- Monthly e-newsletters summarise activities, share knowledge, highlight scientific articles, and announce upcoming events, sent to staff, students, alumni, partners, and prospective learners.

- Printed newsletters provide updates, while online archives are maintained.

- Achievements and annual performance data are communicated in year-end online reports and public employee meetings.

- UEH promotes its academic brand via the UEH Portal and podcasts, showcasing research and applications by UEH scientists.

- The Green Campus Project is communicated as part of UEH's sustainability strategy, focusing on waste classification, green campus initiatives, and awareness-raising.

- The UEH Digital Traditional Space (Campus A) preserves and communicates the university's history, values, and organisational structure through digitised media.

- UEH collaborates with media and press agencies particularly in education and economics to publicise key activities, enhance visibility, and strengthen brand recognition.

Bachelor of Agribusiness (BABP):

To ensure accessible and accurate information about its educational and research activities, the SoE has established multiple information channels in Vietnamese, including the SoE website and the SoE's Youth Union and Student Association Facebook page. Both platforms are regularly updated with details on academic and non-academic activities.

Bachelor of Human Resource Management (BHRMP):

Information about BHRMP is accessible through multiple channels, such as the UEH's official website, the School of Economics website, the Learning Management System (LMS) platform, and direct communication channels with the school.

Bachelor of Electronic Commerce (BECP):

Information about the BECP is regularly updated on the SBIT website and the Facebook page of the SBIT Youth Union and Student Union. These platforms offer updates for faculty, students, and partners, covering study programmes, group activities, student clubs, handbooks, scholarships, scientific research, seminars, projects, international and business collaborations, and upcoming events.

Appraisal:

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

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated to the students and provide input for the quality development process. The panel **recommends** standardising this feedback procedure. Standardising how students receive feedback from evaluation surveys ensures fairness, transparency, and consistency across UEH. It reinforces student engagement, supports accountability among staff, and strengthens the institution's overall quality culture.

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

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

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

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

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

Quality profile

HEI: UEH University

Bachelor programmes:
1. Bachelor of Agribusiness (BABP)
2. Bachelor of Human Resource Management (BHRMP)
3. Bachelor of Public Management (BPMP)
4. Bachelor of Electronic Commerce (BECP)

		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		BHRMP	BABP BPMP BECP		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			x		
1.3.3	Positioning of the study programme within UEH University'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)		BHRMP	BABP BPMP BECP		
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body				x	
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			x		
3.6*	Skills for employment / Employability (Asterisk Criterion)			x		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty			x		
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		

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