



**BANKING UNIVERSITY HO CHI MINH CITY
FACULTY OF BUSINESS ADMINISTRATION**



SELF-ASSESSMENT REPORT

AUN - QA

BACHELOR OF BUSINESS ADMINISTRATION

FACULTY OF BUSINESS ADMINISTRATION | 12. 2021



AUN – QA SELF-ASSESSMENT REPORT
BACHELOR OF BUSINESS ADMINISTRATION

We hereby confirm to approve this AUN-QA Self-Assessment Report of the Bachelor of Business Administration for assessment according to AUN-QA Criteria (V3.0)

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LIST OF ABBREVIATIONS

No.	Abbreviations	Explanations
1	BA	Business Administration
2	BUH	Banking University Ho Chi Minh City
3	DAA	Department of Academic Affairs
4	DFM	Department of Facility Management
5	DITM	Department of Information Technology Management
6	DPA	Department of Personnel Affairs
7	DSA	Department of Student Affairs
8	DTQA	Department of Testing and Quality Assurance
9	FAA	Faculty of Accounting and Auditing
10	FBA	Faculty of Business Administration
11	FIE	Faculty of International Economics
12	ISRBT	Institute for Science Research and Banking Technology
13	MOET	Ministry of Education and Training
14	SBV	State Bank of Viet Nam

PART 1: INTRODUCTION

Banking University Ho Chi Minh City (BUH) was established under Decision No. 174/2003/QĐ-TTg dated August 20, 2003 of the Prime Minister on the basis of independent separation from the Banking Academy. Since being recognized as a training institution under the State Bank of Vietnam (SBV) in 1976, with the task of providing human resources in the banking and finance sector mainly for the southern region, up to now, the School has had a process of more than 40 years of continuous development.

In the development strategy for the period 2016-2020, with a vision to 2030: The university defines the mission: *"BUH provides the society and the banking industry with high-quality human resources, influential research, along with consulting services and community service activities. BUH creates an educational ecosystem, providing opportunities and lifelong learning skills towards comprehensive, creative human development, with the spirit of serving the country, and the people."*

And defining the vision: *"BUH aims to become a multidisciplinary and interdisciplinary university in the group of leading universities in the region and continent in the fields of economics, business, management, law, society and humanities. We pioneer in training, research and application of digital technology in the fields of finance, banking, business, management and pioneer in solving interdisciplinary problems."*

The school maintains major training levels such as college, university, postgraduate and doctoral students. For the university system, there are two types of training, namely formal training, and work-study, including training majors:

- Finance
- Banking
- Accountant
- Business Administration
- Business Information System
- English language
- Economic laws
- International economics

For the postgraduate training system, the University currently has the following programs:

- Master, Doctor of Finance - Banking
- Master, Doctor of Business Administration
- Master of Economic Laws

In the academic year 2020 - 2021, the University is managing 12,283 full-time students and 857 work-study students. In addition, every year, the University also trains more than 300 master students and about 20-30 doctoral students. Among the undergraduate training programs, the Finance and Banking majors have met the independent accreditation standards according to the AUN-QA 2019 standard.

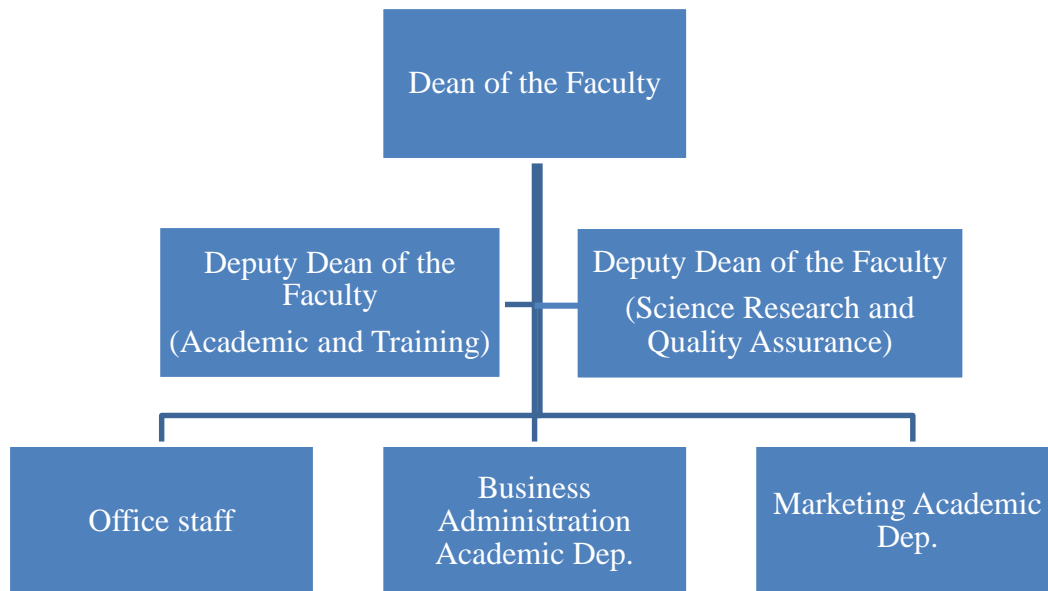
In the academic year 2020-2021, the total number of staff and employees of the University is 448; 16 Assoc. Prof., 100 doctorates, 238 masters, 55 bachelors and 39 other degrees (from college and below); In terms of structure, the University has 286 academic staff (including 38 academic staff with managing positions) and 162 officials and employees of the management and service sector.

Faculty of Business Administration (FBA) was established on March 21, 2005 with the goal of training high-quality human resources in the field of Business Administration (BA) for financial institutions, banks and manufacturing and commercial enterprises in the society.

Up to now, the FBA is one of the thriving Faculty of BUH, with a reputation for training and consulting for businesses in researching modern management issues and markets, meeting the development needs of businesses and the economy. Since 2015, the Faculty has started training Master of BA, has developed a doctoral program, and enrolls students from 2021.

By December 2021, the academic staff includes 25 people, 01 office staff of the faculty, all of them hold a master's degree or higher. In which, 15 academic staff are PhDs (including 01 Associate Professor) accounting for 60% and 10 masters account for 40%. The faculty members are nationally and internationally trained with professional and practical knowledge to meet the needs of today's society.

Figure 0. 1: Organizational structure of FBA



Training Activities

Since 2005, the FBA is training 02 undergraduate majors: General BA and Marketing. By the academic year 2020-2021, the training program is adjusted into 3 majors: BA, Digital Marketing, and Logistics and supply chain management. Since 2015, the Faculty started training for a master's degree in BA and up to now, there has been 4 academic courses.

Scientific research activities

The FBA focuses on promoting scientific research activities in order to improve the quality of academic staff, and to link between scientific research and training. The quantity and quality of scientific articles has changed in a positive direction, especially international articles.

For students, the Faculty and 2 clubs MMC and IIC organize activities to improve training quality, such as the contest " *Excellent Salesperson* " in 2016, 2018; the seminar " *Awaken leadership potential,*" " *Marketing Story - From the small passionate to big salaries,*" " *Soft skills for students*" ... Particularly, in recent years, the number and the quality of Scientific research topics of students are increasing.

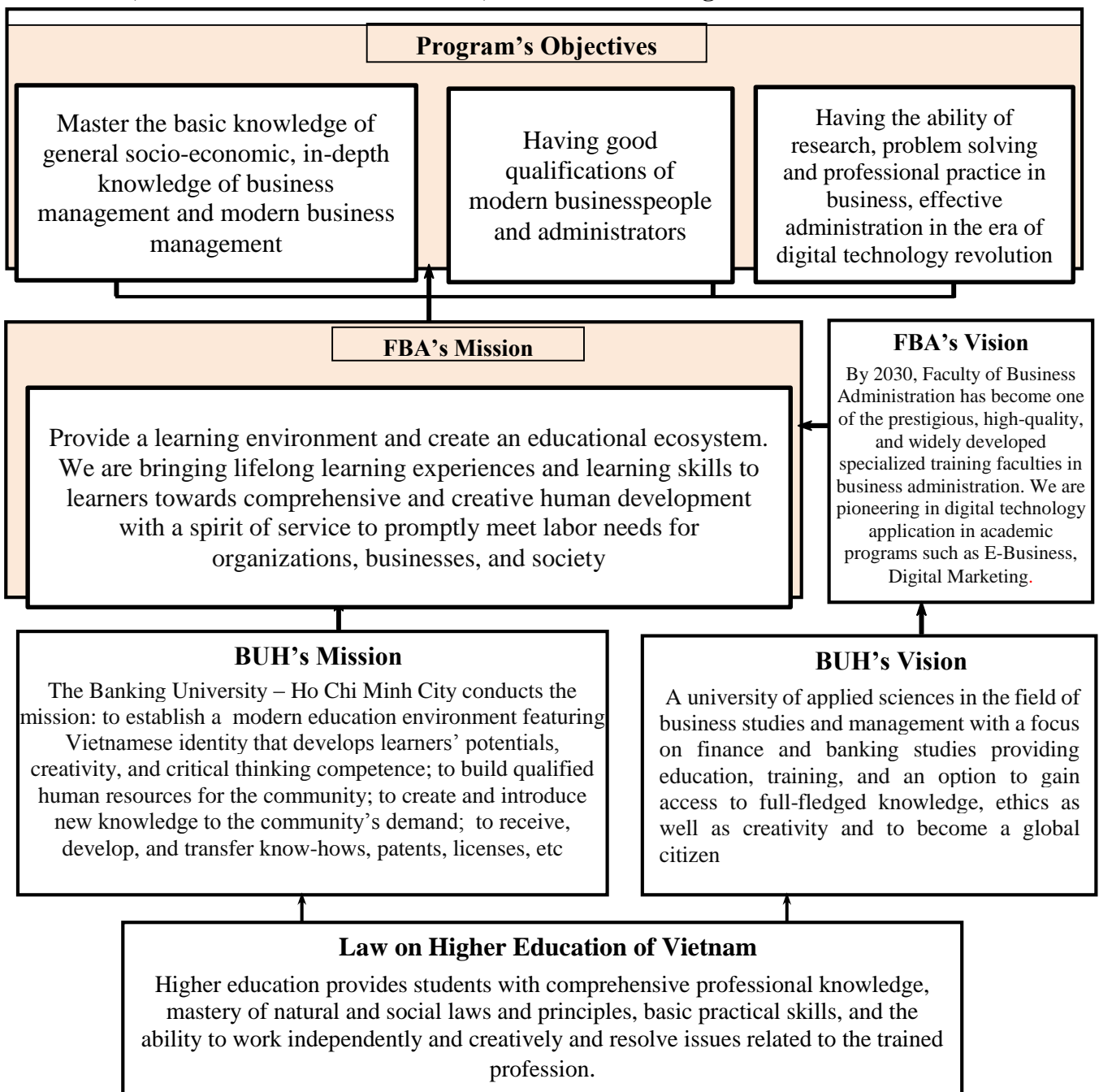
PART 2: AUN-QA CRITERIA

CRITERION 1 - EXPECTED LEARNING OUTCOMES

Sub-Criterion 1.1: The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university

The Faculty has built the vision and mission of the Faculty based on the University's vision and mission, which has been widely publicized to academic staff and students in the media. In 2020, the Faculty develops training objectives and expected learning outcomes (ELOs) for the 2020 curriculum that are compatible with this vision and mission [01.01.01]. The objectives of the BA program are that after graduation, students will master in-depth knowledge in the field of management and have the ability to integrate internationally. This is completely consistent with the vision of BUH "to be a multidisciplinary, application-oriented university in business - management and the vision of the FBA" (Figure 1.1).

Figure 1. 1: The compatibility between the program objectives, the vision and mission of the FBA, the vision and mission of BUH, and the Law on Higher Education of Vietnam



The process of developing and changing the ELOs of the curriculum was implemented and periodically improved from 2014, 2018 to 2020. The curriculum in 2018 has been improved. In the 2014 curriculum, there is a classification of ELOs according to knowledge, skills, and attitudes, but it is not specific and clear. This limitation has been overcome in the 2018 curriculum review, reinterpreting the program learning outcome and adjusting the 5 syllabuses in the training program to suit practical needs. This has made it difficult to develop course specifications and content to achieve training objectives. This has led to the review of the curriculum in 2020 based on the AUN-QA standards in the *Program learning outcomes (PLOs)* [01.01.02].

Table 1. 1: Matrix of program objectives and expected learning outcomes

Program Objectives		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
1	Master the basic knowledge of general socio-economic, in-depth knowledge of business management and modern business management	x	x	x	x				
2	Having good qualifications of modern businesspeople and administrators					x			
3	Having the ability of research, problem solving and professional practice in business, effective administration in the era of digital technology revolution.						x	x	x

Sub-Criterion 1.2: The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes

The ELOs of the 2020 curriculum includes 5 outcomes in general and 3 outcomes in terms of professionalism. In which, the ELOs focus more on knowledge of natural and social sciences, economics, business and management, and personal skills; while the specialized outcomes focus on the in-depth knowledge of management shown in the Minutes of Building the PLOs of the FBA in 2020 [01.02.01]. For more information, see Table 1.2.

Table 1. 2: The expected learning outcomes categories

No.	Program Learning Outcomes (PLOs)	Category	
		General	Specialized
PL01	Ability to apply basic knowledge of natural and social sciences in the field of economics	X	
PLO2	Critical thinking ability	X	
PLO3	Ability to organize, work in a team and communicate effectively in an international integration environment	X	

PLO4	Showing initiative, be active in learning and research, meet lifelong learning requirements	X	
PLO5	Showing a sense of compliance with the law, professional ethics, and social responsibility	X	
PLO6	Ability to identify, analyze and apply in-depth knowledge of strategic management, operations, marketing, accounting, finance, projects, and supply chains to effectively solve problems, develop solutions application in BA.		X
PLO7	Ability to apply ethical standards, cultural values, communication skills, and understanding organizational behavior to effectively exploit human resources and form professional behavior in management activities in accordance with the international context.		X
PLO8	Ability to actively research, create and develop startup ideas; building, implementing, and evaluating business projects.		X

PLOs provide specific knowledge and skills that are then translated into course learning outcomes (CLOs) that can be achieved through teaching and learning activities. In turn, the CLO also builds on the Bloom taxonomy, which is fully assessed in the tests and learning activities of the formative assessment as well as a final exam at the end of the course. In addition, the PLOs as well as the content of the program are reasonably designed according to the increasing difficulty level to ensure that students learn effectively. In addition, the school also has support to help students achieve PLOs such as facilities, teaching assistants, self-study areas, LMS, Student Services, etc. Attitude, cultural and behavioural PLOs can be achieved through extracurricular activities for students as presented in Table 1.3.

Table 1. 3: Social activities and expected learning outcomes

No	Extra-curricular activities	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
1	Field trips					X	X	X	X
2	English club					X	X	X	X
3	Soft skills club					X	X	X	X
4	Seminars					X	X		
5	Social activities					X	X	X	

Sub-Criterion 1.3: The expected learning outcomes clearly reflect the requirements of the stakeholders

To complete the process of building and developing the curriculum, the University has issued a decision on the review and adjustment of the curriculum in 2014, which clearly stipulates the regulations and the process of adjusting the curriculum. In 2020, aiming to meet AUN-QA standards, the FBA conducted a review of the 2018 curriculum in the 2014-2020 curriculum review plan [01.03.01], and issued the curriculum 2020, refer to the versions from 2014-2020 [01.03.02]. Therefore, the ELOs of the curriculum 2020 is built based on full consultation with stakeholders, including the Ministry of Education and Training's (MOET) regulations framework on the requirements for developing the curriculum, compared with the curriculum of domestic and international universities, collecting opinions from academic staff, surveying students' opinions, surveying opinions of alumni and employers as shown in the Survey Report on collecting opinions on building learning outcomes in 2020 [01.03.03].

During the revision of the program 2020, feedback from various stakeholders was analysed in depth. Feedback from stakeholders is collected by interview and survey. Among all the collected responses, several key recommendations or requests led to the establishment of clearer and better learning outcomes, compared with the program 2014 results. Table 1.4 summarizes the stakeholder requirements level map and the PLOs.

Table 1. 4: Level of stakeholder requirements

PLOs	Academic staff	Students	Alumni	Enterprises
PLO 1	**	**	*	*
PLO 2	**	*	**	*
PLO 3	**	**	***	***
PLO 4	***	**	**	**
PLO 5	***	**	***	**
PLO 6	***	***	***	***
PLO 7	***	**	**	**
PLO 8	***	**	**	**

Notes: * low requirement; ** medium requirement; *** high requirement

The survey results show that the consensus level of the stakeholders on the ELOs of the 2020 curriculum is very good, in which: 98% of employers, 98% of academic staff, 97% of alumni and students. is 98% (Table 1.5).

Table 1. 5: Stakeholder survey results on the expected learning outcomes in 2020

Respondents	Number of surveys	Agreeing rate
Employer	29	98%
Academic staff	22	98%
Alumni	60	97%
Student	181	98%

(Source: Survey of stakeholders on the ELOs of the BA Curriculum)

CRITERION 2 - PROGRAMME SPECIFICATION

Sub-Criterion 2.1: The information in the programme specification is comprehensive and up-to-date

BA Training Program version 2014 [02.02.01a] has a full description of the curriculum. The curriculum was officially issued on October 8, 2014 under Decision No. 1434/QD- DHH [02.02.03a]. It clearly states the training objectives, including general objectives and specific objectives. The training period is 04 years with 08 main semesters and 03 summer semesters. The amount of knowledge includes 129 credit units, not including the Physical Education and Military Education courses. The structure of the curriculum is clearly divided into 3 main groups: General and basic education knowledge (55 credits, accounting for 42.6%), basic and specialized knowledge of the major (62 credits, accounting for 48.1%), and final internship and graduation thesis (12 credits, accounting for 9.3%). Courses are specifically assigned to the respective semesters during 04 school years. Each course is also described briefly to help learners learn about the BA program, and BUH to better understand the training program to decide to choose a school. Thus, version 2014 of the program specifications met the requirements and was up-to-date at that time.

In accordance with regulations as well as to meet the changes and requirements of society, in 2018, the FBA, and BUH updated the BA curriculum [02.02.01b]. Based on the review and evaluation of experts, the Scientific Council of the Faculty, and the University, the 2018 version of the curriculum was issued on August 1, 2018 according to Decision No. 1302/QD-DHH [02.02.03b]. To orient the curriculum to be updated, the responsible department has conducted a comparison with 03 domestic economic universities and 01 foreign university. Basically, the 2018 version of the curriculum inherits the contents that are still relevant in the 2014 curriculum such as training objectives, training time, volume of training knowledge (129 credit units). There are some changes in the structure of the curriculum: general education (25 credits, accounting for 19.38%), major foundations (54 credits,

accounting for 41.86%), majors and specialties (50 credits, accounting for 38.76%). The 2018 version of the BA curriculum was issued, showing the interest of the University and the FBA in updating the curriculum to meet the requirements of the society.

In 2020, in order to update the BA curriculum in the context of the increasingly widespread digital revolution in all aspects of business activities on many levels, the FBA conducted improved curriculum version 2020 [02.02.01c]. The program was officially issued on October 19, 2020 under Decision No. 2008a/QĐ-DHNH [02.02.03c]. The Bachelor of BA curriculum version 2020 is improved from the 2018 version with a clearer structure to ensure the link between Program Objectives, ELOs and in-depth program content, focusing on the major of BA than the old versions.

In order to ensure the up-to-datedness, the FBA has compared the curriculum with 04 BA curriculum of domestic universities and 05 international curriculum with high reputation, shown in the Curriculum Comparison Report [02.02.02b]. The specifications of the BA curriculum issued in 2020 are designed on the basis of reference to the general regulations of the MOET on higher education, in line with the vision and mission of the BUH in general and the FBA in particular. The 2020 version of the curriculum consists of 125 credits.

The specification of the 2020 curriculum is designed in 5 parts, specifically as follows:

Part A: Program and degree information

Part B: Program objectives, ELOs, teaching approaches

Part C: Structure of the curriculum and the ELOs matrix showing the contribution of the courses to the achievement of the outcomes of the program

Part D: Assessment Methods

Part E: Other related issues such as career opportunities, learning opportunities and publication channels of the program specifications.

Table 2. 1: Comparison of curriculum by versions

Criteria	Version 1 – 2014 [02.02.01a]	Version 2 – 2018 [02.02.01b]	Version 3– 2020 [02.02.01c]
<i>Program and degree information</i>	<ul style="list-style-type: none"> - Provide full information about training time, amount of knowledge, training process, graduation conditions. - Banking University grants degrees to learners after students complete the program. 	<ul style="list-style-type: none"> - Provide full information about training time, amount of knowledge, training process, graduation conditions. - Banking University grants degrees to learners after students complete the program. 	<ul style="list-style-type: none"> - Provide full information about training time, amount of knowledge, training process, graduation conditions. - Banking University grants degrees to learners after students complete the program.
<i>Program objectives and teaching approaches.</i>	<p>General objective: BA graduates master basic and modern knowledge of BA according to international and Vietnamese standards; have the capacity to develop and implement business plans/projects for individuals, organizations, governments, and international organizations.</p> <ul style="list-style-type: none"> - Teaching approaches: Theoretical teaching, group discussion, group practice exercises and presentations. 	<p>General objective: BA graduates master basic and modern knowledge of management; have professional ethics; social responsibility; have the ability to plan and organize the effective implementation of business plans/projects in the enterprise.</p> <ul style="list-style-type: none"> - Teaching approaches: Theoretical teaching, group discussion, group practice exercises and presentations. 	<p>Graduates of BA have the ability to master basic knowledge of the economy and society in general, in-depth knowledge of BA and modern business operations; having good qualifications of businesspeople and administrators. Ability to research, problem solving and professional practice in business, effective administration in the era of digital technology revolution.</p> <ul style="list-style-type: none"> - Teaching approaches: Theoretical teaching, group discussion, group practice exercises and presentations.

<p><i>Structure of the curriculum and the ELOs matrix showing the contribution of the courses to the achievement of the outcomes of the program.</i></p>	<ul style="list-style-type: none"> - Knowledge of general education and industry basis (55 credits, accounting for 42.6%); - Basic and specialized knowledge of the major (62 credits, accounting for 48.1%); - Final internship and graduation thesis (12 credits, accounting for 9.3%). - The ELOs and the contributions of the courses to the achievement of the program's outcomes have not been shown. 	<ul style="list-style-type: none"> - General education (25 credits, accounting for 19.38%); - Major foundation (54 credits, accounting for 41.86%); - Major and specialized knowledge (50 credits, accounting for 38.76%). - The ELOs and the contributions of the subjects to the achievement of the program's outcomes have not been shown. 	<ul style="list-style-type: none"> - General education (22 credits, accounting for 17.6%); - Major foundation (52 credits, accounting for 41.6%); - Major knowledge (21 credits, accounting for 16.8%); - 30 credits for specialized knowledge, accounting for 24.0%). - Clearly state the Program Learning Outcomes (PLO); - The matrix integrates the PLOs of and the course learning outcomes.
<p><i>Assessment methods.</i></p>	<p>Assessment through in class activities and final exam.</p>	<p>Assessment through in class activities and final exam.</p>	<p>Assessment through in class activities and final exam.</p>
<p><i>Other related issues such as career opportunities, learning opportunities.</i></p>	<ul style="list-style-type: none"> - After graduation, students can start a business or work at companies, commercial banks, financial intermediaries, economic and socio-political organizations, government agencies. - Graduates can also become researchers at Research Centers and Institutes; academic staff participate in teaching and research at domestic and foreign universities. - Learners have the ability to self-study and practice for life to perfect themselves and meet the actual requirements of the job. - Learners can study Master programs in BA, Economics, Accounting, etc. at domestic and international universities. 	<ul style="list-style-type: none"> - Graduates can take on positions of sales staff, customer care, human resources, distribution, ... at domestic and international organizations. - Learners have the ability to self-study for life to perfect themselves and meet the actual requirements of the job. - Learners can continue to study Master programs at domestic and international universities in BA, Economics, Finance, Banking. 	<ul style="list-style-type: none"> - The program will equip learners to become an expert in the 21st century business world. Being ready to conquer leadership and management roles in organizations and networking with industry partners is the key to the curriculum, allowing to keep up to date with market trends. Students will have many opportunities to interact with domestic and foreign enterprises and corporations in the following positions: sales staff, customer care, human resources, administration, production, distribution... at national and international organizations. - Learners have the ability to self-study for life to perfect themselves and meet the actual requirements of the job. - Learners can study Master programs in BA, Economics, Accounting, etc. at domestic and international universities.

The 3rd version of the program specifications aims at the following important objectives:

1. The program specifications present detailed information about the BA program in order to help students who want to study in the BA program understand the structure and content of the curriculum at the University and help them compare and make the right choice. In the program specifications, 8 program learning outcomes (PLOs) are clearly shown with the outcomes of the general knowledge block and the specialized knowledge block. From the program learning outcomes, it has been allocated to the courses to build the course learning outcomes (CLOs). This ensures science and consistency throughout the entire curriculum.

2. The program specifications is the basis for academic staff and staff to discuss and research the current program and the new program in order to ensure the same understanding of the program's

ELOs. The program specifications is a reference for the internal review and monitoring of the program's activities.

3. The program specifications of BA is also an important source of information to help employers better understand the knowledge, skills and attitudes that the School has equipped for students majoring in BA, help them have the right choice of personnel for the right job position as well as re-verify the quality of training students of the major after graduation, thereby having a strategy to recruit quality personnel for the company.

4. The program specifications is the basis for the FBA to collect feedback from students, new graduates, experts/academic staff, and employers in order to improve the curriculum and improve the ability to achieve the program's ELOs as committed.

5. The program specifications is also a source of information to help program appraisers/reviewers and external evaluators understand the objectives of the BA program.

Thus, compared with the 2014 version and 2018 version of the program specifications, the 2020 program specifications, specifically in the report on the revision of the curriculum [[02.02.02e](#)], is short, concise, and full of details to be more convenient to provide to stakeholders. An important improvement point is to meet the needs of the market as well as the national competency framework, compatible with the university level of the BA program, and to approach the trend of digital technology application.

Sub-Criterion 2.2: The information in the course specification is comprehensive and up-to-date

In version 2014, 2018, and 2020 of the curriculum, course specifications are guaranteed to be complete and up-to-date. In addition to the Program Specifications, the FBA develops and publishes course specifications as an important source of information for stakeholders. The PLOs content in the Program Specifications is the basis for building a detailed course specification for teaching and learning. "ELOs" of the program are detailed into "component CLOs." The academic staff then conveys these CLOs into the course and the lecture, the consistency of the course with the "ELOs" of the program reflected in the "ELOs" of the course, structure, and content of the subject as well as the approach to teaching and learning, and the methods of student assessment. The course specifications are designed according to AUN-QA standards and integrated in the course outline, including 03 parts with the following specific contents:

Part A. General information about the course

In this section, basic content about the course is provided such as: (i) Course name; (ii) Number of credits, allocation of teaching and learning time, conditions to register, course objectives, contribution of CLOs to PLOs, teaching and learning approaches, textbooks and learning references.

Part B. Methods of course assessment

This content shows the components of the course assessment, the proportion of each component, the assessment method, and the Rubrics for each method of assessment of the course.

Part C. Detailed Teaching Contents

- Detailed teaching content and plan, How the course is organized, Teaching, and learning activities of academic staff and students are clearly shown in the teaching plan.

- Date of issuance or revision of the course specifications.

The course specifications are reviewed, adjusted, and updated every semester on the basis of feedback from learners, academic staff directly involved in teaching the course, employers as well as alumni. Based on the survey results and the adjusted curriculum, the FBA proposes that the Faculty in charge develops (adjusts) a detailed course specifications and teaching outline in accordance with the adjusted (new) curriculum. The course specifications are issued after approved by the Scientific Council of the Faculty and School and signed by the University's Board of to approve the 2020 Course Outline [[02.02.01c](#)] together with the decision to issue the 2020 curriculum [[02.02.03c](#)].

Table 2. 2: Comparison of course specifications over the periods

CRITERIA	VERSION 1 (02.02.01a)	VERSION 2 (02.02.01b)	VERSION 3 (02.02.01c)
1. Name	Course outline (including course name)	Course outline (including course name)	Course outline
2. General information about the course	Course type; Amount of knowledge (credits, hours of study)	Course type; Amount of knowledge (credits, hours of study)	Course name (Vietnamese, English, Course code, training level, applicable major, number of credits, time allocation, faculty of course management, previous course
3. Course Description	Brief description of course content	Brief description of course content	Briefly describe the course content and codify the objectives of the course
4. Course learning outcomes	Description and coding of the learning outcomes of the course; There is a connection with the PLOs assigned to the course	Description and coding of the learning outcomes of the course; There is a connection with PLOs assigned to the course	Description and coding of the outcomes of the course; There is a connection with the PLOs allocated to the course and with the coded course objectives.
5. Content of the teaching plan	Detailed list of chapters in the course, associated with the course's outcomes and assessment evidence	Detailed list of chapters in the course, associated with the course's outcomes and assessment evidence	List in detail the chapters in the course, associated with the course's outcomes and associated with teaching and learning activities with evidence of assessment; related learning materials
6. Method of course assessment	List assessment components (process and final); List the assessment methods associated with the course's outcomes, the weight of each assessment method	List assessment components (process and final); List the assessment methods associated with the course's outcomes, the weight of each assessment method	List assessment components (process and final); List the assessment methods associated with the course's outcomes, the weight of each assessment method
7. General requirements for the course	Regulations on requirements for students when going to class and other rules in the classroom	Requirements for students when going to class	Regulations on course requirements
8. Confirmation	Author's signature, confirmation from Faculty and School, No issuing date	Signature of the author, certified by the Faculty, not certified by the University, no date of issuing	Signature of the author, certified by the Faculty and the University, date of issue/revision

Sub-Criterion 2.3: The programme and course specifications are communicated and made available to the stakeholders

The program specifications and course specifications of 2014 version, the 2018 version and the 2020 version are built and appraised according to curriculum development and improvement process issued annually by the BUH. Specifically, the appraisal process is as follows: Stage 1: Based on the annual plan to review and adjust the curriculum of the DAA. Stage 2: the Faculty reviews, evaluates and consults with stakeholders to serve as a basis for adjustment and update in the new curriculum. Stage 3:

Approve the content of the review and submit the changed content to the Science and Training Council of the Faculty and the School-level Science and Training Council to appraise, approve and announce the implementation of the curriculum.

The program specifications and course specifications, after being adjusted and updated periodically, will be publicly announced to stakeholders through the University's website system, the Faculty's website, through the University's official Facebook channel, through meetings of the University and related faculties. In addition, the program specifications and course specifications are sent to all relevant departments and all academic staff in the University through the University's official email system, which is published in the beginning course for new student activities or in the career guidance and introduction of BA program. The program specifications is considered an important document used in the school's admission consulting activities in the provinces and high schools. The program specifications and course specifications are also updated in the student handbook, which is published annually at the University [[02.02.03c](#)], [[02.02.03a](#); [02.02.03b](#)], [[02.02.03d](#)].

CRITERION 3 - PROGRAMME STRUCTURE AND CONTENT

Sub-Criterion 3.1: The curriculum is designed based on constructive alignment with the expected learning outcomes

The curriculum development process of the BUH shows that the curriculum of the University in general and the bachelor's programs in BA in particular are designed and built based on the principle of ensuring ensure "directed compatibility" with the ELOs expressed in the process of developing university-level curriculum under Decision No. 257/QĐ-DHNH dated June 25, 2015 [[03.01.01](#)].

The design, construction, and updating of the curriculum of the FBA is derived from the survey of the needs of the stakeholders to determine the ELOs of the curriculum as well as the required essential courses of the general knowledge, foundational and specialized knowledge that learners must complete in order to achieve the ELOs as stated in the presentation of criterion 1 in this report.

Based on the expected outcomes of the curriculum, the FBA has designed a description of the curriculum which clearly states the objectives and outcomes of the curriculum, the structure of the curriculum and the matrix of the outcomes showing the contributions of the courses to the achievement of the ELOs of the curriculum.

Because the courses in the Bachelor of BA program of the BUH are jointly undertaken by many faculties and departments, in order to ensure the achievement of the outcomes for the program (PLOs), the FBA has collaborated with other faculties, departments and functional units throughout the school to determine: (1) the number of credits for each course in the curriculum; (2) allocating PLOs of the Bachelor of BA program for each course that these faculties and academic departments undertake, in which each course will have to undertake 3 PLOs; (3) identify the levels of PLOs that each course must undertake as measured by the Bloom scale, and (4) assign the unit responsible for developing the course outline to be issued in the PLOs allocation decision for courses in the Bachelor's Degree Program in BA in 2020 [[03.01.02](#)].

The course outlines are compiled by the relevant faculties and academic departments for the academic staff to compile. The academic staff compiled based on the PLOs allotted to the course to detail them into the CLOs, in which each CLO is measured according to the levels in the Bloom scale. The course specifications in the Bachelor of BA curriculum are designed according to AUN-QA standards and are integrated in the course outline.

The design process as described above shows that the BA program is designed based on the orientation of achieving the outcomes of the entire program (PLOs) through the achievement of outcomes in each course that learners accumulate, at the same time, the CLOs of each course in the curriculum can be measured according to the levels in the Bloom scale.

The ELOs are the basis for the FBA to design teaching and learning approaches, and the methods of testing and assessment are consistent with each other, this shows the compliance with the CA (Constructive alignment) principle in the course design process. Table 2.4 below illustrates the compliance with the CA principle in the design of the Human Resource Management course of the Bachelor of BA program.

Table 3. 1: Principles of CA in the design of curriculum

CLOs	TEACHING AND LEARNING ACTIVITIES	ASSESSMENT
<i>Explain</i> the nature of human resources, roles, tasks, goals, and challenges in current organizational human resource management (CLO1)	<p>- Academic staff guide students to read documents, give lectures and organize group discussions in class.</p> <p>- Students: Read documents at home, listen to lectures, and participate in group discussions in class.</p>	Group discussion in class
<i>Review and analyze</i> the activities of planning, analyzing, and designing work, attracting, and selecting, training and developing, managing and evaluating performance, reward and benefits in resource management activities of human resources (CLO2)	<p>- Academic staff guide students to read documents, give lectures, organize group discussions, and give presentations in class.</p> <p>- Students: Read documents at home in advance, listen to lectures, participate in class discussions and presentations.</p>	<ul style="list-style-type: none"> • Group discussion in class. • Group presentation in class.
<i>Organize and implement</i> effective human resource management policies of the organization (CLO3)	<p>- Academic staff guide students to read documents, give lectures, organize group discussions, and give presentations in class.</p> <p>- Students: Read documents at home in advance, listen to lectures, participate in class discussions and presentations.</p>	<ul style="list-style-type: none"> • Group discussion in class. • Group presentation in class.
<i>Analyze</i> human resource management activities on in-depth activities to <i>detect</i> human resource problems of organizations and enterprises (CLO4)	<p>- Academic staff guide students to read documents, give lectures, organize group discussions, and give presentations in class.</p> <p>- Students: Read documents at home in advance, listen to lectures, participate in class discussions and presentations.</p>	<ul style="list-style-type: none"> • Group discussion in class. • Group presentation in class.

Source: Course Specifications of Human Resource Management course

The results of group discussions and group presentations were assessed based on rubrics in the Course Specifications of Human Resource Management [[03.01.03a](#)].

In addition to the course of Human Resource Management, other courses in the Bachelor of BA program are also designed based on the CA principle, that is, there is a consistency between teaching and learning methods, testing and assessment methods to achieve the CLOs, thereby helping to achieve the PLOs [[03.01.03b](#)]

Sub-Criterion 3.2: The contribution made by each course to achieve the expected learning outcomes is clear

The level of contribution of each course to achieving the expected learning outcomes is clearly shown through the PLOs and CLOs matrix in the 2014 and 2018 curriculum. In particular, in the 2020 curriculum, it shows how much each course contributes to the achievement of expected learning outcomes.

In addition to the Program Specifications, the Faculty also develops and publishes course specifications as an important source of information for stakeholders. The PLOs in the Program Specifications are the basis for building a detailed course specifications for teaching and learning. The ELOs of the program are detailed into component ELOs. Then, the academic staff transfer these components of ELOs into the course and the lecture, the consistency of the course with the "ELOs" of the program is reflected in the "ELOs" of the course, structure, and content as well as teaching and learning approaches, and methods of assessment. This is clearly shown in the 2020 curriculum and

translated into components in the detailed sample course outline, referenced in some sample detailed course *outlines* [03.02.01]. In the process of developing curriculum and designing course specifications, after the PLOs are officially announced, the Faculty conducts group meetings and allocates program outcomes to courses, ensuring all subjects have a certain role to play, contributing to the overall PLOs [03.02.02]. In which, each course participates in the program's outcomes. Depending on the achievement of knowledge, skills, or attitudes to use the appropriate scale, with the same criterion, the following courses will have a higher scale than the previous courses. This is shown in the Integrated Matrix of the PLOs and CLOs, accompanied by 2020 curriculum according to Decision 2008a/QD-DHNH dated October 19, 2020 [03.02.03].

Courses in the Social, Law and Mathematics block, collectively known as the General Knowledge, such as Philosophy, Ho Chi Minh Ideology, Socialism, Communist Party History, Mathematical Economics, Probability Theory and Statistics, Political Economy, General Law... provide learners with extensive knowledge about the state, law, and the surrounding environment in order to help learners have diverse perspectives and scientific approaches. Elective courses such as Psychology, Logic, Vietnamese Cultural Foundations help learners have the correct and systematic thinking method, and better understand the core values of Vietnamese psychology and human identity in approaching business activities. This is fully reflected in the integrated matrix of PLOs according to the 2020 curriculum, with General Knowledge courses contributing to the ELOs such as: Marxist-Leninist Philosophy (PLO1, PLO2, PLO3), Marxist-Leninist Political Economy (PLO1, PLO2, PLO3), Advanced Mathematics 1 and 2 (PLO1, PLO2, PLO6), General Law (PLO1, PLO2, PLO6), Logic (PLO1, PLO2, PLO3), Psychology (PLO1, PLO2, PLO6),...

The courses in the professional education knowledge block will not only help learners to supplement their background knowledge in general economics, accounting, finance, management, and marketing in a business organization, specifically in subjects such as: Macroeconomics (PLO1, PLO2, PLO6), Microeconomics (PLO1, PLO2, PLO6), Principles of Accounting (PLO1, PLO5, PLO6), Principles of Marketing (PLO1, PLO3, PLO4), Fundamental of Management (PLO1, PLO3, PLO4),...; but also provide learners with in-depth knowledge about comprehensive management of an organization, especially a business organization, specifically through courses such as: Operations Management (PLO4, PLO6, PLO8), Strategy Management (PLO2, PLO6, PLO8), Marketing Management (PLO3, PLO6, PLO7), Human Resource Management (PLO3, PLO5, PLO7)... In addition, the 2020 curriculum also helps learners access economic activities, doing business in terms of digital economy, digital transformation, through courses such as: Data science in business analysis (PLO3, PLO6, PLO8) Big data analysis (PLO5, PLO6, PLO8), Data governance framework (PLO5, PLO6, PLO8), Starting a business in the digital age (PLO6, PLO7, PLO8), etc., these are important highlights for the 2020 curriculum.

In the 2020 curriculum, four years of study have a reasonable allocation of courses and the number of credits. In addition, the curriculum is also reasonably distributed in electives such as the general elective, the basic major elective course 1, the basic major elective course 2, the major elective courses, and the specialized elective courses. In each elective module, learners are allowed to choose 1 course in groups with the following contributions to the ELOs: customer behaviour (PLO3, PLO4, PLO6), Innovation management (PLO2, PLO4, PLO8), Information system management (PLO3, PLO6, PLO7), Accounting Management (PLO5, PLO6, PL8), ...

Finally, when all the courses are connected on the tree diagram, the curriculum shows the reasonableness in the distribution, in harmony with the ELOs, and meets the learners' expectations in terms of skills and professional knowledge for the expected careers of learners after graduation.

Sub-Criterion 3.3: The curriculum is logically structured, sequenced, integrated and up-to-date

The structure of the bachelor's program in BA is presented in the specifications of the program, showing the reasonableness between the general part and the professional part [03.03.01c]. The program is divided into 3 parts, including the general part (proportion 17.21%), the basic part of the major (proportion of 40.98%), the specialized part (proportion 41.81%) to ensure the reasonable learning process for students. The general part occupies a small proportion in the program structure with the goal of providing background knowledge about the economic sector. Meanwhile, the basic major and

specialized parts account for an almost equal proportion to ensure that they both provide comprehensive knowledge to help students have a multi-dimensional view and focus on specific areas of BA to students have a clear career orientation.

The program is divided into 8 semesters and implemented in a total of 4 academic years according to the credit training regulations of the MOET. This is a reasonably common time with students. Depending on their learning ability, students can shorten and complete the program up to 01 year before the standard training time or extend it longer with the condition that it is not more than 02 years. In case of extension, an application must be made stating the reason and commitment for the Rector and the DAA to consider and approve but must not exceed 2 times (i.e. 8 years) compared to the standard training period [03.03.02].

The general knowledge block and basic major knowledge is mainly distributed in the first 4 semesters (the first two years) to build a knowledge base and practice thinking skills in the natural, economic, and social science and economic principles. The specialized and professional block of knowledge and skills is concentratedly distributed for the next 4 semesters (the last two years) with in-depth knowledge and skills for BA. In addition to helping students choose their career direction, the final semesters aim to form students' initiative, creative thinking, and lifelong self-learning ability. This allocation along with study time is to create a reasonable route for students to acquire knowledge and skills from general to specialized, from awareness to practice, from applying the basic principles of the major to creative thinking in a specific situation [03.03.03].

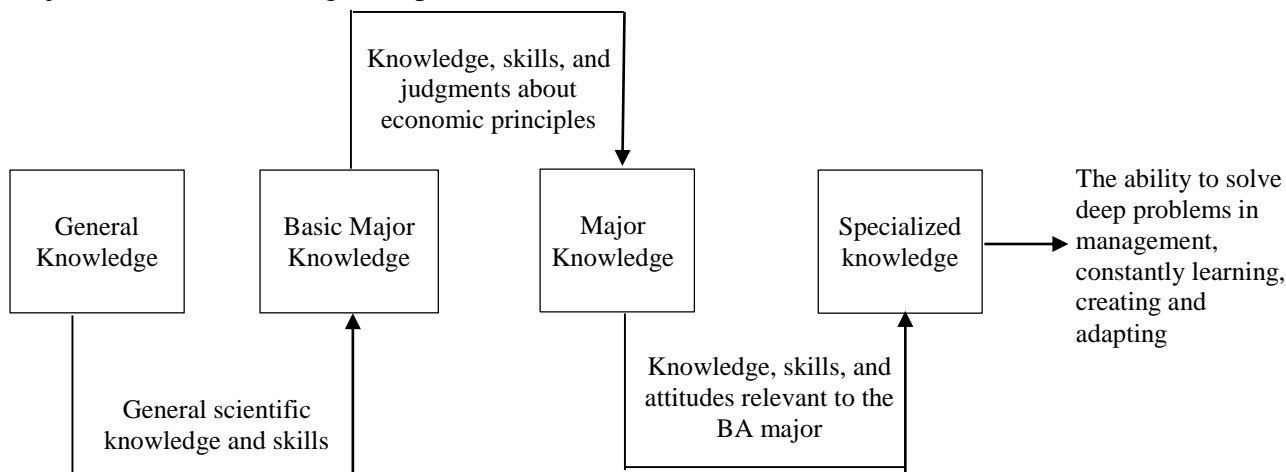


Figure 3. 1: Diagram of the relationship among the components in the program

The electives are both diverse and reasonable with the program helping students to have up-to-date knowledge as well as grasp the ever-changing requirements of the labour market. With the orientation to the digital age, the elective knowledge section also complements the required knowledge appropriately. As with the specialized knowledge block, the courses such as Financial Management, Performance Management, Big Data Analytics, Governance Data Framework, help students better understand the importance of context in management decisions [03.03.04]. In addition, the program also requires students to have certificates of foreign languages and informatics, military education to ensure students' comprehensive development and international integration ability.

To ensure program is consistent with regional and international standards as well as the vision and mission of the school. The Faculty's curriculum is compared with 09 prestigious domestic and international universities [03.03.05].

The results of the comparison of schools show that the program of the FBA, in addition to ensuring a full range of general and professional courses, is also similar to domestic and international programs. A special feature of the program is that the professional block will orient learners to two options: Intensive support for digital business and administration [03.03.01c]. This is in line with the trend of developing digital business in the world. In addition, the program also supports students to the maximum in their transfer and graduate study with other international programs. For example, students can study

International Dual Degree, International Bachelor, Pathway International Bachelor, Master of BA in English with the University of Bolton, UK.

The program is always updated and innovated to be suitable with reality and always receives suggestions from relevant parties [03.03.06]. The development of the program stands out through the following key points [03.03.07]:

2018 version compared to 2014 version: The number of credits for the general block increased [03.03.01a, 03.03.01b]. The basic major knowledge of the K33 program adds the course Introduction to BA [03.03.08] in order to orient students more clearly about the profession and help students choose the combination of courses (mandatory and elective) in the following stages according to their own expectations.

2020 version compared to 2018 version: In general, the number of credits is reduced in line with the lean orientation to match the learner-centered strategy, in which the curriculum is oriented to student's self-improvement and training with real experiences [03.03.09] and focus on major and specialized knowledge [03.03.01b, 03.03.01c]. In general courses, philosophy is a new subject suitable for the training programs of universities around the world. With the professional part, the curriculum has more courses suitable for new trends in BA such as Creation and Design in the Digital Age, Big Data Analysis, Starting a Business in the Digital Age, Digital business Strategy, Change management in the context of internationalization.

Table 3. 2: Statistics of curriculum changes

Version	No. credits	General	Basic major, specialized and professional knowledge			Internship and thesis	Reference
			Total	Basic major	Specialized and professional		
1 2014	129	23	94	53	41	12	CDIO standards
	100%	42.6%	48.1%	16.3%	31.8%	9.3%	
2 2018	129	25	92	54	38	12	School requirement
	100%	19.38%	71.32%	41.86%	29.46%	9.3%	Periodical
3 2020	122	21	89	50	39	12	School requirement
	100%	17.21%	72.96%	40.98%	31.98%	9.83%	Periodical

(*: excluding internship and thesis).

Source: FBA (2020)

CRITERION 4 - TEACHING AND LEARNING APPROACH

Sub-Criterion 4.1: The educational philosophy is well articulated and communicated to all stakeholders

The philosophy of "Liberalization- Constructive - Connection" aims to help learners to actively acquire lifelong knowledge following four fundamental values: Learning to know, learning to work, learning to live and learning for practical application. The content of the educational philosophy guides all activities of the training program and can be found on the websites of the University and the Faculty of Business Administration, on information signs within the university, in student handbooks, and in program brochures. Moreover, this philosophy is disseminated via the faculty's communication activities to external parties through academic competitions, meetings or exchanges.

This educational philosophy is thoroughly understood by the lecturers and is consistently followed in each course provided for students. This is explicitly indicated in the Detailed Syllabus [04.01.02b] and Teaching Profile [04.02.02] and actively conveyed by the Faculty of Business Administration throughout the training program [04.01.02a]. Built on the basis of the educational philosophy of Banking University Ho Chi Minh City, which is "Liberalization - Interdisciplinary - Experience", the educational philosophy is conveyed into the training program and many activities of the Faculty of Business Administration, especially into teaching and learning methods.

For the alignment with the "Liberalization" philosophy, the training program is built towards the direction of creating a student-centered learning environment, in which students can develop their own capacities through active learning, projects, case studies and discussions. The lecturers introduce reference materials including both English and Vietnamese materials to guide students in self-study. To support learning activities in class, e-learning system is utilized to create a better condition for teaching and learning.

The "Constructive" aspect is reflected in the creation of an open learning environment, enabling learners to promote creative thinking, encouraging original thinking and breaking out of the rut. The questions and situations are given to encourage learners to view topics from many different perspectives.

The aspect of "Connection" is reflected in the curriculum, especially in courses which require students to conduct big projects or assignments that need to be solved by combining knowledge from many different subjects to create a comprehensive and appropriate solution. Students can solve specific business situations through case studies, field trips and simulation models in practice rooms (can be found in Teaching Profile [04.02.02]).

Sub-Criterion 4.2: Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes

The current deployed teaching and learning approaches are rich, diverse, and compatible with the PLOs. Specifically, depending on each course, teaching, and learning approaches are selected in accordance with the requirements to meet the PLOs. The methods used are as follows: 1/ *Interactive teaching approaches*; 2/ *Active teaching approaches*; 3/ *Group teaching approach*; 4/ *Project-based teaching approach*; 5/ *Case study*... shown in the program [04.01.02]; Lecture Profile [04.02.02]; and Student Scientific Research [04.02.06].

Students actively participate in learning activities through presentations, group exercises, discussions, projects, and field trips ... [04.02.02b, c.], [04.02.07]. The richness in choosing different approaches corresponding to each course aims to promote the most effective teaching and learning, but specifically to create dynamism in research and learning for students, through that, improves the quality of teaching and learning, and contributes to ensuring that students achieve the ELOs.

The teaching and learning environment is mainly concentrated at the school (lecture hall, library...), student learning mainly takes place in a simulated environment in the university. Practical experience activities for students only take place in the Internship *module* and a few in some specialized and professional courses [04.01.02b]; [04.02.02c]. In some courses, students are required to conduct field surveys and write reports. Diversity in the learning environment is also initially promoted,

including in the exchange program of learners and academic staff. Currently, the faculty has received a number of foreign students to study at the school (international students from Laos and Cambodia). In addition, with the support from the Institute of International Training, the faculty's students also have the opportunity to interact with students from Switzerland, Malaysia and the UK. Faculty exchange activities have not been carried out regularly, only at the SEED program and the Southeast Asian research exchange program in Malaysia.

Besides, the school encourages the application of technology in teaching. The school established e-learning learning system (<http://lms.buh.edu.vn/>) to serve for teaching and learning activities [04.02.02f]. This system has operated well during the Covid 19 epidemic period. Based on social networking application software, the interaction between academic staff and students is always timely and effective.

Students are exposed to scientific research activities quite early, from the second year through the course of scientific research methods. Students are encouraged to attend and write articles for scientific conferences and seminars held regularly in and out of school. Every year, the ISRBT has a notice asking students to register for a scientific research topic. The results of the students' scientific research are shown in the Summary of the student's research results [04.02.06a].

The assessment of the quality of teaching activities of academic staff in the faculty and from other faculties through evaluation activities in various forms and methods such as based on the report of the teaching situation of the Inspection Department. The results of the monthly inspection are transmitted to the heads of the faculties and departments to grasp the teaching situation of the academic staff, thereby making appropriate suggestions and adjustments in the Report on the teaching situation of the academic staff [04.02.03b]. Based on feedback from students, the School has regularly and continuously implemented student evaluation of academic staff's teaching activities in each semester of the school year. The content of student evaluation of academic staff through survey form 01 conducted by the Department of Testing and Quality Assurance (DTQA) includes 3 main contents: teaching preparation, teaching activities and general feeling about the course in the Student Survey Form [04.02.03a], The contents of each scale for evaluation; The evaluation results of students for academic staff are analysed, processed by the DTQA and sent to the heads of the faculty, academic departments and each academic staff. On this basis, it helps academic staff improve the teaching approaches shown in the Report on survey results [04.02.03c] and Minutes of observation [04.02.03d].

The academic departments organize to observe lectures according to the plan of the faculty and the academic departments in order to exchange ideas for the academic staff to complete the lecture and perfect the teaching approach [04.02.03d]. In addition, the Faculty provides seminars and training sessions for young academic staff to support, advise and guide to ensure quality teaching and learning approaches. The School also creates policies that support and enhance the effectiveness of learning and teaching strategies. Faculty trainees receive support from an experienced instructor to help with their first course. New academic staff are given the opportunity to listen to the lectures of some experienced academic staff. During the evaluation sessions at the Academic Department and Faculty levels, new academic staff will receive suggestions to improve the quality of teaching as in the Decision on assignment of instructors to apprentice trainers [04.02.04d] [04.02.04b].

Learner's capacity is formed during the learning process; therefore, it is very important to coordinate and inherit teaching and learning results among modules, but this coordination has not been fully implemented.

In addition, every year, to improve and enhance teaching approaches, the School and Faculty have sent academic staff to participate in training sessions, attend conferences, seminars, scientific reports at domestic and foreign universities to improve and enhance teaching approaches [04.02.04a]. Schools and Faculty also organize for academic staff to attend pedagogical training programs [04.02.04c], actively equip current teaching equipment and tools to support the teaching and learning process of academic staff [04.02.05b].

The relationship between scientific research activities and teaching is clearly shown in the regulations on the duties of academic staff, the scientific research results have served relatively well for teaching activities, many textbooks and references have been compiled...

Sub-Criterion 4.3: Teaching and learning activities enhance life-long learning

Based on the goal of helping students have the ability to self-study for life and the educational philosophy of "Liberalization- Constructive - Connection", the program learning outcomes (2014 & 2018) are constructed with 4 main pillars. The last pillar is applicability in practice; this content helps learners develop their careers in the present and in the future. The content of the program learning outcomes does not only include but also corresponds to all 8 key competencies of lifelong learning according to the European reference frame.

1. Communicating in your native language;
2. Communicating in foreign languages;
3. Competence in mathematics, science and technology;
4. Digital competence;
5. The ability to learn how to learn;
6. Social and civic capacity;
7. Sense of initiative and entrepreneurship;
8. Cultural awareness and expression.

The ability to communicate in the mother tongue is focused on developing not only writing (tests, essays, exams) but also speech (communication skills, presentation skills, discussion activities), presented in the Training Program [04.01.02a]. The ability to communicate in foreign languages is demonstrated in foreign language classes (both basic and specialized). In addition, students also have chances to improve foreign languages in extracurricular activities at English clubs. Mathematical, scientific and technological competencies are enhanced in basic computing subjects, advanced mathematics, via the use of data processing software and via the access to and collection of data shared in applications. Digital competence is the transformation of the whole curriculum. The majority of subjects are designed following the direction of digitalization or are newly designed with the entire digital orientation.

The ability to learn how to learn is developed through instructor-led self-study, group discussions, and self-study. Students have access to a diverse set of different learning styles, thereby can actively choose for themselves a combination of learning methods that are appropriate and effective for themselves, as shown in the Teaching Profile [04.02.02] and Detailed Syllabus [04.01.02b].

Learners' social and civic capacity is developed through law-related subjects, group activities and social and community activities such as conducting training workshops [04.02.07].

Students are inspired to have feelings of initiative and entrepreneurship through self-directed teaching methods, open discussions, and critical presentations. All subjects are taught by lecturers with practical examples of well-known enterprises in the domestic and foreign markets. In particular, Entrepreneurship course plays a special role in conveying the entrepreneurial spirit to learners. In addition, it is necessary to mention extra-curricular activities, corporate internships and academic competitions.

Cultural awareness and expression are cultivated through courses about communication skills, negotiation skills, and international marketing. Students are oriented to understand Vietnamese culture, foreign culture and global culture to have a flexible basis to communicate and handle situations in a multicultural context.

CRITERION 5 - STUDENT ASSESSMENT

Sub-Criterion 5.1: The student assessment is constructively aligned to the achievement of the expected learning outcomes

Student assessment is considered as one of the important factors throughout the training process. Assessment results have a profound impact on students' personal development and future

careers and provide valuable information to the FBA on the effectiveness of its teaching and student support activities. Therefore, testing and assessment activities are determined to be a continuous and regular process, starting from the entrance admission, assessing throughout the learning process until the student's graduation (output). These activities are carried out professionally, always updating knowledge and new skills to achieve the PLOs. In the entrance exam, students are selected based on the results of the national high school exam organized by the MOET. After being matriculated and admitted to the school, students are continuously assessed throughout the learning process using a variety of assessment methods; for example, academic staff write assessments or give advice directly in class, use other assessment methods such as entrance test, regular assessment, final assessment, exam or graduation thesis, details are shown in Table 5.1.

Table 5. 1: Assessment methods of BA program

No.	Assessment Methods	CONTENTS
1	Input	<p>Before 2016:</p> <ul style="list-style-type: none"> • Admissions according to the Circular No. <u>03/2015/TT-BGDĐT</u> dated February 26, <u>2015</u> of the MOET. • Students are selected based on the results of the national high school exam • BA majors are considered for admission in 3 exam blocks including: A00 (Mathematics, Physics, Chemistry), A01 (Math, Physics, English) and D01 (Math, Literature, English) (Evidence: Circular 03 BGD, admission announcement, the announcement of the school's benchmarks and the list of passing students) <p>From 2016 to present:</p> <ul style="list-style-type: none"> • Admissions according to the Circular No. 05/2017/TT-BGDĐT dated January 25, 2017 of the MOET • Students are selected based on the results of the national high school exam • BA majors are considered in 4 exam blocks: A00 (Math, Physics, Chemistry), A01 (Math, Physics, English), D01 (Math, Literature, English) and D07 (Math, Chemistry, English) (Evidence: Circular 05 BGD, admission announcement, announcement of school's benchmarks and list of passing students)
2	Continued assessment throughout the entire learning process at the school (including assessment of each course and assessment of each student during training)	<p>Assessment for each course</p> <p>The structure of assessing student performance for each course includes the following three components:</p> <ul style="list-style-type: none"> • Attendance • Mid-term test • Final exam <p>Instructors will decide specifically the assessment method and structure of each component in each course based on the approved course outline. However, the proportion of the final exam score should not be lower than 50%. (<i>Evidence: outline of courses</i>)</p> <p>Assess each student during training</p> <p>Assessment of each student in the training process: student progress is assessed each semester through class activities with academic advisors. The assessment of personal training includes five main components:</p> <ul style="list-style-type: none"> • Student's sense of learning in that semester • Compliance with school rules and regulations • Awareness and results of participation in political, social, cultural, and artistic activities, sports, prevention of social crimes • Citizenship and community relations

		<ul style="list-style-type: none"> • Awareness and results of participation in class work, other unions, and organizations in the school; or achieve special achievements in the study and training of students <p>The assessment criteria and methods are fully and clearly communicated in the student handbook (<i>MC: Student Handbook 2015-2018, Student's Training Score</i>)</p>
3	Graduation	<p>Graduation courses are allocated in the final semester. Students with a cumulative total of 75% or more credits compared to the total number of credits in the curriculum and with no more than 6 unsatisfactory credits in the field of major and specialized knowledge are allowed to take an internship, write graduation thesis, or study graduation courses. Courses to be taken include:</p> <ul style="list-style-type: none"> • Internship report • Graduation thesis for students with high academic results • Three specialized courses for students who do not write a thesis (or do not qualify to write a thesis) <p>(<i>Evidence: Things to know for final students</i>)</p>

At the beginning of the 1st semester of the 1st year, new students take the English language test, submit Informatics Certificates or submit the required certificates to prove their appropriate level for applied informatics and specialized English classes at the beginning of the 2nd year. In addition, upon graduation, students must also achieve the output standards of English and informatics as prescribed by the school and compatible with the general requirements of society. For the English output standard, the school uses the 6-level Foreign Language Competency Framework for Vietnam issued according to the Circular No. 01/2014/TT-BGDĐT dated January 24, 2014 of the Vietnamese MOET and the announcement No. 311/TB-DHNNH-PDT dated March 31, 2021. Details are as follows:

VSTEP ¹	IELTS	TOEFL iBT	Cambridge ESOL	BEC	TOEIC			BULATS	CEFR
					LC and RC	Speaking	Writing		
Level 3/6	4.5	45	Preliminary PET	Business Preliminary	450	105	90	40	B1

With the specified computer outcomes:

+ *For full-time university students, courses 34, 35, 36, 37:* Students will be recognized as meeting computer outcomes if they meet one of the following conditions:

- Basic computer and internet usage certificate (IC3) and MOS Certificate (Specialist) of 3 of the following subjects: Word, Excel, Powerpoint, Access.
- Certificate of basic IT application issued by BUH and MOS Certificate (Specialist) of 3 of the following subjects: Word, Excel, Powerpoint, Access.
- Advanced IT application certificate issued by BUH.

+ *For full-time university students of course 33:* Students will be recognized as meeting the computer outcomes if they meet one of the following conditions:

- MOS certificate (Specialist) in 3 of the following subjects: MOS – Word, MOS – Excel, MOS – Powerpoint, MOS – Access.
- Advanced IT application certificate issued by BUH.

¹ VSTEP: Certificate of English according to the 6-level foreign language competency framework for Vietnam, tested and granted by Banking University of Ho Chi Minh City.

+ For full-time university students of course 32: Students will be recognized as meeting the computer outcomes if they meet one of the following conditions:

- Certificate level B or higher in informatics issued before August 10, 2016 or issued by training courses conducted before August 10, 2016 according to the provisions of the transition clause in Joint Circular No. 17/ 2016/TTLT-BGDDT-BTTTT.
- Advanced IT application certificate issued by BUH.
- MOS certificate (Specialist) in 3 of the following subjects: MOS – Word, MOS – Excel, MOS – Powerpoint, MOS – Access.

Various assessment methods are used in the teaching and learning process, helping academic staff continuously and regularly assess the cognitive level as well as the students' skills in each teaching stage.

Table 5. 2: Assessment methods in the learning process to ensure learners meet the PLOs

No.	Assessment methods	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
1	Individual test	H	H	L	H	H	H	M	H
2	Project (teamwork, oral presentation, report)	H	H	H	M	M	L	H	M
3	Homework	H	H	L	H	M	H	M	L
4	Internship	H	M	H	H	H	H	M	L
5	Thesis	H	H	H	H	H	H	H	H
6	3-subject exams for Graduation	H	H	L	H	H	H	H	H

Note: H – High contribution level; M – Average contribution level; L – Low contribution level

In addition, in the teaching process, the academic staff also combine many teaching approaches to help develop students' competencies, skills, qualities and attitudes to help them achieve the PLOs. The specific approaches are as follows:

Brainstorming skills: The academic staff raises the problem to be solved, prescribes the time and way of working; Students work individually, quickly listing ideas; The whole class shares and comments on each other's ideas; The academic staff gives a conclusion to the problem. Through this activity, students apply their knowledge to analyse, evaluate and solve problems; building critical skills, time management, communication, problem solving; have a serious attitude, have a spirit of cooperation at work [[05.01.03c](#)].

Group study organization: The academic staff raises the issue to be discussed; The academic staff divides the group, determines the time, and requires the work; Each group receives tasks, assigns tasks, and implements them; The group's report the results, the whole class discusses, the academic staff comments and makes conclusions on the problem. Through this activity, students understand about the problem to be researched; have skills in teamwork, critical thinking, time management, communication, problem solving, presentation, data search and analysis; have a persistent, serious attitude, a spirit of cooperation in work, a passion for dedication and positive thinking [[05.01.03c](#)].

Presentation activities: Academic staff prepare topics related to the course; The groups draw lots to choose topics, implement and report the results in front of the class; The academic staff comments and concludes the problem. Through this activity, students understand the problem to be researched; have skills in time management, communication, problem solving, decision making; attitude: careful, serious, cooperative in work [[05.01.03d](#)].

Case study: The academic staff gives specific situations related to the teaching content; Students are assigned case responses on an individual or group basis. Through this activity, students have an understanding of the problem to be researched; have critical skills, time management, communication, analysis and problem solving; have a persistent and serious attitude [[05.01.03c](#), [05.01.03e](#)].

Teaching and learning methods are assessed publicly, clearly, and specifically. In the annual KS01 survey, the results of the course survey are assessed on three criteria: teaching preparation, teaching activities and general feeling about the course. The courses in charge by the faculty always achieve an average score of 4.5/5. In which, the teaching preparation and teaching activities achieved better results than the general feeling of the course. This proves that learners clearly assess and feel about the preparation and teaching activities.

The conformity between the PLOs and the outline is shown in the assessment rubric of the course.

Student assessment methods are designed to be diverse and flexible to maintain consistency and be appropriate for specific conditions with the goal of achieving ELOs. Details are provided in the appendix ... ([05.01.03], [05.02.04], [05.01.10]).

At the output stage of the training program, internship plays an important role in helping students compare, test and understand the knowledge they have learned at school; practice professional skills and add new knowledge from the real environment. The graduate internship is held for 12-14 weeks. The DAA is responsible for providing internship recommendation letters through the Faculty to assist students in contacting the internship facility. Based on the requirements provided, companies arrange suitable positions for students during the internship period. Internship results are assessed based on student reports and assessment sheets from companies. [Table 2.10]

Table 5. 3: Assessment of the internship course

No.	Assessment Contents	Assessor	Reviewed Documents
1	Comply with the internship rules	Internship facility	Internship diary
2	Degree of fulfillment of professional requirements	Internship facility	Internship diary and internship report
3	The level of implementation of professional requirements according to the internship proposal of the Faculty	Internship Instructor	Internship Report

Finally, at the beginning of the last semester, along with the graduation internship, students will register for the graduation thesis course or take alternative courses. If eligible to do the graduation thesis, students can actively choose topics and are suggested or assigned to be guided by academic staff. The duration of the thesis is about 10-12 weeks from the time the school publishes the list. On the contrary, students will choose 3 modules to replace the graduation thesis according to the regulations of the curriculum. For fair and reliable assessment, each thesis is assessed by 5 members who are the thesis guide, reviewer and an assessment committee of 3 independent members according to the prescribed assessment forms determined uniformly throughout the school and publicly announced. The specific requirements for the thesis defence as well as the list and time of defence are always published on the Faculty's website and the school's website for students to know.

Sub-Criterion 5.2: The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students

According to the BUH's regulations on teaching activities, each course of the program must provide a clear outline for students to know all the necessary information such as timelines, assessment methods, weight distributions, rubrics, and assessment criteria.

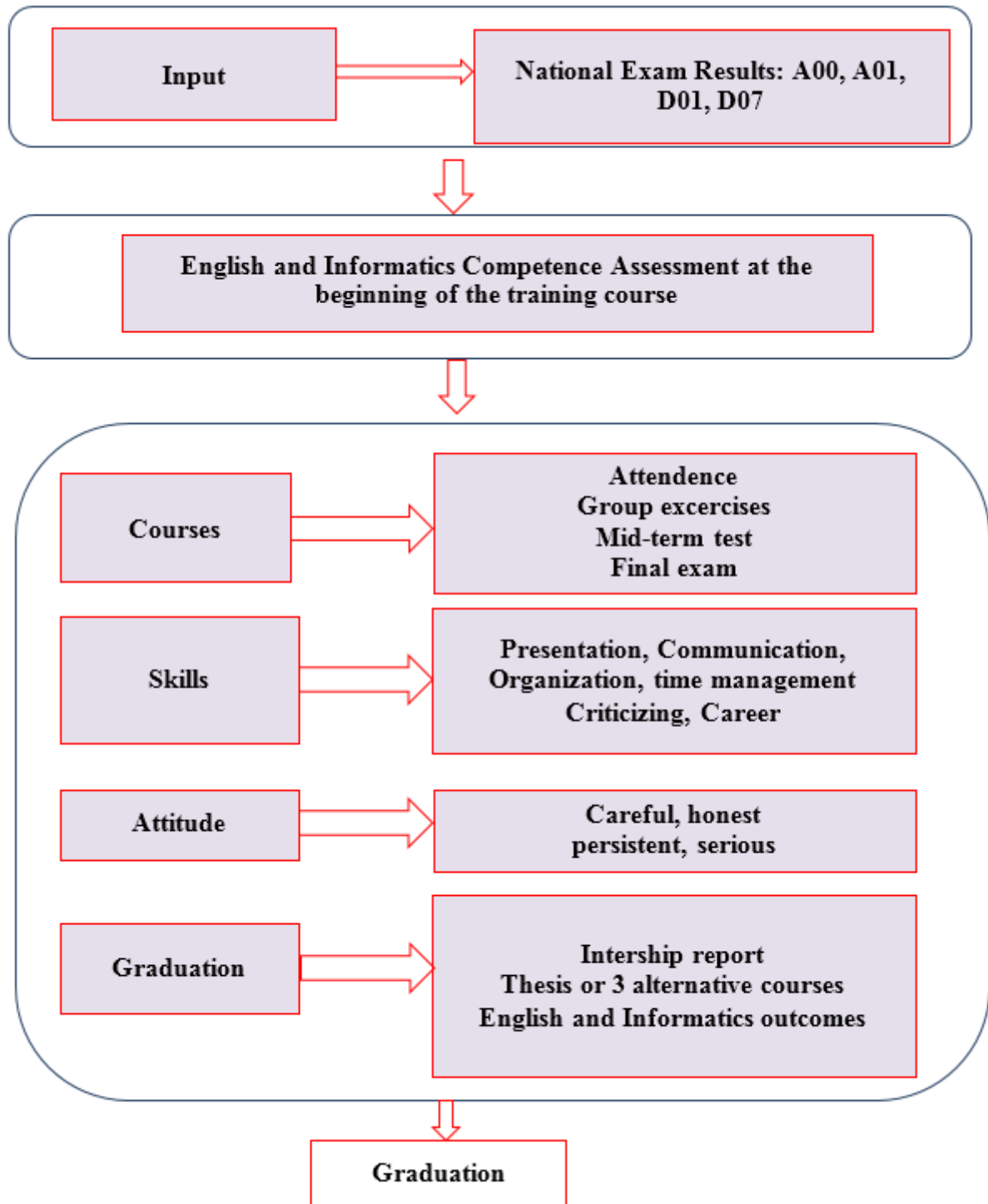
The course outline also informs and clearly shows the weekly study plan, content, teaching and assessment methods that can be selected in accordance with the CLO. Assessment times are also communicated to students at the first session of each course. The FBA and the school control this implementation through activities such as class observation and course surveys for students to assess the quality of academic staff' teaching. Common sources of information on student assessment that are publicly available and easily accessible are listed in Table 5.4 below:

Table 5. 4: Information about admission and training process

Information		FORM			
		Brochure, Flyer	Admission consulting	Website	Student Handbook
Admissions	Admission Regulations			X	
	Career opportunities	X	X	X	
	English test			X	
Training process	Program			X	X
	PLOs	X	X	X	X
	Course outline			X	
	Regulations on testing and assessing			X	X

The student training process is shown in Figure 5.1:

Figure 5. 1: Student training process



According to the general lecture schedule published to students, each semester will consist of 20 weeks of study, which is divided into 2 periods of study and exam. Phase 1 includes 10 weeks of study and 1 week of exams, phase 2 includes 8 weeks of study and 1 week of exams. During the learning process, in order to achieve effective assessment, the course outline is designed to display all assessment types such as schedule, methods, regulations, weight distribution, assessment criteria and Grades and these assessments are communicated to all students through the Faculty's websites. In addition, depending on the type of course, the academic staff can apply different methods of assessment and also tell students the details of the content in the course outline. All teaching and testing information is communicated to students the first week of each semester and the instructional and testable schedule is available.

In relation to the PLO of the course, the academic staff may select assessment types appropriate to the course knowledge for the summative and process assessments. The forms of assessment designed in the program are paper tests in class, group work with reports, presentations in front of the class and final exams. The assessment of students in a course is weighted based on the regulations of the school in which 50% is for process assessment and the remaining 50% is for summative assessment. The process assessment can be divided into two to three examinations for a course and a summative assessment organized centrally by the DTQA. Table 5.5 presents the rankings for assessment scores based on the overall grade point average.

Assessment scale: Three grading systems are applied according to the credit training regulations of BUH (table 5.5). The student's score for each module is calculated on a letter scale, converted from a 10-point scale. Students with a course score below 4.0 on a 10-point scale will not pass and must re-register.

Table 5. 5: Conversion of grading systems for course exams

Grade		10-point scale	4-point scale	Letter Scale
Pass	Excellent	9.3 - 10.0	3,7 - 4,0	A+
	Very Good	8.5 - 9.2	3,4 – 3,6	A
	Good	7.8 - 8.4	3,1 – 3,3	B+
	Pretty Good	7.0 - 7.7	2,8 – 3,0	B
	Above average	6.3 - 6.9	2,5 – 2,7	C+
	Average	5.5 - 6.2	2,2 – 2,4	C
	Average – Weak	4.8 - 5.4	1,9 – 2,1	D+
	Weak	4.0 - 4.7	1,6 – 1,8	D
Fail	Poor	Below 4.0	Below 1,6	F

Source: Decision 1866/QD-DHNN

Assessment of the training process of each student is also done through grading of training each semester according to the regulations of the MOET and the school. Students are graded on the following scale:

Table 5. 6: Grading students by training score

Grade	Excellent	Very Good	Good	Average	Weak	Poor
Training score	90 – 100	80 – 89	65 – 79	50 – 64	35 – 49	Below 35

At the end of each semester, based on study results, training scores and achievements in other activities, students are considered for scholarships and rewards.

Sub-Criterion 5.3: Methods including assessment rubrics and marking schemes are used to ensure validity, reliability, and fairness of student assessment

On the basis of the published course outline, the academic staff will teach, issue exam questions and test to ensure compatibility with the CLOs described in the syllabus. Student PLO is assured using clear criteria-based assessment. In fact, to achieve this, the assessment and grading system will help academic staff to assess accurately, validly, reliably, and consistently.

According to the course outline, the academic staff will conduct a variety of tests and assessments to ensure that students achieve the CLOs as follows:

- Attendance scores and constructive speeches while studying, directly recorded by the academic staff in each lesson, account for 10 percent of the course summative assessment, helping the academic staff to know the level of students' receptivity in each lesson.

- Class Paper Test or Homework: This is usually intended to test students on their ability to explain subsections in some lecture/chapter. It can be 1-2 test(s) during the formative assessment learning and makes up 20 percent of the course summative assessment.

Group Projects and Presentations: Students are assigned course topics to work on in groups and complete them within 4-6 weeks and then submit reports and team members present with PowerPoint slides for assessment. This criterion accounts for about 20 percent of the summative assessment.

In the form of testing and assessing using the form of paper tests in class or homework, academic staff can record scores on students' paper-based work on a 10-point scale depending on the examination of the course. With courses such as group projects and presentations, instructors can directly comment, make notes on reports, and use assessment sheets with grade details. These assessments and grades are communicated to students at the end of the course. This method is fair and reliable. All assessment methods show students' weaknesses and strengths, and in-process assessments help students know the content that corresponds to their scores in the learning process so that students can improve on the final exam and achieve the ELOs.

For classes in the same semester, the academic staff will use the same exam questions and answers approved by the Head of Academic Department to ensure that the exam questions match the CLOs. Based on previously approved answers, students' exams will be graded independently by two academic staff. One main academic staff directly teaches, and one academic staff also teaches the same course assigned by the department. Score results, if there is a difference, will be agreed upon by two academic staff according to the answer. Not only that, the transcripts before being uploaded to the system for students and submitted to the DTQA will be censored again by the Faculty to ensure reliability.

BUH applies an ISO process that monitors the final exam to ensure that the exam is fair and objective for all students. To achieve this, the school requires two staff to directly supervise inside each examination room with more than forty students and one inspector outside the room to observe the testing process; thus, ensuring that all students will have the same opportunity and conditions to take the test. In addition, BUH has clear regulations on the procedure for reviewing students' exams in case students request them. Two other faculty members (other than first graders) who teach the same course will be assigned to this job and the Head of Academic Department is the moderator to ensure that the outcome is fair to the students.

While academic activities take up the majority of students' time, participating in extracurricular activities is very important and necessary for them. Through these activities, students will better understand the external environment. Not only can they help broaden their understanding of the subject through seminars, workshops, and contests organized by academic clubs, school unions, faculty unions, and student unions, but they can also build a sense of responsibility to society and the community through a number of volunteer activities that they can experience such as Green Summer, Full Moon Night for poor children, distribution of charity meals to patients' relatives... When participating, students will be graded from 2 to 5 for the training score.

All academic staff are required to keep records of all student exams at least until the end of the school year. This will ensure the validity of the review. Moreover, during the semester, all academic departments hold professional meetings with groups of academic staff of the same course to improve teaching and learning activities.

The rubrics that assess the process, at the end of the period in each course are detailed in the specific course outlines and are applied uniformly and publicly for all classes. These rubrics are specifically designed for paper tests or homework, group projects and presentations, as well as attendance and speaking scores for each session.

Sub-Criterion 5.4: Feedback of student assessment is timely and helps to improve learning

Feedback on student assessment is described in detail and in a timely manner in BUH regulations and course outlines. An assessment feedback process is consistently developed and communicated to all students to protect benefits and improve teaching quality. Regulations and methods on testing and assessing students were continuously improved during the review of curriculum over the years 2014, 2018, 2020 so far has basically met the requirements for timeliness and accuracy in assessing student learning outcomes. [[05.01.03b](#)].

Diagnostic assessment: academic staff survey the level or understanding of students before starting the course/class; During the learning process, ask questions about how well students understand the lesson or one minute paper techniques (for students to write down what they learn after the lesson), the most confusing parts of the lesson, ... or survey at the end of each chapter. The academic staff then answers the questions for the whole class.

The results of the midterm assessment are announced at the end of the class and the academic staff is responsible for answering all of the students' questions. Students' midterm scores are assessed based on the score composition: 10% attendance, 20% essay score, 20% midterm exam score. Scores on student group essays are assessed and scored immediately after students make presentations and discuss and answer questions from groups in the class. Midterm test scores are also taken during class time and are announced at the end of the class session.

Results of the final exam will be announced within two weeks of taking the exam. Students can submit an application for a review of the test within two weeks after the test scores are released, which are shown in the Course Score Report [[05.01.06](#)]; Announcement on the form of assessment [[05.02.03](#)]; Assessment document [[05.02.04](#)]; Regulations related to the learning process [[05.01.04](#)].

The training process of each student is assessed by semester and graded based on two basic components, which are the results of the main courses and the results of the extracurricular training. The grading process for students' training starts from the students self-assessing and declaring their union activities and self-training work through each semester. Based on the students' assessment results, the results of the Union's activities as well as the departments related to student work, the faculty advisor organizes a periodical meeting and the whole class assesses and agrees on scores of each student in the class. (Evidence: minutes of class meetings, transcripts of training scores are kept at the Department of Student Affairs (DSA)).

Sub-Criterion 5.5: Students have ready access to appeal procedure

Appealing procedures are clearly established by BUH as part of the training quality assurance process. The results of the midterm assessment should be announced at the end of the class, and the academic staff will be willing and ready to answer any questions students may have. The final exam results are managed and added into the credit training system by the DTQA, which is notified to students within two weeks after the exam date. If a student is not satisfied with the test results, he/she can submit an appealing to the DTQA. The deadline for applying for an appealing is within 2 weeks of the exam. In order to ensure the benefits of students, the DTQA is now available at both campuses to facilitate and quickly access when students submit applications. The exam review process is carried out according to Decision No. 1578/QD-DHNH and is conducted openly, clearly and seriously; therefore, students can apply for re-examination without any difficulty.

Every year, the school conducts the KS05 survey, which includes survey questions about the service quality of the DTQA on five criteria. The average score over the years is above 4 and tends to improve over years.

CRITERION 6 - ACADEMIC STAFF QUALITY

Sub-Criterion 6.1: Academic staff planning (considering succession, promotion, re-planning, termination, and retirement) is carried out to fulfil the needs for education, research and service

As of March 1, 2021, the Faculty has 26 academic staff [06.01.01]. The comparison of the structure of qualifications of the Faculty with that of the Faculty of International Economics (FIE) and the Faculty of Accounting and Audit (FAA) is as follows:

Table 6. 1: Comparison of the structure of faculty qualifications of the FBA with others

Academic standard	FBA		FIE		FAA	
	Quantity	Ratio	Quantity	Ratio	Quantity	Ratio
Master	15	58%	19	66%	20	63%
Doctor	10	38%	9	31%	11	34%
Assoc. Professor	1	4%	1	3%	1	3%
Professor	0	0%	0	0%	0	0%
Total	26	100%	29	100%	32	100%

Source: Department of Personnel Affairs (DPA)

Based on the development strategy of the academic staff of the University, the Faculty develops a strategy to develop the academic staff to meet the teaching, scientific research, and community service needs of the Faculty. In which, the Faculty expects the training level in the next 5 years for the Faculty's permanent academic staff. Specifically, the Faculty's development strategy for *permanent* academic staff qualifications by 2025 is as follows [06.01.02]:

Table 6. 2: Development strategy of current academic staff qualifications of the FBA

Year	2021	2022	2023	2024	2025
Master	14	12	11	11	4
Doctor	11	12	10	9	15
Assoc. Professor	1	2	5	6	7
Total	26	26	26	26	26

Source: Human resource development strategy of FBA 2021-2025

The school has a policy to encourage permanent academic staff to improve their qualifications. In addition, the school also has a policy to attract academic staff with high degrees to participate in teaching (recruiting new academic staff with PhD or higher degrees and inviting qualified and experienced visiting academic staff) [06.01.03].

The school issues an annual training plan for academic staff based on a survey of academic staff's training needs [06.01.04].

For heads positions of the Faculty, every year, the succession planning is approved and approved by the university. For the recruitment of academic staff of the Faculty, based on the volume of courses; number of programs of the Faculty and the training scale of each program proposed by the Faculty to the DPA for its annual recruitment plan.

Sub-Criterion 6.2: Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research, and service

The school has issued regulations on academic staff's working regimes to evaluate the academic staff's workload converted to standard and measurable hours [06.02.01]. Specifically, it can be seen in Table 6.3:

Table 6. 3: Norms of academic staff's work performance

Position	Lecturing	Research	Non-lecturing work	Total
Manager or equivalent	67.5	49	121	237.5
Deputy Manager or equivalent	81	58.8	121	260.8
Dean or equivalent	189	137.2	121	447.2
Deputy Dean or equivalent	216	156.8	121	493.8
Head of Department or equivalent	216	156.8	121	493.8
Deputy Head of Department or equivalent	229.5	166.6	121	517.1
Full-time academic staff (except head positions)	270	196	121	587
Academic staff within 1 year after training	135	98	121	354
Trainee	0	196	121	317

Source: Regulations of the working regime of academic staff

Participating in teaching the BA program include permanent academic staff of the Faculty, academic staff from other faculties/academic departments of the university and visiting academic staff participating in some courses. Table 6.4 shows the number of academic staff participating in teaching the Full-time Equivalent (FTE) program in the academic year 2020-2021. In which the coefficient of a full-time academic staff of the FBA is 1, of a non-faculty faculty member (part-time academic staff) is 0.44 and of a visiting academic staff is 0.10. [06.02.02].

Table 6. 4: Number of academic staff in BA programs and FTE for the academic year 2020-2021

Category	Male	Female	Total		Percentage of PhDs
			Headcounts	FTEs	
Full-time academic staff	13	14	27	27	63%
Part-time academic staff	65	87	152	67,5	40%
Visiting academic staff	5	8	13	1,3	46%
Total	83	109	192	95,8	44%

To calculate the student's FTE, the Faculty is based on the student's learning load [06.02.03] (Appendix 4.2). Based on the FTE of academic staff and students, the ratio of academic staff to students over the school years is shown in the following table 6.5:

Table 6. 5: Staff-to-student ratio over the school years

Academic Year	Total FTEs of Academic Staff	Total FTEs of Students	Staff-to-Student Ratio
2016-2017	155,2	1456	1/9.38
2017-2018	155,2	1760	1/11.34
2018-2019	114,4	1846	1/16.14
2019-2020	114,4	2075	1/18.14
2020-2021	95,8	2404	1/25.10

The staff-to-student ratio of the BA program tends to increase over the years due to the decrease in FTE of academic staff, while the number of students increases.

Every year, the faculty does the statistics the academic staff's workload through a summary report on teaching, scientific research and other work to serve as a basis for faculty evaluation [06.02.04]. In addition, based on the faculty's resources, the faculty adjusts the workload of the academic staff through assigning lectures and registering for scientific research each semester and school year [06.02.05].

Sub-Criterion 6.3: Recruitment and selection criteria including ethics and academic freedom for appointment, planning and promotion are determined and communicated

Recruitment: The University has a clear recruitment process and criteria for the academic staff [06.03.01]. Based on the proposal of the Faculty and matched to the general demand, the University will issue quotas and announce recruitment [06.03.02]. The recruitment criteria for academic staff include: (i) Qualifications: Master's degree or higher with the appropriate major, Doctor is preferred; (ii) Ages: no more than 35 for Master, 45 for Doctor, and 50 for Assoc. Professors and Prof; (iii) English level 3 (B1) of CEF or equivalent; (iv) Informatics Certificates for basic technology skills stipulated by the MOET; (v) Pedagogical, researching, and community serving Skills. Candidates must take a test or review to be recruited. After being recruited, academic staff will have 1 year of internship to study the course, prepare lectures, observe, and practice teaching. Academic staff are officially recognized after passing the trial teaching council in the order of academic department level, faculty level and school level. The Recruitment Notice must be clear about the criteria, the recruitment method, and published on the media such as websites, newspapers, etc. [06.03.03].

Lecture Assignment: The Faculty is responsible for assigning the lecturing courses and lecturing schedule for the staff based on the qualifications and the norms. Doctoral academic staff are usually selected for the specialized courses. Furthermore, academic staff must compile the course specifications of the course that he/she is teaching, build the curriculum of the Faculty, mentor the intern students and instruct the student to do the thesis to comply with the workload [06.03.04]. Academic staff can decide freely the science research subject as long as they do not commit a breach of academic integrity when doing the research and report to the ISRBT [06.03.05].

Promotion: When newly recruited, academic staff will have a 1-year probationary period. During this time, they do not participate in teaching, but will carry out tasks such as research on the assigned courses, observation, academic professional activities of the course, teaching practice, and other professional administration activities at the Faculty. At the end of the probationary period, they will be assigned the rank of academic staff. When they achieve the criteria for training and retraining qualifications: specialized degrees, certificates of pedagogy, certificates of foreign languages, and informatics, meeting the requirements according to State regulations; Standards of professional competence such as: the number of scientific research that meet the requirements of each title, the minimum time holding the lower title, they will be considered or take an exam to raise the rank of Main Staff and Senior Staff. [06.03.06]. The criteria for consideration for promotion are disseminated to academic staff through the announcement of the DPA. [06.03.07].

Appointment and Planning: Annually, the DPA will send a notification about the Appointment and Planning along with the attached conditions, criteria according to the directive of State Bank for every head position of the Faculties; the Faculties will send the planning proposal with each position and DPA will collect and submit to the University Board for approval [06.03.08]. The planning period is every 5 years, and it will be reviewed every year to be appropriate to the actual situation. The planning criteria include the Criteria of Political and Ethical Qualifications, skills, prestige, health, and development potential [06.03.09]. Planning is a crucial step before designation with the head positions of the faculties. [06.03.10].

Sub-Criterion 6.4: Competences of academic staff are identified and evaluated

For newly recruited academic staff: The competence requirements of the academic staff are determined from the beginning (when recruiting) in the recruitment regulations and recruitment announcement of the University. Academic staff need the competence about major qualifications, foreign language, informatics, and teaching and researching skills [06.04.01].

For the current academic staff of the Faculty: Besides the competence requirements stipulated by the authorities, the academic staff need specific competencies to perform the tasks as assigned such as participating in the design of curriculum; Teaching theory, practice and discussion; Guide students to make internship report and thesis; Assess the learning outcomes of learners; Working as an academic staff and consultant; Scientific research, compiling textbooks and reference materials for

curriculum; Participating in career guidance, volunteering, community service [06.04.02]. The academic staff and Faculty propose for the training courses according to the current competencies [06.04.03].

The competencies of the academic staff are evaluated by the working results every 6 months (in July and in January of the next year) [06.04.04]. Academic staff must comply with the FTE (lecturing, researching, and non-lecturing work): (i) Head or Secretary of the project; (ii) First author of the academic magazine or 02 academic articles (ISI, SCOPUS, ISSN); (ii) First author or 02 articles at the International Seminar (ISBN); (iv) Head or Secretary of the editorial and editing committees for the Study Program or Course Outlines to be evaluated as Excellent Completion of the task. [06.04.05].

Besides, the university manages the teaching quality of the lectures by observing plans every semester and taking feedback from the students at each class [06.04.06]

Sub-Criterion 6.5: Training and developmental needs of academic staff are identified, and activities are implemented to fulfil them

According to the development strategy of the university, every year, the DPA surveys the demand of studying and training of the academic staff and then, issues the training plans for the academic staff [06.05.01]. Besides the training courses list attached by the annual training demand registration, the faculties can suggest the courses based on the needs. For long-term training needs, academic staff often register for domestic and foreign doctoral courses [06.05.02]. In addition, the academic staff of the FBA also participate in seminars, conferences, short-term training courses such as: Training course "Chairman of Commercial Banks" organized by the SBV, training on "Building a quality assurance system inside the higher education institution", training on "Internal quality assurance, self-assessment and writing of self-assessment reports at the program level", training on "Technical Ability to develop programs, develop learning outcomes and course outlines in accordance with quality accreditation requirements, "Responsible business" training, Field trip and learning experiences from building Fintech program and Fintech center at Kaohsiung National University of Science and Technology - Taiwan. [06.05.03]

The university always creates conditions and encourages academic staff to improve their professional qualifications. The university has policies to support in cash for academic staff participating in learning to improve qualifications such as achieving certificates, diplomas in foreign languages, informatics; Tuition support for advanced training courses qualifications or to meet the needs of professional work [06.05.04]. Information about training courses of external units or the SBV is sent to the academic staff via email. [06.05.05].

Every year, the university makes statistics on the content, form, and duration of training courses at the request of the SBV and the adjustment of training and development activities for academic staff to meet the needs of the faculty and the university.

Table 6. 6: Statistics of the number of times academic staff of the FBA participated in the training courses

	2016	2017	2018	2019	2020
Short-term	4	7	1	3	2
Long-term	1	2	3	0	0

Source: DPA

Sub-Criterion 6.6: Performance management including rewards and recognition is implemented to motivate and support education, research, and service

The work results of academic staff are evaluated 6 months and 1 year through the following levels: Self-assessment by staff, assessment by Dean and by the Rector according to the University's regulations [06.06.01]. This regulation is subject to consultation of all academic staff before the promulgation. In the process of implementation, if there are inappropriate points, comments will be collected to adjust and improve in the following year. [06.06.02].

Every 6 months and 1 year, the academic staff will self-evaluate the work performance, then the Faculty will have a meeting, collect opinions from faculty members and heads, and then, will give evaluation results to each academic staff and send it to the DPA to submit to the Rector for recognition of the evaluation results. Academic staff will be evaluated on 3 groups of criteria: (i) Evaluation of the implementation of general regulations including compliance with regulations, participate fully in meetings, seminars, ... as required; (ii) Evaluation of work efficiency including the completion of teaching norms, scientific research and the quality of non-lecturing work; (iii) Evaluation of learning willingness, attitude, behaviour, skills including attitude, behaviour for work, the willingness of cooperation with colleagues, the sense of responsibility and creativity in work and positive attitude to participate in community service activities. The result of this review is the basis for income distribution and also the basis for the Faculty to propose training and development needs for academic staff [[06.06.03](#)].

Table 6. 7: Statistics of evaluation result of the academic staff of the FBA

Category	2016	2017	2018	2019	2020
Excellent completion of the task (Type A)	4	4	6	9	12
Good Completion of the task (Type B)	13	14	12	8	8
Completion of the task (Type C)	5	6	4	2	2
Failure to complete the task (Type D)	0	0	0	0	0

Source: DPA

Academic staff with outstanding achievements in teaching, scientific research and other jobs also receive honours and awards such as: Grassroots-level Emulation Fighter, Emulation Fighter of branch-level, National Emulation Fighter. In addition, academic staff are also rewarded with awards when they have good achievements in professional jobs such as awards on scientific research, guiding students in scientific research or, class advisor... Rewarded academic staff will receive an accompanying sum of money. For example, Academic staff are rewarded with money from 5,000,000 VND to 44,000,000 VND when there are international scientific articles in the list Scopus entries, ISI; rewarded from 20,000,000 VND to 40,000,000 VND for state-level scientific research projects; rewarded from 1,000,000 VND to 2,000,000 VND for guiding science research students to win prizes [[06.06.04](#)].

Table 6. 8: Statistics of achievements and awards of academic staff of FBA

Emulation/Reward title	Number of academic staff receiving awards				
	2016	2017	2018	2019	2020
Grassroots-level Emulation Fighter	4	7	2	1	4
Governor's Commendation	0	1	2	0	0
Rector's Commendation Certificate	0	0	0	1	2

Source: DPA

The results of the evaluation of commendation before the official announcement will be sent to the academic staff for comments. If there is any unsatisfactory, the academic staff will give feedback to the DPA for resolution or adjustment. [[06.06.05](#)].

Sub-Criterion 6.7: The types and quantity of research activities by academic staff are established, monitored, and benchmarked for improvement

The strategy for scientific research activities is in the overall strategy of the University to the development of scientific research activities through improving the research competence of academic staff, linking research activities with teaching, and serving the needs of socio-economic development [[06.07.01](#)]. Types of scientific research are specified in detail: (i) By management level and funding source, scientific research activities include: international level, national level, ministerial level, and university level; (ii) Based on the results of recognized scientific research, Scientific research activities includes: Scientific articles published in foreign scientific journals, Scientific articles published in a domestic scientific journal, Scientific article published in ISI journal, Article published in Scopus

magazine, Books for seminars, Scientific reports at conferences, ... [06.07.02]. Scientific research activities of academic staff are supervised by the ISRBT. Each semester, academic staff must declare the results of their scientific research activities with the Institute. Scientific research results of academic staff are managed and used by the ISRBT to evaluate work results, recommend rewards for academic staff, and compare over the years or the proposed scientific research plan to consider giving improvements in the quantity and quality of scientific research activities of the university [06.07.03]

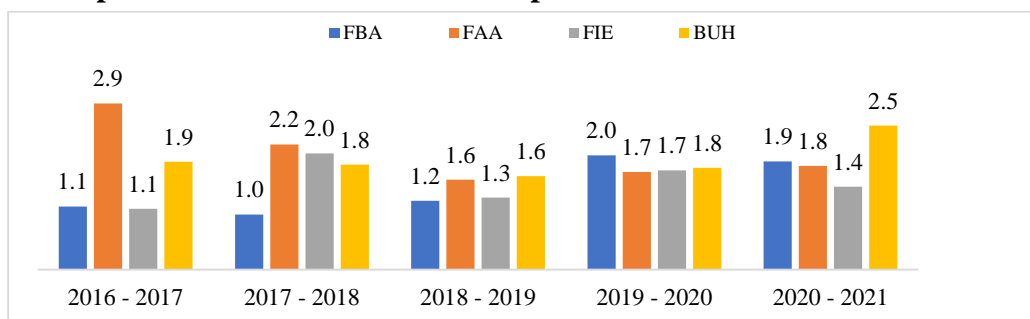
The number of scientific research activities of the FBA is shown in the following table 6.9:

Table 6. 9: Statistics of scientific research activities of academic staff of FBA

Year	Scientific publication category						Total	The ratio of announced research/staff
	Domestic Level				International level			
	Article	Seminar report	Research	Book	Article	Seminar report		
2016 - 2017	12	13	0	2	3	2	32	1.10
2017 - 2018	7	10	2	1	0	7	27	0.96
2018 - 2019	7	12	0	1	6	4	30	1.20
2019 - 2020	21	13	1	1	10	2	48	2.00
2020 - 2021	34	6	1	3	6	3	53	1.89

Source: ISRBT

Figure 6. 1: Comparison of the ratio of scientific publications/staff of the FBA and other faculties



CRITERION 7 - SUPPORT STAFF QUALITY

Sub-Criterion 7.1: Support staff planning (at the library, laboratory, IT facility and student services) is carried out to fulfil the needs for education, research and service

The development strategy of support staff is included in the development strategy of the organization and university personnel. Accordingly, the goal of the university is to develop a professional support team to meet the needs of the job position, reduce in number and increase work productivity [07.01.01]. The university has issued the Regulations of Organization and operation of the units under the University, the table of assignment of support staff duties of each unit, and is in the process of finalizing the project of job placements for support staff to get the better implementation for the support staff planning [07.01.02].

Support staff for the BA Program are not under the management of the Faculty but belong to other units at school. The Faculty has only 1 support staff under the management of the Faculty, the faculty secretary. As of December 31, 2020, the support staff for the curriculum has 144 people, details are listed in table 7.1. [07.01.03]

Table 7. 1: Statistics of the number of supporting staff of the BA Program

Support staff	Highest degree				Total
	Under Bachelor	Bachelor	Master	PhD	
Library	2	4	7		13
Department of IT Management (DITM)		5	3		8

Administrative staff at the faculty			1		1
Office staff	20	1	4	1	26
Department of Academic Affairs (DAA)	0	7	8	1	16
Department of Admission Consultancy and Brand Development	0	2	4	0	6
DTQA	0	4	6	2	12
DSA	0	1	3	1	5
Department of Finance and Accounting	0	3	7	0	10
Department of Facilities Management (DFM)	12	7	3	0	22
Centre for Student Support Services	1	7	3	0	11
ISRBT	0	2	5	4	11
Medical Center	2	0	1	0	3
Total	37	43	55	9	144

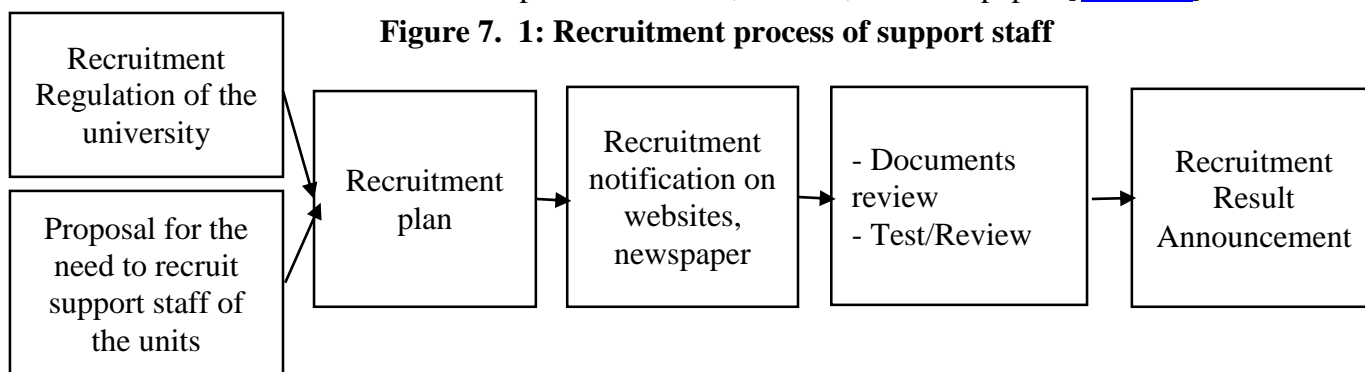
Source: DPA

Every year, based on the targets approved by the SBV, the University conducts a training and retraining plan for the professional development of support staff. On that basis, the school has some notices and request forms for support staff to participate in planned training sessions periodically, training for unexpected needs (new requirements at work) or from personal wishes. [07.01.04].

Sub-Criterion 7.2: Recruitment and selection criteria for appointment, planning and promotion are determined and communicated

Recruitment: Criteria for recruitment of support staff are prescribed according to Decision No. 1494/QD-DHNH dated July 20, 2016, and specified, disseminated to stakeholders through recruitment notices. In addition to meeting the prescribed standards, the support staff need to meet the requirements of the job position. For example, for the position of a specialist in quality assurance, there are specialized requirements training in Educational Measurement and Assessment, Education Management; for the specialist position in the admissions consulting Department in charge of the website segment, priority is given to candidates with experience in programming and website design, SEO knowledge. The university Units are based on the actual situation and the university's human resources policies to propose recruitment needs. In the proposal, the recruitment demand clearly states the number and recruitment criteria suitable to the position to be recruited. [07.02.01]. Recruitment notices are disseminated to units and interested parties via email, website, and newspaper. [07.02.02].

Figure 7. 1: Recruitment process of support staff



Promotion: The promotion is carried out under the instructions of the SBV and the Ministry of Home Affairs. The ranks of administrative support staff from high to low include Senior specialists, Rector specialists, Specialists, Officers, and Staff. Criteria for promotion include professional standards of service, working time in the current position, standards of training and retraining (degrees, certificates of foreign languages, informatics, and professional and skill training courses). These criteria are

announced to the support staff through the announcement of the organization of the evaluation and promotion exams and sent to support staff via email by the DPA. [\[07.02.03\]](#).

Appointment and Planning: The appointment of support staff is carried out by regulations of the SBV. Stemming from the policy on personnel, the requirements of the unit's tasks, and the source of support staff planning, the University will hold meetings to collect opinions and propose personnel to be appointed. Before that, the personnel to be appointed must meet the standards of professional, experience, and some other standards such as age, health, current qualifications, and development potential. [\[07.02.04\]](#). Planning standards are the premise for implementing the appointment of support staff. This standard is disseminated through the announcements and instructions for implementation of the planning sent by the DPA. [\[07.02.05\]](#).

Sub-Criterion 7.3: Competences of support staff are identified and evaluated

For the competence of support staff, when recruited, they must meet the requirements stated in the recruitment notice. In addition to the general standards of informatics and foreign language, support staff need to meet specific requirements for each job position assigned by the units mentioned in the recruitment proposal [\[07.03.01\]](#).

During the working process, the staff's competence is determined by the requirements of the working position and assigned tasks. If the job position has new requirements, the support staff or the head of the unit will recommend appropriate training courses. [\[07.03.02\]](#).

The competence of support staff is considered and evaluated through the results of work performance. The head of the unit is the person who directly records and evaluates monthly, 6-monthly, and yearly according to the evaluation regulations of the university [\[07.03.03\]](#).

In addition to periodically evaluating work results, staff's competence is also evaluated through surveys of units in the school, surveys of students for support work [\[07.03.04\]](#).

Sub-Criterion 7.4: Training and developmental needs of support staff are identified, and activities are implemented to fulfil them

Training and professional development needs for support staff are identified through the annual registration of training and retraining needs. Support staff can register the demand by category of annual training courses, retraining courses of the SBV, or can be registered at the request of the job. Based on the registration of training and retraining needs, training and development strategies for support staff, and actual job position requirements, the University will issue a training plan. The training and retraining plan is the basis for implementing training and professional development for support staff. [\[07.04.01\]](#).

For training courses registered under the list of the SBV, when it comes to the training and retraining courses, the DPA will decide to send support staff to study. For arising training courses, the support staff will make a report to the Rector for approval through the DPA. After completing the training, support staff submit certificates of training and retraining to the DPA. [\[07.04.02\]](#). Short-term training courses that the support staff participate in every year are quality assurance and education quality accreditation; quality management system according to ISO; communication, writing, planning, task management, time management, analysis, synthesis, report writing; secretarial services, library operations, enrolment, accounting, ... The DPA is the focal unit, making periodical reports on the training and retraining for support staff in the university. [\[07.04.03\]](#).

Sub-Criterion 7.5: Performance management including rewards and recognition is implemented to motivate and support education, research, and service

The university evaluates the work results of the support staff by linking the work results with the income and rewards. The university promulgates regulations on assessing and classifying the level of task completion to serve as a basis to evaluate the effectiveness of the support staff's work [\[07.05.01\]](#). The work results of the support staff are evaluated according to the following contents: (i) Evaluation on implementing general regulations including complying with regulations, fully participating in meetings, seminars... on request; (ii) Performance evaluation including the completion of the volume the assigned professional work and the quality of its performance; (iii) Willingness to

study, attitude, behaviour, skills include attitude, working style, and willingness of cooperation with colleagues, sense of responsibility and creativity at work and a positive attitude to participate in activities, serving the community [07.05.02]. Before promulgating the regulation, the draft regulation is sent to the support staff via email, comments by the unit are sent to the DPA's office to summarize and adjust the draft regulation accordingly. After promulgating, every year, during the implementation process, if there is any unsuitable point, the DPA will be the focal unit to collect comments and make corrections to ensure appropriateness for the evaluation of results of the work performance of the support staff [07.05.03]. Based on the University's Regulations on performance evaluation, monthly, 6-monthly, and yearly, the support staff will self-evaluate the work performance, then the unit head evaluates based on consultation with colleagues. The results of the evaluation will be transferred to the DPA to summarize and submit to the Rector for the expected evaluation results. This result is consulted by everyone before the official results are announced [07.05.04].

Table 7. 2: Statistical results of annual evaluation of support staff

Category	2016	2017	2018	2019	2020
Excellent completion of the task (Type A)	23	13	12	27	30
Good Completion of the task (Type B)	123	134	133	115	112
Completion of the task (Type C)	9	4	3	1	1
Failure to complete the task (Type D)	0	0	0	0	0

Source: DPA

The support staff with good evaluation results and some outstanding achievements such as having initiatives, having scientific research topics applied in work are awarded the title of "Emulation Fighter" according to the academic year. In addition, there are also a number of thematic emulation titles launched by the school when there are achievements in a certain work such as admission, quality assurance, cultural and sports, ... For each title of emulation and commendation, support staff will receive an amount of bonus [07.05.05].

Table 7. 3: Statistics of emulation and commendation achievements of support staff

Emulation/Reward title	Number of staff receiving awards				
	2016	2017	2018	2019	2020
Grassroots-level Emulation Fighter	25	13	9	7	20
Emulation Fighter at branch level	2	0	1	0	0
Governor's Commendation	9	0	1	1	0
Certificate of Merit at the ministerial, branch, provincial, union, and state level	9	0	0	0	0
Rector's Commendation Certificate	2	1	19	36	22
Armorial	1	0	0	0	0
Medal	1	1	0	1	4

Source: DPA

The university also conducts a survey of academic staff' and students' opinions on the quality of management and training services of service units. Feedback criteria focus on attitude, and work efficiency, This is a channel to evaluate the work results of support staff indirectly, and also a tool for the university to adjust policies for support staff. [07.05.06].

CRITERION 8 - STUDENT QUALITY AND SUPPORT

Sub-Criterion 8.1: The student intake policy and admission criteria are defined, communicated, published, and up-to date

Every year, based on the admission regulations issued by the MOET, the university builds an admission project for BA majors and sends it to the MOET for approval. Admission policy and criteria are specified in the admission project, including objects, scope, method (direct admission and priority

admission, admission based on high school exam results or admission based on the results of the competency examination), criteria, quality-assurance threshold of input for each method, and conditions for receiving the application for admission. The university has a direct admission policy for the students who are people with disabilities, people from poor areas, ethnic minorities, or foreigners who can learn Vietnamese. [\[08.01.01\]](#).

University and faculties implement admission counselling through channels such as counselling sessions for admission, career guidance at localities or high schools, the university's and the faculties' websites, the university's and the faculties' fanpage, the school's Youtube channel, brochures, and advertising publications. In addition, since 2020, the Department of Admission Consultancy and Brand Development and the DAA will assume the prime responsibility, and coordinate with the Faculties, in which there is the FAA, to organize live streams to bring admission information to relevant objects [\[08.01.02\]](#). During each admission period, based on the actual situation, the university has adjusted the method of admission; admission quota of each method, or organized additional admission to ensure the diversity of criteria and quality assurance. Every change or adjustment is notified to the interested parties through various channels such as website, admission fanpage, private live streams, etc. [\[08.01.03\]](#). Every year, the University organizes a conference on admission work to gain experience and offer solutions to improve admission policies and criteria next year. Every year, the university sends a report on admission to the MOET. Policy and admission criteria are adjusted and updated over the years depending on the current regulations of the MOET and the actual situation. [\[08.01.04\]](#).

Table 8. 1: Statistics of students of BA Program 2016-2020

Year	Number of candidates			Admission/Enrolment ratio	Notes
	Number of applications	Number of admissions	Number of enrolments		
2016	5499	3434	1823	53%	General Admissions
2017	11069	1798	1608	89%	General Admissions
2018	4529	315	299	95%	
2019	5054	350	337	96%	
2020	5742	394	364	92%	

Source: DAA

In 2016, the admission/enrolment ratio was not high because the annual admission policy stipulates that candidate can apply and be admitted to 2 different universities only. Therefore, for the number of enrolled students to reach the enrolment quota, the university has increased the number of admissions. However, the ratio still meets the quality assurance threshold of the school. In 2017 – 2020, the enrolment rate is stable at 89 - 96% thanks to the flexible application of admission methods. [\[08.01.05\]](#).

Table 8. 2: Statistics of the number of students of the BA Program

Year	Number of students					Total
	1 st year	2 nd year	3 rd year	4 th year	Over 4 years	
2016-2017	355	378	427	204	92	1456
2017-2018	510	346	384	412	108	1760
2018-2019	473	455	337	374	207	1846
2019-2020	664	462	452	321	176	2075
2020-2021	650	650	452	412	240	2404

Source: DAA

Sub-Criterion 8.2: The methods and criteria for the selection of students are determined and evaluated

Criteria and methods of student selection are clearly defined in the admission project of the University and in accordance with the regulations of the MOET.

Table 8. 3: Admission criteria of the BA program 2017 – 2021

	2017	2018	2019	2020	2021
Admission method	- Admission based on results of high school exam. - Priority admission according to the regulations of the MOET	- Admission based on results of high school exam. - Priority admission according to the regulations of the MOET	- Admission based on results of high school exam. - Priority admission according to the regulations of the MOET	- Admission based on results of high school exam. - Priority admission according to the regulations of the MOET - Admission based on the competence test results	- Admission based on results of high school exam - Priority admission according to the regulations of the MOET - Admission based on the competence test results ²
Admission quotas	General admission for all majors with total quotas is 1600	250	270	- High school exam results: 275 - Other methods: 25	- High school exam results: 210 - Competence exam results: 30
Quality Assurance Threshold	Quality assurance by the Ministry Education regulations	Test score for admission is 15	Test score of National High School is 15.5	Test score of National High School is 16	Test score of National High School is 17

Source: Admission project from 2017-2021

Before 2020, the school's admission method is priority admission and admission based on the results of the National high school exam. Since 2020, the school considers admission to the Accounting and Audit major based on 3 methods: Priority admission (according to regulations of the MOET), admission based on exam results of National high schools exam, and admissions based on the results of the competence exam organized by VNU-HCM. Diversifying the admission method will help the university to be more active in the admission process (not dependent on the MOET) and candidates have many opportunities to participate in the admission. However, the admission quotas based on the results of the national high school exam still have the largest portion due to the high virtual ratio of other admission methods. The school considers the results of the national high school exam based on the following subject combinations: A00 (Math, Physics, Chemistry); A01 (Maths, Physics, English), D01 (Math, Literature, English); D07 (Math, Chemistry, English). The school takes enough students according to the order of scores of the above subject combinations from high to low. To ensure the quality of the entrance, the school will consider additional admissions in the next batch if the number of students who took the previous batch did not meet the school's expected benchmark [[08.02.01](#)]

² Competency assessment exam organized by Vietnam National University, Ho Chi Minh City is held annually, starting from 2018. The Competency Assessment test at VNU-HCM focuses on assessing candidates' basic competencies for university study such as language use, logical thinking, and data processing, problem solving.

During and after each admission period, to assess the criteria and methods of student selection, the school gets the opinions the admissions committee members to make timely adjustments. According to the statistical database of admission results, the school organizes an admission conference to evaluate and gain experience in the organization as well as the criteria and methods of selecting students for the next admission project [[08.02.02](#)].

Sub-Criterion 8.3: There is an adequate monitoring system for student progress, academic performance, and workload

According to the credit-based training regulations, the minimum number of credits registered by students per semester is 15 credits for students with normal academic ability, 10 credits for students with weak academic ability; maximum per semester is unlimited for students with good academic performance or higher, 21 credits for students with average ability and 14 credits for students with weak academic performance [[08.03.01](#)]. The monitoring of learning progress, learning outcomes, and payloads of students is done through the following channels: software that tracks the student's learning progress, the system to monitor the student's learning process includes DAA, DSA, Faculty and Class Advisor. For software to track students' learning progress, students can use their student accounts to enrol, modify or cancel a course; Student's learning results are also shown on the account of students and DAA, DSA, Faculty and Class Advisor can also track student's learning results on this software [[08.03.02](#)]. DSA has the function of tracking, assessing, disciplining, and rewarding students for their observance of training regulations, DAA, Faculty and Class Advisor has the function of reviewing study results, informing learning results, and advising students on the register for courses in the next semester. Twice a semester (at the beginning and end of the semester) or irregularly according to actual requirements, the class advisor will organize class meeting to know the class situation, organize instructions and grade training for students, record the comments of students for schools and faculties, organize meeting to review emulation, reward for students, consult, discuss learning and scientific research methods [[08.03.03](#)]. In addition, for students with weak or poor academic results, each semester DAA will transfer the tentative list of Academic warnings to the FBA to find out the cause, the University held a meeting of the Warning Council, issuing academic warning notices and taking measures to coordinate between the faculty and other departments and related institutions to assist students in improving their academic results [[08.03.04](#)].

Sub-Criterion 8.4: Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability

Counselling and support activities for students in the learning process include:

(i) Consulting, training information support: support, advice on building and completing the study plan, registering courses, managing learning outcomes, considering, and granting degrees, considering leave or drop out from school, taking the final exam, announcing, and reviewing exam results, guiding writing internship reports and thesis. [[08.04.01](#)].

(ii) Advice and support on internships and jobs: connection with businesses, information on recruitment through job portals, internships, observance, and annual job fairs. [[08.04.02](#)].

(iii) Financial support, policies, emulation - rewards and scholarships: reviewing and granting of study scholarships, emulation, and commendation for eligible students. Students with difficult circumstances can submit their applications for financial support during their studies. [[08.04.03](#)].

(iv) Support knowledge and skills for students: Organize career counseling sessions, seminars, conferences, workshops, academic contests, field trips to enterprises, club, team, and group activities. [[08.04.04](#)]

All student support activities are implemented at 2 levels: School and Faculty. At the school level, there are the following units such as DSA, Centre for Student Support Services, Library, DAA, DTQA, Communist Youth Union, and Student Union that help implement support activities of training information, academic counselling, extracurricular activities, competitions, and other support services for students to help improve academic quality and employability of students. At the faculty level, there

are faculty heads, faculty staff, faculty advisors, faculty academic staff of the faculty who advise and support students in the process of learning includes tracking study results, counselling on study plans, instructions for completing internship reports, and graduation thesis. [08.04.05].

Table 8. 4: Ratio of students/support staff of BA Program 2016 - 2020

School year	Number of students	Number of support staff	The ratio of students/support staff
2015-2016	1308	164	8,0
2016-2017	1456	155	9,4
2017-2018	1760	148	11,9
2018-2019	1846	148	12,5
2019-2020	2075	144	14,4

Source: DAA, DPA

The ratio of students/support staff of the BA program tends to increase over the years due to the decrease in the number of support staff of the university according to the university's personnel strategy, while the number of students in the BA program has increased.

Every year, the University organizes to collect opinions from students about the quality of support activities to make improvements to the quality of this activity. [08.04.06].

Sub-Criterion 8.5: The physical, social, and psychological environment is conducive for education and research as well as personal well-being

The university currently has 3 campuses, of which the one in Thu Duc is the main teaching campus. Campus in Thu Duc is designed and built in harmony, open environment, and landscape, including: 3 lecture halls, a computer room, a library, self-study areas, areas for sports activities, multi-purpose gymnasium, large hall (900 seats) creating a space for studying, practicing sports, extracurricular activities comfortably. Student dormitory located on campus helps students save travel time in the process of studying and living. [08.05.01].

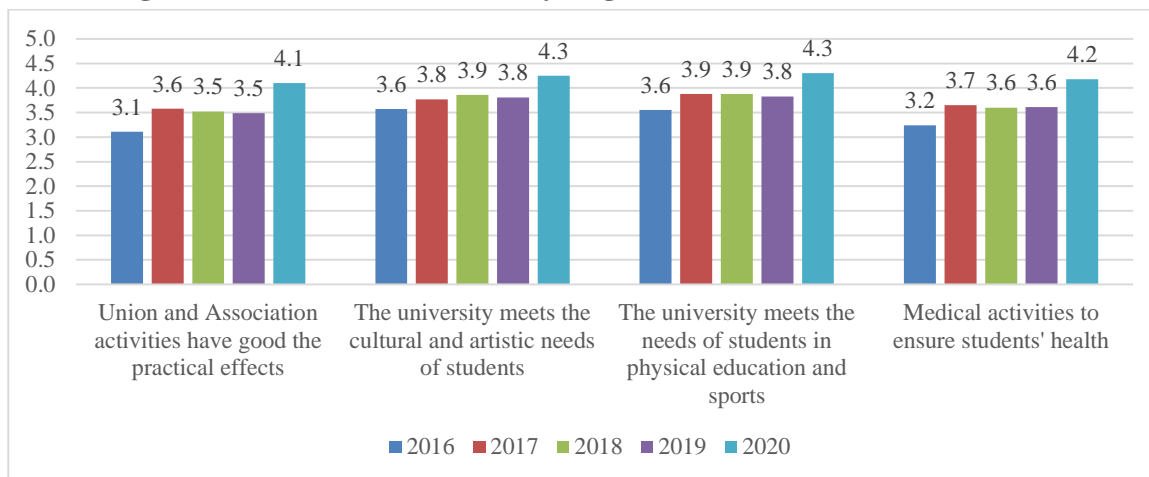
Students need to be physically and mentally secure to study, so the school has a medical department specializing in medicine with enough medicine to meet the basic needs of students, academic staff, and all staff. All students participate in School Health Insurance in accordance with regulations and receive medical examination health at the beginning of the course. Counselling activities on health and psychophysiology are also organized through seminars with experts, direct consultation with medical staff [08.05.02]. The work of maintaining security and order in the school is always interested in by the University to ensure safe learning conditions and living environment for students through strict control over the implementation the rules of the school and residence halls, operate the CCTV system, closely coordinate with the police, establish a group of students' self-management, fire prevention, and fighting drills. [08.05.03].

Cultural activities, arts, sports competitions, seminars, club activities for gifted as well as academic, academic competitions are held for students through The Youth Union and Centre for Student Support Services to create opportunities for students to practice social skills before graduation. Some typical social activities such as: Workshop "The art of speaking in front of the crowd", Skills workshop "TECH4JOURNEY", "Start-up orientation 2020" "BUH Start Up Students 2021"; Talk show "Start-up lens", "Creative idea for young start-up"; Cultural program to welcome new students; contests "Science Research with BUH students", "Covid's over, Back2school", "Miss BUH students", "The MC Race 2021; sports competition "BUH Virtual Race" , "Open Football Tournament"; "Green Summer" and "Spring Volunteering" activities [08.05.04].

The school annually collects feedback from graduates about the psychological and medical environment, spiritual life for students to contribute ideas. On this basis, the School and Faculty will

adjust and add effective activities to actively support students with an environment that is more comfortable to study and research. [08.05.05].

Figure 8. 1: Results of the survey of graduates about activities and life



Scale: 1-Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly agree

Source: DTQA

CRITERION 9 - FACILITIES AND INFRASTRUCTURE

Sub-Criterion 9.1: The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research

The school has 3 campuses (Ton That Dam, Ham Nghi, and Thu Duc) in which students of the BA Program study mainly at Thu Duc Campus. Thu Duc campus has 71 classrooms and lecture halls with a total floor area of 14,948 m² for students' learning. The school is being completed and is about to be put into use Lecture Hall B with a total floor area of 23,358 m², with the function of classrooms, self-study areas, and several other functions aimed at meeting the goal of expanding the training scale of the University. The facilities for the Faculty's training are located in the area of the School and other facilities of the University are used for the students of the Faculty. Normal classrooms have an average area of 85 square meters per room, with an average capacity of 80 seats with full equipment for teaching and learning: projectors, tables, and chairs, lighting systems, air conditioning, speakers, microphones, etc. The classrooms can arrange tables and chairs flexibly depending on the needs such as presentations, group work, club activities. In addition, to organize events, scientific seminars, academic competitions, the school has 02 auditoriums, one at Ton That Dam campus (100 seats) and the other one at Thu Duc campus (900 seats) [09.01.01].

The school organizes learning for 3 semesters/school year with software to support scheduling and the DAA is the focal unit for managing the use of lecture halls and classrooms to ensure that classrooms and lectures are used efficiently. [09.01.02].

Every year, the DFM is the focal unit for planning and implementing the procurement, equipment, and maintaining facilities and equipment throughout the school, meeting space needs of learning and scientific research of students and academic staff. Based on the orientation on training, scientific research, and suggestions of the Units, as well as students, the DFM, will plan to purchase and upgrade the facilities and equipment. [09.01.03].

Every year, the school collects students' opinions on the quality of facilities and sends the results to relevant functional departments, requesting units to make self-evaluation reports after the survey. It clearly outlines the improvement plan to improve and enhance facilities and equipment to cater to students' needs. [09.01.04].

Table 9. 1: Improvements and upgrades of the school's facilities for the period 2016-2020

2016	2017	2018	2019	2020
<ul style="list-style-type: none"> - Renovating the Auditorium with 900 seats - Installation air conditioning system in lecture hall C - Completing the construction of volleyball playground and infrastructure, undergrounding the electrical system, and tennis playground. - Relocating the entire telecommunication wiring system in Thu Duc to the underground system - Completing the construction of the traditional room - Paint, waterproof the dormitory K 	<ul style="list-style-type: none"> - Carrying out major repairs to Lecture Hall A - Install LED screen at the 900-seat Auditorium sponsored by Lien Viet Post Commercial Joint Stock Bank - Completing the renovation of the support office for students' Start-up. 	<ul style="list-style-type: none"> - Arrange the working rooms of the Units, renovate, and increase the classrooms at Ton That Dam campus and Ham Nghi campus - Renovating the Central Hall at Thu Duc campus - Deploying the project of the Sports Complex and Lecture Hall B project - Completing the 1/500 scale adjustment plan in Thu Duc. 	<ul style="list-style-type: none"> - Renovating paint, waterproofing, and cracking prevent the outside of Lecture Hall C - New construction of a 1,000 KVA substation in Thu Duc to supply electricity to Lecture Hall B - Putting into use the thesis defence room sponsored by Vietcombank. - Putting into use the computer room sponsored by Nam A Joint Stock Commercial Bank. 	<ul style="list-style-type: none"> - Putting into use the items of a football field, gymnasium, the infrastructure of the sport projects - Completing the construction of Lecture Hall B - Renovating the auditorium; equipping with air-conditioner for 12-storey area of Lecture Hall B, moving and undergrounding the power station and electric wire before the power station - Under the construction of smart classrooms sponsored by Commercial Bank of Military.

Source: DFM

Sub-Criterion 9.2: The library and its resources are adequate and updated to support education and research

The school's library is located at the Thu Duc campus, invested by the University with learning resources. The data is diverse, the number of titles for BA Program is 3,288 Vietnamese titles and 2,208 titles of English books (as of December 31, 2020). The school's electronic library is located at <http://library.buh.edu.vn/>. The Library's electronic database includes specialized journal articles majors in Economics - Finance - Banking, theses, scientific research topics, and learning resources Links with external units such as Vietnamese and English e-book data (by Ho Chi Minh City General Publishing House and Gale Virtual Reference Library), Consortium Database of Vietnam Library of Science and Technology, Hanoi National University's Shared Database, Science and Technology Information Link of Ho Chi Minh City, Collection of Journal Database of Multidisciplinary electronic journals for universities, Thomson Reuters Database Collection to better meet the needs of data lookup, database connection to serve readers for learning and research of students and academic staff. [09.02.01].

The library procures materials based on the needs, proposals of faculties, and annual development plans of the library. Based on the necessary documents to meet the requirements of the curriculum, the Faculty chooses the list of required documents and send to the library, then the Library coordinates with the Department of Facilities Management to purchase materials to best serve teaching and research activities [09.02.02].

Table 9. 2: Statistics of additional documents from 2016 to November 2021

Categories	2016	2017	2018	2019	2020	2021
Book	1624	414	570	445	481	133
Research	101	0	0	49	0	25

Thesis	225	278	204	382	279	518
Multimedia	84	26	3	14	0	2

Source: Library

The library serves all the curriculum of the University to students and academic staff, from 7:30 a.m. to 6:30 p.m. on weekdays and until 3:30 p.m. for Saturday. Library usage rules and search instructions are published on the library's website and at various places in the library. In addition, during the beginning course for the new students, the school organizes "A Guide to exploiting learning materials" to guide students on how to use and look up Library documents. [09.02.03].

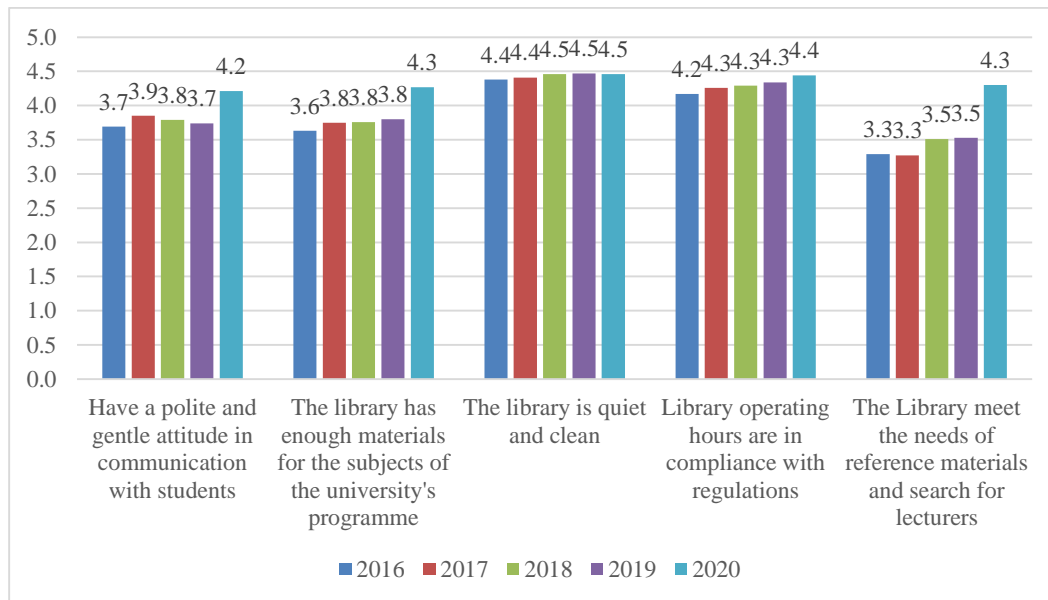
Table 9. 3: Statistics of the number of times of borrowing and returning documents and accessing the database of BA Students [09.02.04]

No.	Content	BA program
1	Number of times of borrowing and returning	136,901
2	Database access	
	- View	11,330
	- Download	7,638

Source: Library

Every year, the Library surveys the satisfaction of students and academic staff with the Library so that they can have a basis to carry out improvement activities in the direction of improving service quality, meeting the needs of readers. [09.02.05].

Figure 9. 1: Survey results on the satisfaction of students and academic staff about the Library



Scale: 1-Very poor, 2-Poor, 3-Neutral, 4-Good, 5-Excellent

Source: DTQA

Sub-Criterion 9.3: The laboratories and equipment are adequate and updated to support education and research

As of December 2020, the school has 11 computer rooms, of which 4 are equipped according to the standard of LAB room with full equipment such as cabin, headphone, Webcam, and other necessary software for practical courses in the curriculums including BA. Students of BA Program practice using MS Word, MS Excel, MS PowerPoint, MS Project, in high-quality word processing, making complex spreadsheets, solving some problems in financial analysis, business analysis, project management, data

management, and visualization in applied Informatics. In addition, the University has a Start-up club to serve students not only of BA but also of other majors to practice start-up projects. [09.03.01].

The school has a clear procedure in the use of the computer lab; IT staff and academic staff are responsible for supporting students in the process of using the computer room [09.03.02]. The maintenance for the LAB rooms is carried out every 6 months by the school [09.03.02]. Through maintenance results or recommendations of Faculty, the DITM plan and implement LAB room upgrades to ensure the quality of LAB room, meeting training and research needs [09.03.03].

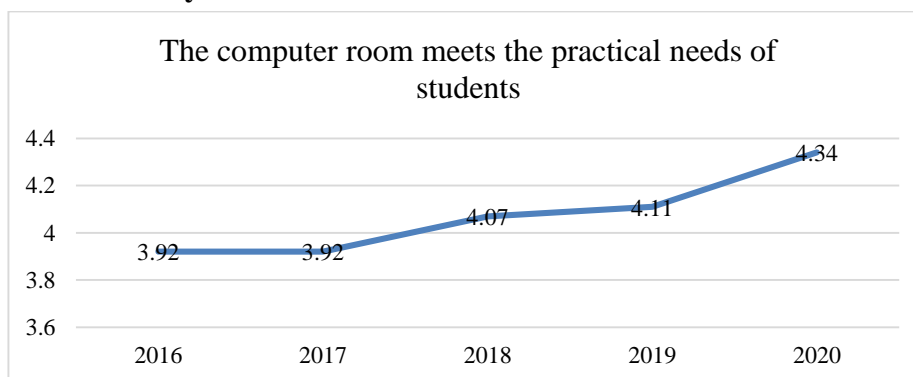
Table 9. 4: Statistics of number of LAB rooms and computers for practice 2016-2020

	2016	2017	2018	2019	2020
<i>Number of LAB rooms</i>	9	9	9	9	11
<i>Number of Computers</i>	422	431	441	401	523

Source: DITM

Every year, the school collects students' opinions on the satisfaction of using the computer labs and labs practice to have the basis to upgrade and improve equipment to meet the practice needs of students. [09.03.04].

Figure 9. 2: Survey results on student satisfaction about the LAB room



Scale: 1-Very poor, 2-Poor, 3-Neutral, 4-Good, 5-Excellent

Source: DTQA

Sub-Criterion 9.4: The IT facilities including e-learning infrastructure are adequate and updated to support education and research

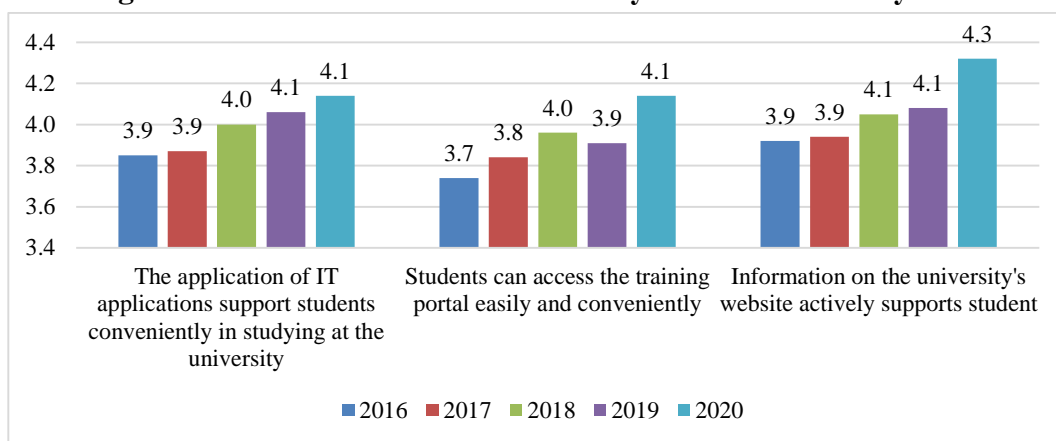
The school has a specialized department, the DITM, which manages the entire infrastructure and information system equipment, takes responsibility for managing, operating, and ensuring the stable operation of the system. The school has more than 500 personal computers for the LAB room system and more than 200 computers for departments. All computers are connected to a high-speed internet system for practice activities and academic management. All lecture halls, libraries, self-study areas are covered by a Wi-Fi system with the speed of 15 Mbps for students and unlimited for academic staff to ensure that students and academic staff can connect to the network and use it in the process of teaching, learning, and other activities [09.04.01]. The school is equipped with credit-based training management software (<http://online.buh.edu.vn/>) as well as other necessary software to support management, training and research activities like E-student electronic transaction software (<http://estudent.buh.edu.vn/>), Bank of exam questions software, survey software (<http://khaosat.buh.edu.vn/>), research management software (<http://quanlykhoahoc.buh.edu.vn/>), human resource management software (<https://hrm.buh.edu.vn/>),.... The school has been implementing the online learning system LMS (<http://lms.buh.edu.vn/>) to serve better service for learning and teaching activities of learners and academic staff, especially in the COVID-19 pandemic, requiring teaching and learning to take place online. From the 2nd semester of the school year 2020 – 2021, when the COVID situation becomes more

serious, in addition to organizing teaching and learning on LMS, the school has organized for students to take the final exams and defend the thesis online. [09.04.02].

To ensure safety and security, the school's IT system is periodically maintained and upgraded. The DITM is the unit that plans and performs the maintenance, upgrading and supplementing of computer systems and software to support training in the school. [09.04.03].

Every year, the University surveys students about their satisfaction with the IT system of the University such as the website, the computer system in the LAB rooms, the convenience and speed of accessing the school's portal. Thereby, the university promptly overcomes the limitations and has timely solutions as well as upgrades the IT system with a plan for use, maintenance, repairing, and replacement of hardware/software for the following period. [09.04.04].

Figure 9. 3: Students' satisfaction survey results about IT systems



Scale: 1-Very poor, 2-Poor, 3-Neutral, 4-Good, 5-Excellent

Source: DTQA

Table 9. 5: Improvements and upgrades in the school's IT system from 2016 to 2020

2016	2017	2018	2019	2020
<ul style="list-style-type: none"> - Survey, upgrade the WIFI network system at the campuses of the University. - Complete phase 1 of the project of investment and upgrading of the IT system. - Building E-office system 	<ul style="list-style-type: none"> - Implement phase 2 of the investment project, upgrade the IT system 	<ul style="list-style-type: none"> - Building a website system for Ajob magazine 	<ul style="list-style-type: none"> - Installing computer rooms 202 and 204 at 39 Ham Nghi and a surveillance room to meet the requirements of testing conditions for organizing foreign language and informatics exams according to regulations of the DAA. - Implement learner survey system, scientific activity management system, Turnitin anti-plagiarism system 	<ul style="list-style-type: none"> - Completing the construction of 05 machine rooms at Lecture Hall C, equipped with cabins, headphones, and webcams. - Implement LMS system, Combined Training system - Implemented E-student Transaction System, Online University and Master's Admission Registration System, Electronic Publishing System of English Content on Emerald, Payment Gateway epay.buh.edu.vn

Source: DITM

Sub-Criterion 9.5: The standards for the environment, health, and safety; and access for people with special needs are defined and implemented

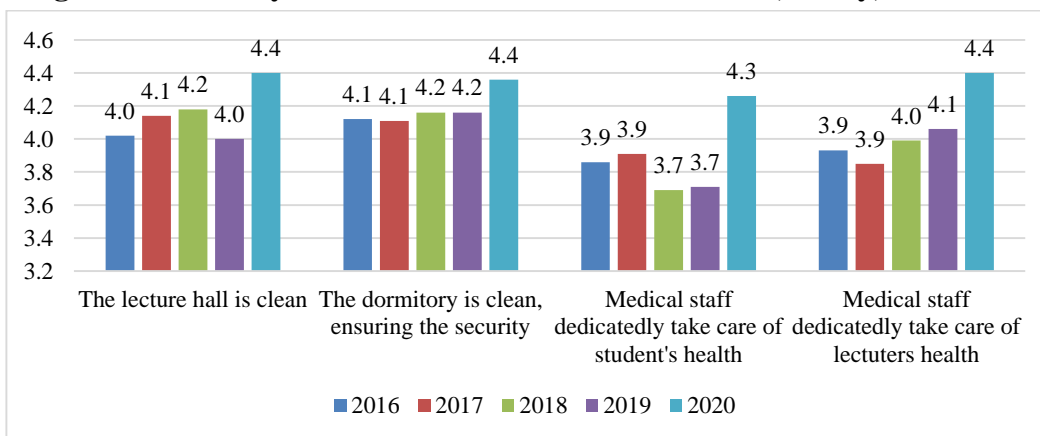
The school builds and maintains a green and clean, health-oriented, and safe learning environment for learners, academic staff, and staff. All areas in the school are asked not to smoke. Standards on fire

prevention and fighting are determined through regulations of firefighting and preventing. The school cooperates with the fire police, periodically organizes fire drills and safety checks fire prevention work to raise awareness of caution, disseminate regulations on fire safety and safety when using, know how to handle situations such as electrical problems, fire incidents. [09.05.01]. All school buildings are fully equipped with Safety equipment, fire prevention such as fire extinguishers, fire hydrants, fire protection systems in accordance with regulations and periodically inspected [09.05.02].

Areas in the school are cleaned daily to ensure the learning and working environment are always clean. The school canteen is inspected by the health authority for food safety. The set of the Health Department periodically sprays mosquito killer and rat poison in all areas. [09.05.03].

Periodically, the function Departments survey the satisfaction of learners and academic staff about safety and health, and environmental sanitation. In general, students and academic staff are satisfied with the safety and environmental hygiene of the School. [09.05.04].

Figure 9. 4: Survey results on environmental sanitation, safety, and health



Scale: 1-Very poor, 2-Poor, 3-Neutral, 4-Good, 5-Excellent

Source: DTQA

CRITERION 10 - QUALITY ENHANCEMENT

Sub-Criterion 10.1: Stakeholders' needs, and feedback serve as input to curriculum design and development

The design and development of the curriculum are carried out according to the ISO process with planning, conducting the survey, analysing the results and proposing action for improvement. The university also developed an ISO process to collect feedback from stakeholders including students, academic staff, alumni, and employers on the quality of training and curriculum, the level of responsiveness of the training support services system [10.01.01].

At least once every 2 years, the Faculty's curriculum is evaluated, reviewed, and improved on the basis of regulations of the DAA and of the University, the innovation trends of the industry, mission and vision of the University and Faculty, especially the needs and feedback of stakeholders. Feedback from stakeholders is provided in many forms: paper surveys, online surveys or through group dialogues, seminars. Students assess the quality of academic staff' teaching; course quality; feedback on the learning outcomes and curriculum and assess the responsiveness of support services [10.01.02]. Alumni survey on graduate employment and employers on student quality is also an important input in improving and adjusting the Faculty's curriculum [10.01.03], [10.01.04]. The academic staff plays an important role in building the learning outcomes and curriculum. In professional meetings of the Faculty, academic staff discuss and share relevant information to improve curriculum, teaching methods, and learners' assessment [10.01.05]. In addition, in 2020, in the process of developing training programs, the Faculty organizes seminars to meet and collect opinions of alumni, employers, academic staff, and experts inside and outside the university on the learning outcomes and training programs [10.01.06].

The results obtained from the feedback of stakeholders through surveys and seminars were held, reviewed, and used by the Faculty in the adjustment of the program learning outcomes and curriculum. The activity of receiving feedback and needs of stakeholders has helped to improve the quality of training programs, methods of training organization and training of graduates to meet actual and labour market demands. Stemming from the requirements of employers, former students, academic staff, and students, the learning outcomes of the curriculum in 2020 will be updated and improved with the enhancement of developing soft skills for students, adding to the curriculum some courses according to the requirements of modern trends, integration; supplementing practical courses and simulating reality ... [[10.01.07](#)].

Sub-Criterion 10.2: The curriculum design and development process is established and subjected to evaluation and enhancement

In order to ensure consistency and efficiency in the process of designing and developing training programs, in 2014, the University issued Regulations on building, reviewing, and adjusting the curriculum and course specifications with the design of the learning outcomes and curriculum according to the CDIO approach (Conceiving - Designing - Implementing - Operating), but the steps of the process are still not yet specific and measurable, nor does it specify the frequency of reviewing the learning outcomes and the curriculum. In 2015, the University held a meeting to review this process, based on the opinions of heads of units, academic staff, and staff. The process has many improvements compared to the 2014 process: (1) concretize and detail the implementation steps; (2) specify the frequency of review and re-evaluation of the curriculum every 2 years; (3) Emphasize the importance of stakeholder surveys in the process of adjusting outcomes and curriculum, expand survey objects and diversify survey methods; (4) set regulations for comparison with domestic and international advanced training programs; (5) when organizing curriculum seminars, it is necessary to invite many reputable experts outside the university; (6) Assign the Faculty more autonomy in the development of the curriculum; (7) clearly define the responsibilities and powers of the Council to build the curriculum; (8) perspectives on building learning outcomes and curriculum in association with AUN-QA standards . By 2019, the University will continue to review the curriculum development process and concretize it using the ISO process. For this review, the recommendations focus on ensuring the development of appropriate outcomes and compatibility with the curriculum, improving the survey questionnaires, clearly defining the responsibilities of the implementing individual/unit, and the completion time and attached documents and forms. This is also the document that regulates the process of building and reviewing the curriculum issued so far [[10.02.01](#)]; [[10.02.02](#)].

Based on the process, the Faculty has taken actions to improve the curriculum based on the feedback of stakeholders. Specifically, the curriculum in the 2014-2015 school year and the 2018-2019 school year with 129 credits are adjusted to 125 credits from the 2020-2021 school year. The reduction in the number of credits is considered, in order to increase the opportunity to shorten the training time for students but still ensure the amount of knowledge and capacity requirements that learners need to achieve after graduation as prescribed by the DAA. Based on feedback from both internal and external stakeholders, this 125-credit curriculum was selected, replaced, and changed from 2014-2020, in which, some courses of the program have added English, soft skills, teamwork, reduced the number of credits and some unsuitable courses are removed. The content of the BA Program in 2020 is modernized, focusing on the ability to adapt and be creative to the business environment in the new era [[10.02.03](#)]. Based on the promulgated learning outcomes and curriculum, the Faculty has compiled and adjusted the course specifications, teaching materials, assessment methods to meet the learning outcomes and curriculum [[10.02.04](#)].

In addition, when designing and adjusting the curriculum, the Faculty has referred and compared the Faculty's program with the curriculum of the same major and equivalent in prestigious domestic and international universities, King's College London (UK), National Singapore University (NUS), Humber College (Canada), Berlin International University (Germany) and Ho Chi Minh City University of Economics , Foreign Trade University, University of Economics - Hanoi National University and RMIT

University) [[10.02.05](#)]. However, the BA curriculum changes and improvements must mainly meet the needs of society, the vision and mission of the University and the Faculty.

Sub-Criterion 10.3: The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

In order to ensure that teaching, learning, testing and assessment activities are appropriate and compatible with the expected learning outcomes, the School has issued ISO processes to control uniformity and continuously improve the curriculum [[10.03.01](#)].

The teaching and learning process is regularly reviewed and evaluated by the Faculty through a set of teaching documents including course specifications, lecturing plan, and student attendance list. Based on the course specifications, each academic staff must develop a specific lecturing plan, from which to compile a complete lecture before participating in teaching the *module*. Each semester, the Faculty plans to organize observation for academic staff according to the schedule or for academic staff who teach a new course for the first time. At the end of the observation, the working group commented, evaluated, and made suggestions to draw experiences for the lecture in order to timely support teaching methods and professional knowledge for academic staff [[10.03.02](#)]. From the school year 2019-2020, the University has also implemented an online form of teaching and learning (e-learning) to create flexibility and initiative for learners and academic staff [[10.03.03](#)].

Methods of assessing learners' learning outcomes are regularly reviewed, evaluated, and changed in accordance with the learning outcomes of the course. Previously, the assessment of each course was stipulated that the process score accounted for 40%, the final exam score accounted for 60%. Realizing that with this assessment, it is still not guaranteed to meet and stick to the course outcomes, so in 2019, the School, Faculty and functional units held a professional meeting and issued regulations to apply for the 2019-2020 school year: process assessment accounts for 50% (including assessment methods: diligence, learning attitude 10%; discussion, class presentation, group or individual assignments 20 %; midterm exam 20%) and final assessment by the method of final written exam, accounted for 50%. The school also stipulates that for each form of assessment, a separate rubric is built. Final assessment activities are organized by the DTQA in common for all courses [[10.03.04](#)].

The activities of testing and assessment the student learning outcomes is evaluated and continuously improved by the University. The DTQA is the focal unit responsible for managing the organization of the exam, promulgating the processes and regulations related to the activities of making questions, testing, and assessing learners. Before 2017, the University had built a common bank of exam questions for a number of modules, however, the bank of exam questions in general did not clearly classify the level of response to the course outcomes. From 2017 up to now, the assessment of learners according to the bank of exam questions has been implemented and applied. The exam question structure of the exam question bank is built to ensure that it is closely aligned with the course learning outcomes, allocating the learning outcomes to each chapter of the course's knowledge. Every year, the exam question bank is periodically reviewed, updated, supplemented, and perfected in the process of exploitation and use. Faculty organizes a review to remove, replace questions that are no longer relevant and add new exam questions [[10.03.05](#)]. In 2020, the University organizes course assessment in an online form to diversify forms of assessment for learners and promptly respond to unusual situations when no course assessment is organized in the form of a concentrated assessment [[10.03.06](#)].

During the learning process in each semester, students are encouraged to take a survey to assess the quality of teaching for the studied course. At the end of each semester, the Faculty, based on the survey results, organizes meetings, reviews, and re-evaluates the teaching activities of academic staff and proposes improvement measures to improve the quality of teaching and learning for academic staff with the evaluation score below 4/5 points to improve for the next semester. The Faculty also organizes professional meetings to identify inappropriate points in teaching-learning activities, testing and assessment. Academic staff are encouraged to apply many active teaching-learning methods such as: student presentations combined with group discussions, group critiques, solving simulated situations

with real records, doing individual exercises, and individual essays, group exercises ... to help students achieve the learning outcomes [\[10.03.07\]](#); [\[10.03.08\]](#).

Sub-Criterion 10.4: Research output is used to enhance teaching and learning

In the past 5 years, the number of scientific research works of the Faculty has increased significantly and the types of scientific research are also rich and diverse such as: articles published in domestic and international specialized journals, conference papers, domestic and international publications, grassroots-level and branch-level scientific research, textbooks and reference materials for teaching and learning (refer to sub-criterion 6.7). The results of scientific research have been actively used by academic staff in the Faculty to improve the quality of teaching and learning. For example: i) Update scientific research results in the compilation of textbooks and reference materials; ii) Using the results of scientific research to improve lecture content, innovate teaching methods in the direction of reducing the number of hours of theory and lectures, increasing the number of hours of practice and self-study of students; iii) Applying scientific research results to practical exercises (case study), role play exercises, group exercises. In addition, the Faculty also noted in selecting academic staff with strengths in scientific research to guide students to carry out scientific research and make graduation thesis. Every year, academic staff introduce scientific research topics that they have strengths for students to register and academic staff directly guide students to implement. Through this, academic staff have the opportunity to share their experiences and apply their scientific research results to their students' scientific research activities, helping students to increase their scientific research capacity as well as learning efficiency [\[10.04.01\]](#).

In order to promote scientific research activities in teaching and learning, the Faculty always creates favourable conditions and encourages academic staff and students to participate. In the school year plan, the academic staff always set specific scientific research goals. The university regularly organizes seminars to invite prestigious speakers at domestic and foreign universities and research centers with many scientific research published in international famous journals to guide and share experiences on scientific research activities for academic staff and students of the University [\[10.04.02\]](#). In the professional meetings of the Faculty, the academic staff also discussed and evaluated the effectiveness of scientific research activities and the application of scientific research to improve the quality of teaching and learning, and to innovate teaching and learning methods towards becoming more and more practical and effective [\[10.04.03\]](#).

Sub-Criterion 10.5: Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement

In each school year, the School collects feedback from students, academic staff and staff as a basis to evaluate and improve the quality of support services and equipment. Survey content, survey objects and survey cycle are detailed in Table 10.1 and comply with ISO process. This process basically consists of 8 steps: Plan the survey - Build the survey form - Conduct the survey - Analyze and report the results - Send the results to the units - Make an improvement plan - Implement quality improvement - Monitoring quality improvement [\[10.05.01\]](#).

In recent years, the University has invested in facilities and equipment to improve the effectiveness of teaching and learning after receiving feedback from students and academic staff through annual surveys. Dialogue between University Board and students, the conference of staff. Some typical improvements in facilities and equipment in recent years such as: classrooms in lecture halls are installed with projectors, sound systems, and electronic devices to support teaching, Lecture Hall C is equipped with air conditioning system. The school has invested in building a modern sports complex with a capacity of 1,400 people in 2018. Previously, the school only had 1 practice room. By 2020, the school has invested and added 4 practice rooms. The computer practice room has increased from 9 rooms to 11 rooms in 2020. In addition, in order to ensure that the teaching-learning process is not interrupted or affected, the staff of the Department of Facilities Management regularly check, maintain, and repair the computer, review the quality of equipment, replace damaged or faulty equipment, create maximum conditions for teaching and learning activities. In 2018 the school invested in building a 12-storey

lecture hall B with classrooms equipped with modern teaching equipment and ready to be put into use in the school year 2021-2022 [[10.05.02](#)]; [[10.05.03](#)].

Library: Through the feedback of students, academic staff and researchers, the surveys of the DTQA and the library's survey mechanism every year, the service quality of the Library is also increasingly improved. Library resources are diverse with the number of titles, magazines, e-books, databases in various fields and regularly updated. The number of printed books serving training programs in the 2018-2019 school year is 10,911, then 11,380 by 2020-2021, increased by 469 titles. In order to have many online databases to serve teaching-learning and research activities of academic staff, learners, and employees, the Library has linked with 9 foreign electronic libraries and 5 domestic electronic libraries. The number of domestic and foreign connected e-magazines is more equipped. The library is equipped with an integrated electronic library management software system, a library portal and an OPAC search module to help manage communication with the library through a personal page. The library is also equipped with its own Wi-Fi system. In addition, the library is rearranged the reading room with a comfortable space with more trees [[10.05.04](#)].

IT: In recent years, the University has made many improvements to the IT system in order to maximize the effectiveness of the training. The Wi-Fi system has been upgraded to be stronger and cover the whole school. In addition to the previously available software, from 2017 to now, the University has also added a number of software to increase the efficiency of the training management activities of the University such as: personnel management software, multiple-choice exam software, exam question bank management software, online learning systems... The credit registration software system has only been improved for better student registration for courses. The method of collecting comments from stakeholders has also been improved. From the 2019-2020 school year, the school has equipped survey software on the web instead of distributing paper forms. This, in turn, helps the collection of comments to be carried out faster and more efficiently. The upgrading, updating and maintenance of software systems are carried out regularly to best meet the management and training needs of the University. In the academic year 2020-2021, the University has invested in equipping a high-quality computer room to serve the organization of computer-based multiple-choice exams [[10.05.05](#)].

For student support activities, Centre for Student Support Services has made great efforts in supporting students with study, dormitory, part-time work, entertainment activities ..., physical training and sports, life skills and psychological counselling, health, arts activities, academic competitions and other activities [<http://csb.edu.vn/>]. Center also strengthens relationships and links with many businesses and professional organizations to support career guidance, internships for students and many other activities for students during their school years at the University [[10.05.06](#)].

In order to improve the quality of facilities and support services, every year, the DTQA survey the satisfaction level of students, academic staff and staff. Survey results are sent to the units to propose quality improvement. Therefore, it can be seen that the level of satisfaction with the quality of services and facilities through the feedback of students and academic staff is also increasingly improved in a positive direction as shown in sub-criterion 11.5 [[10.05.07](#)].

Sub-Criterion 10.6: The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement

The mechanism for collecting feedback from stakeholders is systematic, evaluated and continuously improved. This activity follows the ISO process, which is carried out annually and with a variety of survey objects including: staff, academic staff, students, former students, and employers [[10.06.01](#)].

The mechanism for collecting comments from stakeholders is carried out in a scientific manner from the planning stage and notifying relevant individuals and units, identifying survey objects, organizing survey implementation, handling data, writing a report summarizing the survey results and sending the results to the units for self-assessment and quality improvement. In the period of adjusting and updating the curriculum of BA, the Faculty also has its own mechanism to collect comments as a

basis for improving the curriculum [10.06.02]. Faculty, based on survey results, conducts self-assessment, analyses, and reviews to adjust and improve curriculum, teaching and learning activities, and supporting activities to improve the quality of teaching programs [10.06.03]. The DTQA will summarize the improvement reports of the units to submit to the University Board for review and monitoring of improvement activities [10.06.04].

The tools used for survey activities are questionnaires and supporting software to process the survey with high reliability. The survey questionnaire was developed by the DTQA and comments from the units based on the requirements of educational quality accreditation standards of the DAA. The evaluation criteria as well as the content of the survey questionnaire can be changed depending on the survey objective. Previously, surveys were conducted mainly in the form of paper and surveys via Google Form. In the 2019-2020 school year, the University has invested and equipped online survey software and integrated with the accounts of students, academic staff, and staff, so survey implementation and data collection are very convenient and help to reduce human resources [http://khaosat.buh.edu.vn/Systems/Security/Login.aspx]. In the past 5 years, the mechanism of collecting feedback from stakeholders has changed: i) The DTQA and the Faculty better coordinate for surveys with the same goal; ii) The survey form is improved in the direction of concretizing the questions and reflecting the characteristics of the surveyed objects; iii) Expand the survey scope to fully reflect the opinions of stakeholders; iv) Increase more online surveys; v) The feedback of stakeholders should be more timely. This is the basis for the DTQA as well as the FBA to renew the survey mechanism, process, content, and methods to ensure that this activity is carried out effectively. In addition, based on the recommendations of AUN-QA in the evaluation of the Banking and Finance program in 2019, in the 2020-2021 school year, the School will conduct a survey of support staff on the working environment as a basis for the improvement of the working environment includes policies and regimes for support staff to encourage and motivate work. Moreover, from 2016 up to now, the University stipulates that all units must annually develop the quality assurance activities of their units and report the implementation results according to the PDCA cycle. The progress of the units is carried out by the DTQA, the Quality Management Board and the University Board in charge of quality assurance [10.06.05].

Table 10. 1: Statistics of types of stakeholder surveys

No	Survey Type	Survey Object	Freq.	Time	Method
1.	Teaching quality survey (KS01)	All students	2	Final semesters	Online (PSC)
2.	Student's satisfaction survey on training course (KS02)	Pre-graduates	1	Before graduation registration	Online (PSC)
3.	Alumni survey (KS03)	Graduates after 1 year	1	October	Google form
4.	Employers' survey (KS04)	Enterprises	1	October	Google form
5.	Students' satisfaction on service quality survey	All students	1	November	Online (PSC)
6.	Lecturers' satisfaction management quality and training support survey	Lecturers	1	November	Online (PSC)

7.	Workplace satisfaction of the staff survey (KS07)	All lecturers, staff	1	October	Google form
8.	Survey of expected learning outcome and curriculum	Employers, Alumni, Student, experts and lecturers	Periodically		- Google form - Conferences - Seminars

Source: DTQA

CRITERION 11 - OUTPUT

Sub-Criterion 11.1: The pass rates and dropout rates are established, monitored, and benchmarked for improvement

The school uses UIS training management software to store students' data, training results, learning, and training status, track students' scores, review the rate of pass and fail, dropout, graduation review, scholarships ... The mechanism of centralized data of training management software help the School and the Faculty perform statistical analysis and control graduation and dropout rate. After each semester/school year, the specialized department of the DAA will make statistics on the learning results of all students in all majors. From the report summarizing the evaluation of training activities, the Faculty determines the dropout rate, the graduation rate by year: The dropout rate of students is below 10%/enrolment and the graduation rate within the training term is over 70% [11.01.01]. The DSA also summarizes the results of the students' training scores over the semesters/school years and reports them to the University Board periodically. On that basis, the University Board will give timely instructions so that relevant faculties and units can take appropriate measures to increase the graduation rate and reduce the dropout rate [11.01.02].

Periodically, the University and faculties hold graduation review meetings to evaluate the graduation status of students. Thereby, the School and the Faculty consider the cases that have not fulfilled their academic obligations, issue academic warnings before a decision to dropout]. On the Faculty's side, every school year, the Faculty makes statistics, monitors, and communicates with students to find out the reasons why students drop out and propose measures to reduce this rate. The main reasons are that these students have a change in their choice of training school, study abroad, or change in majors; students who dropped out of school in the 3rd and 4th years due to poor academic performance, received academic warnings at level 3, in some cases, that students had part time jobs greatly affected their academic results, some students' family circumstances are difficult [11.01.03].

The percentage of graduates and the rate of students *dropping* out of BA majors in the last 5 years are shown in the following table [11.01.04]:

Table 11. 1: Statistics of graduation rate and dropout rate of BA students in the last 5 courses

Academic year	Total number of students	Graduation rate of the 1 st Degree			Dropout rate			
		3 years	4 years	> 4 years	1 st year	2 nd year	3 rd year	>= 4 years
2012-2016	132	0%	62,88%	20,45%	3,03%	0%	6,06%	7,58%
2013-2017*	240	1,67%	47,50%	27,50%	2,92%	10,00%	0,83%	7,92%
2014-2018*	387	0,26%	41,09%	39,79%	0%	1,55%	0%	11,37%
2015-2019*	351	0%	54,70%	25,36%	0%	1,99%	3,42%	2,85%
2016-2020*	352	0,85%	62,78%	15,63%	0%	2,84%	0,57%	1,42%
2017-2021*	337	2,67%	41,25%	0%	0,30%	2,08%	1,48%	0%

* Students of academic course 2013, 2014,2015,2016,2017 are still learning at the University

Table 11.1 shows that the percentage of students who complete the curriculum and receive their degrees on time tends to increase in recent courses. In addition, some students were very active in making their own study plans, study ahead the schedule and were awarded degrees before the end of the program. Table 11.2 shows that the dropout rate tends to decrease significantly and is much lower than the Faculty's estimate. This proves that the School and Faculty have closely monitored and come up with effective solutions in reducing the dropout rate.

Table 11. 2: Rate of BA students graduating on time and dropout

Academic Course	2012-2016		2013-2017		2014-2018		2015-2019		2016-2020		2017-2021	
	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual	Plan	Actual
Graduation on time (%)	60	62,88	60	49,17	60	41,34	60	54,70	60	63,64	60	43,92
Dropout rate (%)	10	16,67	10	21,67	10	12,92	10	8,26	10	4,83	10	3,86

Thanks to the close attention of the University Council, the University Board and the Faculty, the graduation rate and the dropout rate of the BA major have improved significantly over the years. From 2016 - 2020, the School and Faculty have implemented many solutions to increase the graduation rate and reduce the dropout rate such as: opening courses in the summer semester for students to improve their grades; The University's Centre for Foreign Languages and Informatics also regularly organizes English and Informatics ability tests for students to register for the exam to ensure that students are eligible for graduation. The Faculty also adjusted and innovated teaching and learning methods, reviewed the exam question bank, changed the learning assessment method in the course specifications, and issued academic warnings so that students could actively complete the requirements for graduation, coordinate with the academic advisor to monitor the *attendance* of students [11.01.05]. The school continuously strengthens student support activities to complete the learning progress. Every year, the University organizes a dialogue between the University and students, with the participants being the University Board, heads of Faculty/academic departments, heads of professional management units participating in order to answer, solve, and give advice to students, helping students to successfully complete the learning and training process [11.01.06]. In addition, the University also has a policy to support tuition fee exemption and reduction for students with difficult circumstances [11.01.07]

Sub-Criterion 11.2: The average time to graduate is established, monitored, and benchmarked for improvement

During the training process, the University has designed the curriculum and allocated the modules in a reasonable way to ensure the volume of knowledge and graduation time for students. For the formal training system, the training time for each training program is 4 years. Depending on their ability and personal conditions, students can shorten the training time by a maximum of ¼ or prolong the total study time by no more than 6 years. Regulations on training credit system allow learners to be active in their study plans and to create conditions for students to graduate early. The Regulation also provides full information related to the conditions for students to be considered for graduation, recognition of graduation for students, reservation of study results, transfer of training programs.

Each school year, the School and Faculty collect and report each year on the percentage of students graduating on time and overdue. Graduation scores of students are also collected and monitored in each graduation period [11.02.01]. The on-time and overdue graduation rates of BA students in the last 5 academic courses are shown in Table 11.3:

Table 11. 3: Graduation rates within 4 years and more of the BA Program

Academic Course	2012-2016	2013-2017	2014-2018	2015-2019	2016-2020
Within 4 years	62,88%	49,17%	41,34%	54,70%	63,64%

Over 4 years	20,45%	27,50%	39,79%	25,36%	15,63%
Total	83,33%	76,67%	81,13%	80,06%	79,27%

* Students of academic course 2013, 2014, 2015, 2016, 2017 are still learning at the University

Source: DAA

The statistics show that, in recent courses, the percentage of students graduating on time tends to increase and the percentage of students graduating overdue tends to decrease. In particular, there is a percentage of students who study ahead of schedule and receive a degree right in the third year of the course. Although the on-time graduation rate of students majoring in BA has tended to increase in recent years, however, compared with other majors in the University, this rate of the Faculty is still low (Table 11.4).

Table 11. 4: Comparison of the on-time graduation rate of BA students with other majors at University

Year of admission	BA	Accounting and Audit	International Economics
2012	62,88%	70,55%	-
2013	49,17%	59,90%	-
2014	41,34%	59,94%	52,25%
2015	54,70%	77,92%	64,22%
2016	63,64%	74,05%	66,50%

The faculty analysed the causes of the long time to graduation recorded in the annual reports. The main cause was determined to be that students did not meet the English and Informatics output standards, owed courses, improved their grades, did not reach the required cumulative number of credits as prescribed, or were late for the graduation internship; some students are busy going to work, so they neglect their studies [[11.02.02](#)].

In order to help students graduate on time or early on schedule, in the past time, the School and Faculty have taken many measures such as disseminating students about the study plan for the school year, consulting and guiding on reasonable course registration, requirements for foreign language proficiency, informatics, soft skills, completion of the military program, physical education, ... in the beginning courses, class meetings, and student handbook. Thereby, students can arrange time, register for courses, actively plan their study to ensure the prescribed learning progress or early progress. The Centre for Student Support Services strengthens connections with many businesses and professional organizations to support the provision of internship units for students. Each year, the University organizes 5 graduation reviews for students who are eligible to graduate. The curriculum is also designed and improved with a reasonable duration and suitable to the learning ability of all students, ensuring students achieve the outcomes of the training program [[11.02.03](#)].

Sub-Criterion 11.3: Employability of graduates is established, monitored, and benchmarked for improvement

The employment situation of students after graduation is determined, monitored, and compared by the University and the Faculty to improve quality. The Faculty has determined the expected goal is that at least 80% of graduate students will have a job after 6 months and after 12 months, this rate will be 90%. Annually, the DTQA conducts a survey on the employment situation of students one year after graduation. The collected information includes field of work, the suitability of the curriculum with the job position, and income level. Survey results are sent to the units for evaluation and quality improvement. After monitoring the results, the Faculty evaluates and compares the percentage of students who have jobs after graduation over years to have a timely and appropriate improvement plan [[11.03.01](#)]; [[11.03.02](#)].

The DTQA conducts a survey on the employment situation of students after graduation, including collecting information about the causes affecting the annual employment rate. The main reason why

students have not had a job is changing the workplace at the time of the survey, continuing to study higher, and the salary paid is not consistent with expectations... [11.03.03].

The Faculty conducts a quarterly feedback report immediately after the survey to determine the causes affecting the employment rate, thereby proposing measures to improve data quality and employment rate: increase the number of students taking the survey, conduct career guidance, seminars, career seminars, academic contests for students. In order to increase the number of graduates participating in the survey, the Faculty updates the graduate data every year and provides it to the DTQA. The DTQA also makes efforts to interact with former students to participate in the survey through emailing, calling, posting the survey link on fanpage... [11.03.04].

With many forms of support for students to find jobs after graduation, the School and Faculty have helped students find jobs faster and the job finding rate of students has increased as shown in Table 11.5 as follows:

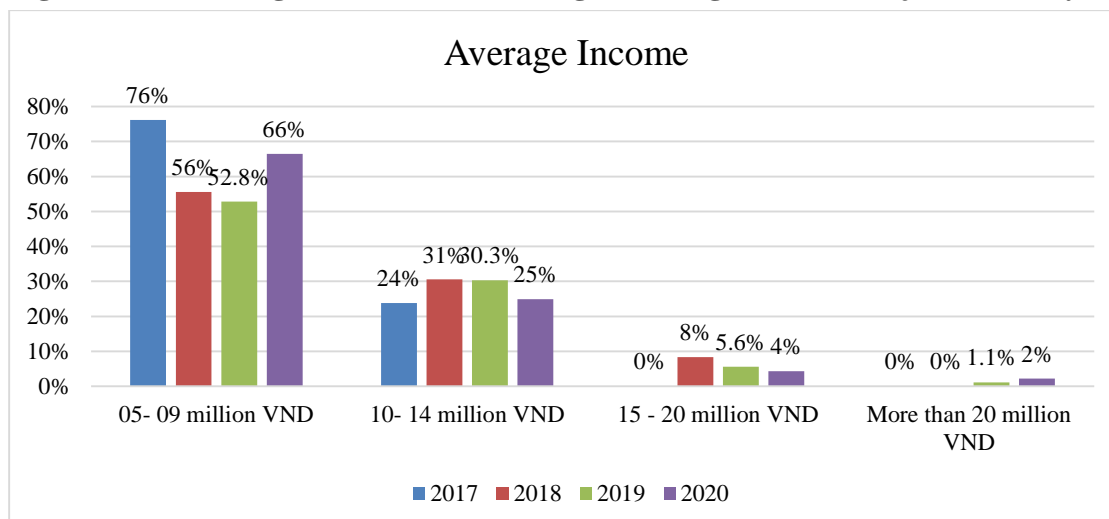
Table 11. 5: Employment rate of students 1 year after graduation

Graduation year	Survey year	No. of responses	Employment situation			Time to get a job after graduation				
			Employed	Advanced study	Unemployed	< 3 months	From 3 to 6 months	From 6 to 12 months	> 12 months	No response
2016	2017	21	100%	0%	0%	76,2%	19%	4,8%	0%	0%
2017	2018	37	97,3%	0%	2,7%	77,8%	22,2%	0%	0%	0%
2018	2019	94	94,7%	0%	5,3%	91,0%	4,5%	2,2%	0%	2,2%
2019	2020	190	97,4%	0,5%	2,1%	69,2%	25,4%	1,1%	1,1%	3,2%

(Source: DTQA)

Table 11.5 shows that the percentage of students who have a job one year after graduation from 2017-2020 of students majoring in BA is high with the rate of over 95%. Students who have jobs less than 6 months after graduation account for a high rate of over 94%, higher than the Faculty's expectations. In particular, during the internship at enterprises, students have met the requirements of enterprises on the ability to work, quickly adapt to the environment, some students are retained to work officially right after the internship. Figure 11.1 also shows that students of BA majoring in less than 1 year have a fairly stable income. The income level from 5 to under 10 million accounts for a high proportion, the level from 10 to under 15 million also accounts for a relatively high percentage. This is a remarkable result and a strength of BUH students.

Figure 11. 1: Average income of students graduating from BA major under 1 year



Sub-Criterion 11.4: The types and quantity of research activities by students are established, monitored, and benchmarked for improvement

Besides the scientific research activities of staff and academic staff, the scientific research activities of students are also an important factor in teaching and learning. Participating in scientific research helps students apply theory and methodology in the curriculum into practice, familiarize themselves with research methods and solve scientific problems, thereby expanding and perfecting their understanding and research abilities. The organization of scientific research activities of students is based on the regulations of the DAA and the University's Regulations. The university has also issued an ISO process for managing students' scientific research activities with clear and specific instructions and forms. These processes and forms are also regularly improved by the University in the most minimalist way to facilitate student participation [11.04.01].

Every year, the ISRBT announces the registration of scientific research topics for students to register information that is widely published on the website of the University, ISRBT, and the Faculty [11.04.02]. The Faculty synthesizes a list of scientific activities of students and sends it to the Institute for approval by the Council. After the list of scientific research topics is pre-qualified, the Council will review and approve the outline to agree or disagree with the implementation of the scientific research topic or edit and supplement the outline (if any). The Council will decide to assign the topic after the outline content meets the Council's requirements, including specific requirements for completion time. Scientific research is carried out by a group of students under the guidance of academic staff or researchers.

From 2016 to 2020, the number of Faculty's students participating in scientific research as well as the number of recognized scientific research topics of students tends to increase as shown in Table 11.6 and compares the scientific research of students of the FBA with the Faculty of Accounting and the FIE showed that the number of students participating in scientific research of the FBA was higher than that of the other two faculties. However, it can be seen that the number of scientific research of students of the FBA is still limited, the number of students participating in scientific research is still quite low [11.04.03].

Table 11. 6: Scientific research of students of the FBA and comparison with other faculties

Year	FBA		FAA		FIE	
	No. of research	No. of participating Students	No. of research	No. of participating Students	No. of research	No. of participating Students
2014	1	1	2	5		
2015	0	0	2	4		
2016	3	6	4	6	1	1
2017	4	13	3	5	4	5
2018	3	6	2	2	1	5
2019	3	6	1	4	2	4
2020	2	2	1	3		

Source: ISRBT

Every year, the ISRBT cooperates with the Faculty to select quality student research topics to participate in awards at the State and City levels. From 2016 up to now, students of the Faculty of also actively participated in many scientific research competitions and achieved encouraging results [11.04.04]. Table 11.7 shows that the Faculty's students have also made many impressive achievements in scientific research activities for the prizes in "Econometrics and Application Olympiad Competition".

Table 11. 7: Scientific research achievements of students of FBA from 2016 to 2020

No	Title of topic	Achievements	Year
1	Testing the FFVAR model on the Vietnamese stock market by percentile regression method	First prize of “Econometrics and Application Olympiad Competition”	2016
2	Researching the intention to use the shared transport service model in Ho Chi Minh City through the two-choice identification model	Consolation prize of “National Econometrics and Application Olympiad Competition”	2017
3	The relationship between psychological capital, emotional commitment in the organization and employee's job performance in HCMC	Consolation prize of “National Econometrics and Application Olympiad Competition”	2017
4	Research on the influence of organizational commitment on the behaviour of employees in the organization of commercial banks in Ho Chi Minh City	Consolation prize of “National Econometrics and Application Olympiad Competition”	2017
5	Factors affecting the brand of BUH	Consolation prize of “National Econometrics and Application Olympiad Competition”	2017
6	Studying the factors affecting the repeat shopping intention of Vietnamese consumers for Korean cosmetics: a case for Ho Chi Minh City	Consolation prize of “National Econometrics and Application Olympiad Competition”	2018
7	Monetary policy, cash flow and investment: Research in Vietnamese enterprises	Consolation prize of “National Econometrics and Application Olympiad Competition”	2018
8	Information asymmetry and corporate value: An experience in Vietnam	Consolation prize of “National Econometrics and Application Olympiad Competition”	2018
9	Factors affecting consumers' impulse to buy online impulsively in HCMC	Third prize of “National Econometrics and Application Olympiad Competition”	2019

Source: ISRBT

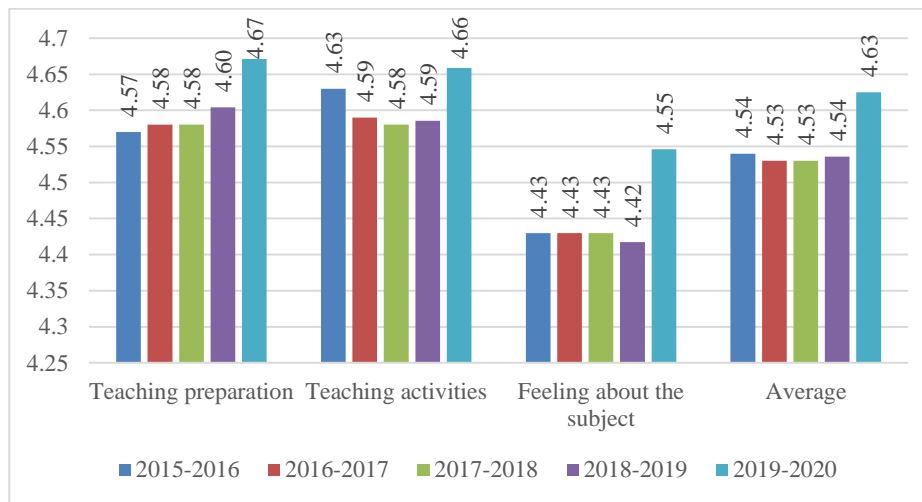
In order to strengthen the scientific research activities of students, in the school year plan of the Faculty, there are targets of scientific research activities of students [11.04.05]. Academic staff are encouraged to actively approach, suggest and guide students on suitable research topics [11.04.06]. ISRBT also assigned 1 Specialist in charge of students' scientific research activities to guide, supervise and support the scientific research activities of students. In addition, the Institute of Science Research and Banking Technology summarizes and evaluates the scientific research activities of students from time to time and report to the University Board in charge to come up with appropriate improvement solutions. Youth Union of the Faculty, Youth Union, and Student Association cooperate to organize the promotion of students to participate in scientific research, the information was widely published on website, Fanpage. The Faculty's Academic Club also organizes academic activities, academic competitions to help students hone their professional knowledge and foster bright ideas for students, contributing to promoting scientific research activities for students. The school promulgates financial policy, reward policy for participating students and winning awards at all levels, adding points for students' training points, giving priority to scholarship consideration ... [11.04.07].

Sub-Criterion 11.5: The satisfaction levels of stakeholders are established, monitored, and benchmarked for improvement

The university has established a system to collect and measure the satisfaction of stakeholders including students, former students, officials, academic staff, employers... according to ISO process. In addition, in order to ensure that the University's quality assurance system operates effectively and in compliance, the University has issued documents specifying the responsibilities of each unit, staff, academic staff and learners in the activities of ensuring quality assurance as well as survey activities of the school [11.05.01]. Feedback from stakeholders is effectively used in improving teaching quality, improving the quality of staff and academic staff, and improving training support activities of the University.

The results of a survey of students on the teaching quality of academic staff from 2015-2020 show that students evaluate the teaching activities of academic staff of the FBA as increasingly improved and enhanced. In which, the teaching preparation and teaching activities were highly appreciated by the learners with an assessment of 1-5 points (from poor to good). Comparing the survey results with the economic and economic sector, the assessment of students of 2 majors are similar [11.05.02].

Figure 11. 2: Summary of student surveys about academic staff' teaching activities in the period 2015-2020



Scale: 1-Very poor, 2-Poor, 3-Medium, 4-Good, 5-Very good

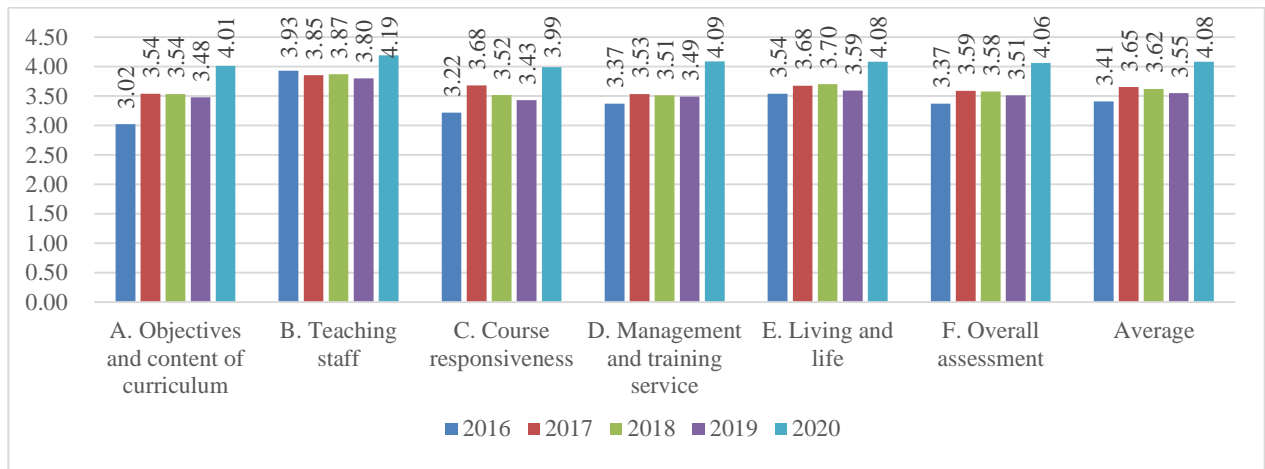
Table 11. 8: Comparing teaching activities of BA major with that of Accounting major

Survey content	BA					Accounting				
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teaching preparation	4,57	4,58	4,58	4,60	4,67	4,61	4,6	4,6	4,69	4,76
Teaching activities	4,63	4,59	4,58	4,59	4,66	4,46	4,41	4,46	4,54	4,66
General feeling about the subject	4,43	4,43	4,43	4,42	4,55	4,28	4,19	4,24	4,31	4,53
Overall average	4,54	4,53	4,53	4,54	4,63	4,45	4,4	4,43	4,51	4,65

Source: DTQA

The results of the survey of graduating students on the quality of training courses from 2016 to 2020 show that the satisfaction level of graduates about the quality of training, training support as well as student support services of life activities for students of the University is higher and higher [11.05.03].

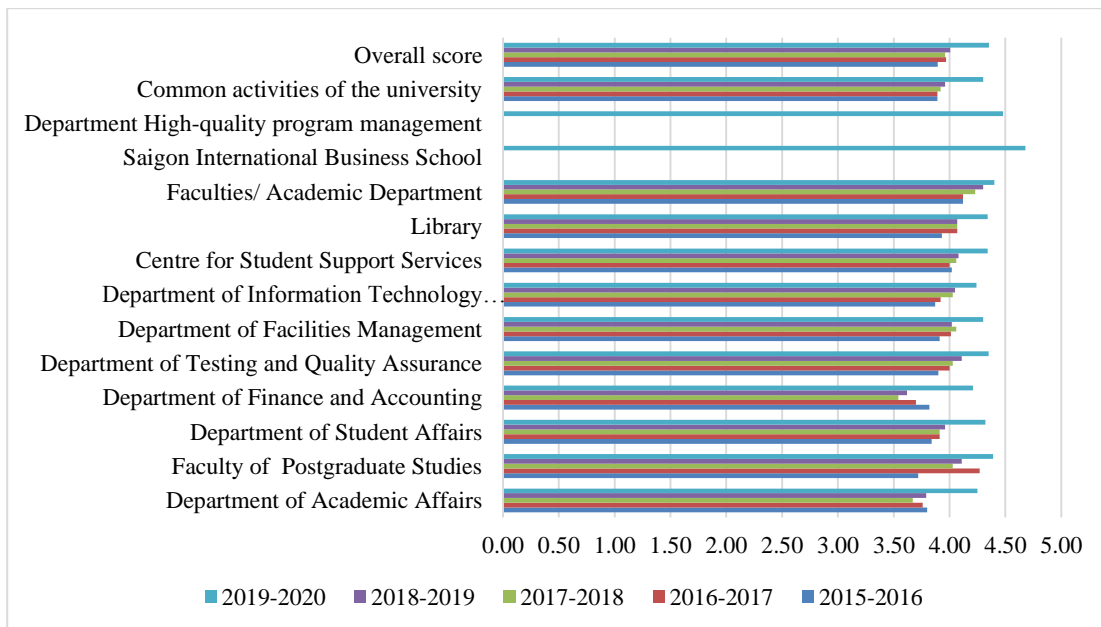
Figure 11. 3: Satisfaction level of students majoring in BA about course quality for the period of 2015-2020



Scale: 1- Strongly disagree, 2-Disagree, 3-Neutral, 4-Agree, 5- Strongly agree

From the 2015-2016 to 2019-2020 school year, the survey results of learners about the quality of management and training support have been improved and the evaluation score has increased, learners are increasingly satisfied with the quality of training and training support of the University [11.05.04]. In addition, the Faculty and the University also record students' feedback through the Faculty's and School's email boxes; academic mentoring meetings; dialogue sessions between the University Board, Faculty, and students; Students who have questions about their study results can apply for a *review of* their test scores... [11.05.05].

Figure 11. 4: Summary of student surveys on the quality of management and training support from the 2015-2016 school year to the 2019-2020 school year

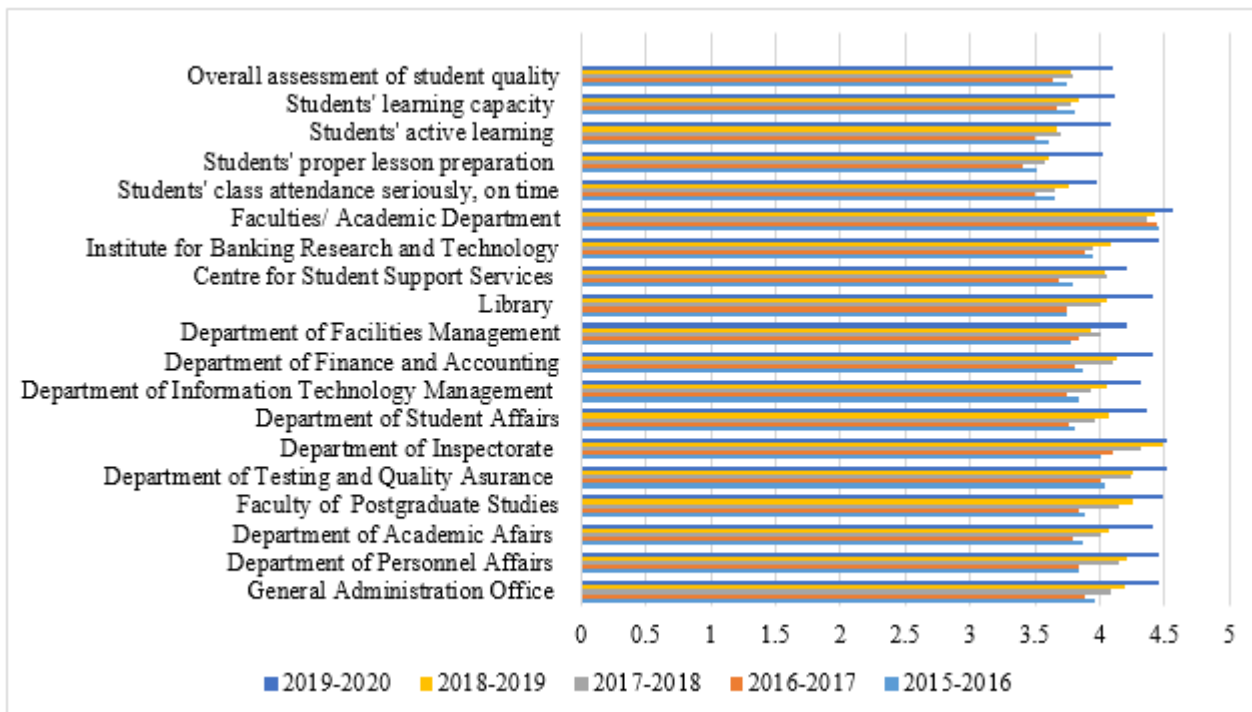


Scale: 1-Very poor, 2-Poor, 3-Medium, 4-Good, 5-Very good

The school conducts a survey of academic staff on organization, management, and training support (KS06). From the school year 2020-2021, the University has conducted a survey on the working environment for all employees (KS07) in order to receive suggestions, adjust, improve, perfect the regimes, policies, and improve the working environment. improve the capacity of developing academic staff and staff of the University. In addition, in order to receive regular feedback from academic staff and staff, the University has issued regulations on citizen reception and annual citizen reception

schedule. Periodically, the opinions of academic staff and staff are collected by the University through the main staff meeting, the Employee Conference, the University's Worker Union to promote the ownership of the staff of the University, contributing constructive ideas to the development of the University, and at the same time, it is also an opportunity for the University Board to grasp the thoughts and aspirations of the staff to have worthy directions and solutions to satisfy the needs of the employees in the process of organizing the implementation of the school year's missions . [[11.05.06](#)].

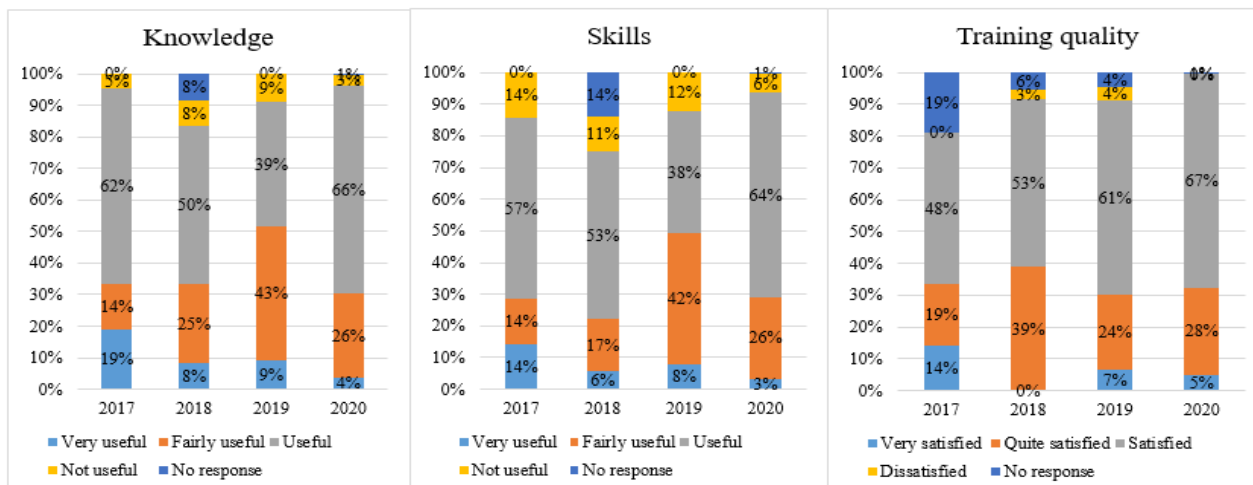
Figure 11. 5: Academic staff' evaluation of the quality of the management-training support staff and the quality of students in the period 2015-2020



Scale: 1-Very poor, 2-Poor, 3-Medium, 4-Good, 5-Very good

Alumni's feedback is also an important channel for the University and the Faculty to assess the responsiveness of the curriculum, courses, additional knowledge, and skills to help graduates quickly find jobs as well as soon adapt to the job. After graduation, more than 94% of students majoring in BA have jobs immediately as mentioned in sub-criterion 11.03. Figure 11.6 shows that the majority of graduates from the BA major are satisfied with the training quality of the University [[11.05.07](#)].

Figure 11. 6: Alumni rate satisfaction with the ability achieved



Feedback from employers in 2020 in Figures 11.7 and 11.8 shows that employers assess graduates' knowledge, skills, and attitudes - job responsibilities as quite satisfied or higher, the satisfaction rate is higher and higher. Employers also highly appreciate the job satisfaction of students after being recruited with 75% of the opinion that students can meet the requirements of the job and can be used immediately [11.05.08]. Through each year of survey, the University has improved direction to increase the quality of graduates to meet the requirements of the labour market such as enhancing soft skills classes for students, increasing practical courses, creating conditions for students to visit and practice.

Figure 11. 7: Employers assess the knowledge, skills, and attitudes of graduates

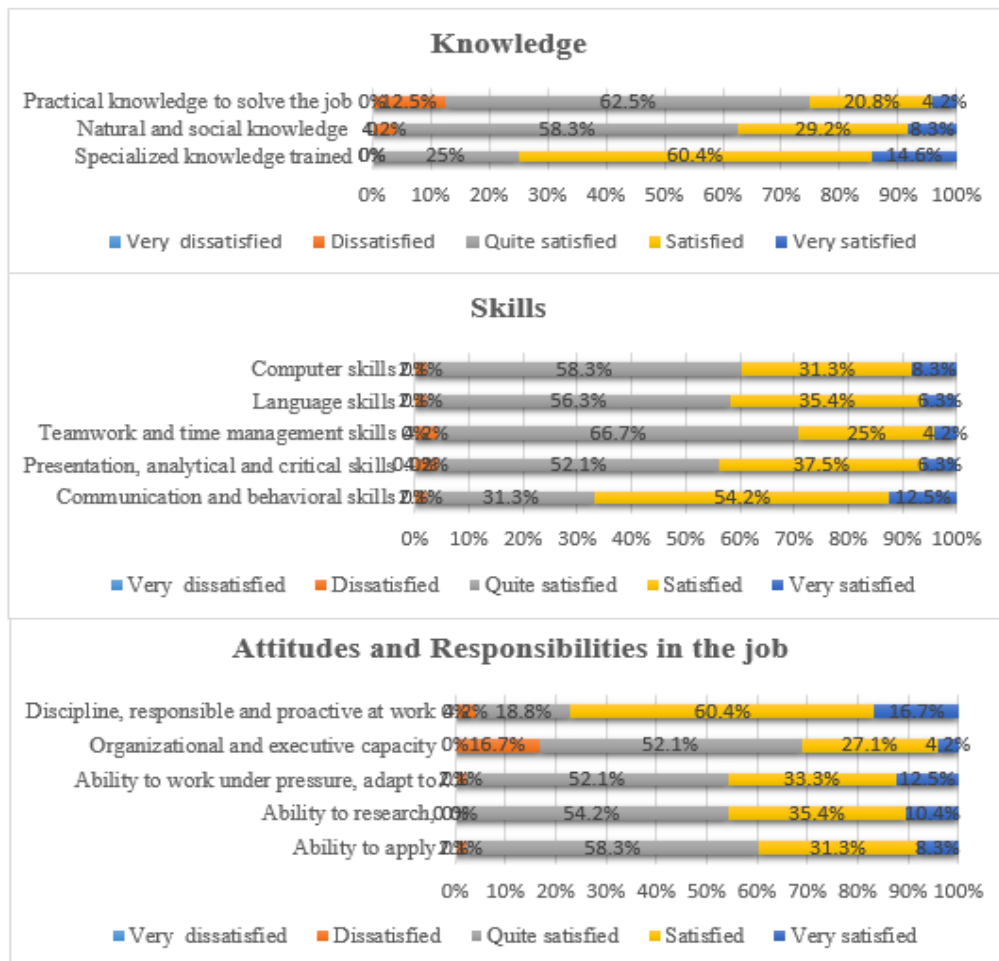


Figure 11. 8: Employers assess the job satisfaction of Graduates



From the feedback of stakeholders, many solutions have been proposed to improve the quality number of graduates, as well as the satisfaction of stakeholders such as: facilities, teaching equipment to be repaired and built new; The online learning system that helps academic staff and students interact easier, academic staff-staff who are fully equipped for teaching-learning, income increase, several

policies issued to motivate academic staff to improve their qualifications, many training courses provided, promotion and reward policies for academic staff-staff with excellent achievements at work, ...

PART 3: ANALYSIS OF STRENGTHS, WEAKNESSES

3.1. Assess strengths and weaknesses

CRITERION 1

Strengths:

The Faculty's vision and mission are clear, consistent with the school's overall strategy, and are communicated openly, clearly, and transparently to stakeholders, creating a framework of awareness and action orientation for teaching, and learning activities

The curriculum has been continuously improved over the years from 2014 to 2020, and limitations have been overcome from time to time. The expected learning outcomes of the 2020 curriculum have been updated and completed through many revisions and adjustments. Expected learning outcomes in 2020 are built based on a survey of 4 objects: students, alumni, experts and businesses. The 2020 expected learning outcomes are compared with domestic training programs and are close to international programs.

The program learning outcomes have all the knowledge groups as prescribed by the DAA, have an improvement compared to the domestic program and are close to international programs, ensuring the completion of the training objectives and meeting the outcomes of professional competence for learners after graduation. The highlight of the Bachelor of BA learning outcomes is its compactness, but full of general and professional knowledge. Moreover, the learning outcomes are close to the advanced programs of international universities.

Weaknesses:

The learning environment lacks practicality. Learners have not actively participated in extra-curricular activities; Observation has not been held regularly; The coordination among courses is not high. The level of adaptation to the required level in the training program and new learning methods of learners is still uneven. Learning methods are learner-centered, so it requires learners to learn on their own research.

Action plan:

It is necessary to consult more foreign training programs and actively learn and adjust to suit domestic conditions; consulting with stakeholders to improve and enhance quality.

CRITERION 2

Strengths:

The curriculum of BA - BUH has continuously updated and edited to meet the requirements of AUN-QA standards and in line with the Vision and mission of the University and the Faculty. The 2020 training program is systematically built and according to AUN-QA standards. The detailed course specifications help academic staff and learners easily follow and implement.

Weaknesses:

The curriculum has not kept up with the rapidly changing trends of the environment and labour market. The system of courses still focuses on teaching theory but lacks practical application modules and practice in the learning process.

Action plan:

Courses that meet the realities of the business and labour market environments need to be updated regularly. It is necessary to add practical and practical topics to help learners experience. Information about the curriculum and course specifications should be made available to learners and stakeholders more widely and frequently.

CRITERION 3

Strengths:

The BA training program has been continuously updated and revised to meet the requirements of AUN-QA standards and in line with the Vision and mission of the University and the Faculty. The 2020 training program is systematically built, clearly designed on the principle of compatibility with expected learning outcomes. The detailed course specifications help academic staff and learners easily follow and implement. At the same time, the course specifications are coherent and structured with the curriculum. The extent to which each course contributes to the achievement of expected learning outcomes is clearly defined.

Weaknesses:

The curriculum has not kept up with the rapidly changing trends of the environment and labour market. The system of courses still focuses on teaching theory but lacks practical application modules and practice in the learning process. Courses will be broken in the structure if the curriculum changes and updates according to the trend.

Action plan:

Courses that meet the realities of the business and labour market environments need to be updated regularly; combining and implementing teaching methods to meet the requirements of the course outcomes; evaluating the change of the curriculum with the assurance of not breaking the curriculum structure and expected learning outcomes.

CRITERION 4

Strengths:

The teaching and learning approaches are rich, diverse, and updated to meet the course and program learning outcomes. The Faculty's educational philosophy is clear, consistent with the school's general strategy, creating a cognitive framework and action-oriented direction for teaching and learning activities. Teaching and learning activities are integrated in the direction of providing, training, and reinforcing skills as well as creating the foundation for learners' lifelong learning.

Assessment forms are updated and changed towards systematization and asymmetry with regional and world standards. In the period from 2014 to 2017: The curriculum and course specifications have rubrics for assessment; in the period from 2018 to 2019: rubric assessment continues to be improved and more specific, the scale is used uniformly, and a bank of exam questions is implemented with a number of courses; the period of 2020 up to now has witnessed a remarkable change in assessment methods.

Weaknesses:

The discussion between academic staff and students still lacks continuity and has no focus and is mainly carried out passively. Observation has not been regularly and evenly organized in faculties and courses with academic staff participating in teaching the training programs. Observation is not held regularly. Although educational philosophy is widely and clearly communicated, its application and implementation in practice is not uniform among academic staff and among courses. The level of adaptation and support for new learning methods of learners is uneven.

Action Plan:

Enhancing internship activities for students; enhancing attendance and discussion activities with the aim of improving the coordination among the academic staff teaching related courses, thereby increasing teaching, and learning efficiency; launching scientific research movements of students.

CRITERION 5

Strengths:

The method of student assessment has been updated and perfected through many reviews of the curriculum, and now has met the requirements of the curriculum. The assessment of learners has become more diverse and detailed. Assessment forms are updated and changed in a systematic way and asymptotically with regional and world standards. Specifically: the period of 2014 - 2017: The

curriculum and course specifications have rubrics for assessment; period of 2018 - 2019: rubric assessment continues to be improved and more specific, the scale is used uniformly, and a bank of exam questions is implemented with a number of courses; The period of 2020 up to now has witnessed a dramatic change in assessment methods (a more detailed and complete rubric is oriented towards diversifying and increasing the weighting of process assessment, the used scale is suitable for the assessment process with international standards, the bank of exams is uniformly built in many courses with the form of multiple-choice tests in accordance with international practices). The most prominent is the change in the assessment method, since 2019, the assessment process has changed from 1 component to 3 components. This is a condition for deploying the diversity in training and assessment that has been oriented in the educational philosophy, training curriculum, and learning outcomes. The assessment is carried out continuously, the qualifications of foreign languages and informatics are deployed flexibly, creating conditions for learners to take the initiative in completing.

Weaknesses:

Some subjects have difficulty when applying rubrics that are too complex to assess. Activities to assess the learning process have not been uniformly implemented across courses. Learners have not had detailed access to the results of the content requested for re-examination yet.

Action Plan:

Strengthening process assessment activities for students; Creating conditions for learners to participate in grading exercises, essays, group exercises. Those activities help learners to draw many lessons to adjust and improve for themselves. The exam review results need to be improved in the direction of faster and more complete information for learners. Strengthening workshops and seminars on innovation of teaching and learning approaches with the aim of improving the capacity of academic staff in general and the capacity of assessing learners in particular.

CRITERION 6

Strengths:

The academic staff of the Faculty and the school are sufficient in quantity and quality to meet the requirements of the job.

The school has clear regulations on the working mode of academic staff and regulations on evaluation of the results of academic staff's work to measure and evaluate the academic staff's workload each semester and each school year.

The university has clear regulations on the type and number of scientific research activities of the academic staff

Weaknesses:

The faculty's staff development plan for the period 2021-2025 only stops at planning to develop the existing academic staff through training and retraining but has not mentioned the development of the academic staff through recruitment.

The School and the Faculty only determine the competence of academic staff for each job position indirectly through the list of academic staff' duties, the evaluation of academic staff' competence is only carried out through job performance.

For academic staff training and retraining, the school and faculty just stop at reporting the number of organized training and retraining courses or the number of academic staff participating but not yet evaluating the effectiveness of training and retraining activities for academic staff.

Scientific research is applied in teaching and serving the community in the curriculum are not many and have not been fully enumerated. Some academic staff' scientific research is included in the course by the academic staff but has not been recognized by the department and functional statistical units.

Action Plan:

In the academic year 2021-2022, the Faculty will review the staff at the Faculty and supplement the plan to develop the academic staff of the training program through recruitment.

In 2022, the Faculty completes the current job position project of the faculty. In addition to defining responsibilities for each job position, the faculty will add the required competencies of each position as a basis for evaluation.

From the academic year 2021-2022, the School and Faculty will evaluate the effectiveness of training and retraining activities to serve as a clearer basis for developing a academic staff development plan.

The Faculty cooperates with the Institute of Science Research and Banking Technology to select and apply suitable research topics to teach students. Every year, the Faculty asks academic staff to report scientific research works which are applied in their teaching process.

CRITERION 7

Strengths:

The school has developed a specific strategy for the support staff as a basis for building a short-term plan for recruiting and training support staff.

Criteria for recruitment, appointment, and promotion are clearly defined and publicized by the school to the staff through many channels.

The school has built a system to effectively evaluate the work performance of support staff.

Weaknesses:

The school has not directly evaluated the competence of support staff because there are no specific regulations about the competence of the support staff for each job position.

The school just stopped at reporting the number of training courses that were held or the number of support staff participating but has not yet evaluated the effectiveness of training and retraining activities.

Action Plan:

In 2022, the school will finalize the job position project in which specific qualifications required of each job position of the support staff are clarified to serve as a basis for competence evaluation and development training and retraining plan for support staff.

In the coming time, the school will evaluate the effectiveness of training and retraining the support staff to serve as a clearer basis for the formulation of a development plan for support staff.

CRITERION 8

Strengths:

The University's admission policy and criteria are clearly defined, promulgated to interested parties through a variety of channels and formats, and will be annually reviewed.

The school's psychological, social, and landscape environment is student-oriented, creating comfort for students in the learning and research process.

Weaknesses:

The system of monitoring students' learning progress is mostly done manually, not automatically in alerting students to the learning outcomes.

The Faculty has not assessed the impact of support activities on improving the quality of students' training and employability.

Action Plan:

Develop a process to monitor student learning progress, optimally apply multi-technology to record and alert the students' learning outcomes.

Assessing the impact of support activities on improving the quality of learning and the ability of students to find jobs in the University's current surveys.

CRITERION 9

Strengths:

The school's facilities and landscape environment meet the needs of students and the requirements of the study program.

The University is always interested in and has the policy to upgrade facilities for the Faculty.

Weaknesses:

Some facility items have not taken into account the characteristics of use by people with disabilities (restrooms, entrances to buildings, elevators, learning aids for people with disabilities...)

The school's theoretical classrooms have not been arranged in accordance with the teaching method by the group.

The library's learning resources, especially the textbooks and reference materials for the Accounting and Audit Program mainly in hard copy, so it is only for direct reference. E-learning resources are not diverse, so the reference to online documents for learning and research of students and academic staff is limited.

Action Plan:

Improve existing facilities to be more disability-friendly.

Improvements to the existing classroom system into several specialized classrooms suitable for group teaching methods.

In the coming time, focus on upgrading the electronic library system and supplementing the system textbooks and electronic reference materials.

CRITERION 10

Strengths:

The design and development of the curriculum are established, evaluated, and periodically improved with the full participation of stakeholders with diverse feedback channels: questionnaires, seminars, talk shows, scientific council meetings.

The testing and assessment process is designed and organized in a systematic and consistent, rigorous, and serious manner. The forms of testing and assessment are diverse, flexible, and suitable for training by credits as well as meet the expected learning outcomes.

Quality of support services and utilities is periodically evaluated and improved according to a unified school process across diverse feedback channels.

Systematic and assessed stakeholder feedback is collected to improve the quality of teaching and learning and develop curriculums to meet social needs.

Weaknesses:

The application of scientific research results to teaching and learning activities is still modest. The number of students doing scientific research is still limited.

Action Plan:

Forming strong research groups, with defined tasks as building, researching topics with high applicability to teaching-learning activities, compiling textbooks and learning materials to improve the quality of training.

CRITERION 11

Strengths:

There is a dedicated department, credit training software to support the management and monitoring the rate of dropout, graduation, and then perform analysis, find out the causes and compare

over the years. The Faculty and the University have implemented many effective measures to support students in learning and training.

There are departments and tools to track and do statistics on the average graduation time of students.

The employed ratio of the graduates is more than 90%.

Many feedback channels are established for students and stakeholders to improve the quality of services of the University.

Weaknesses:

The comparison of scientific research over years has not been made to show the development trend. Scientific research of students is limited in number.

Action Plan:

From the school year 2021-2022, the School and Faculty strongly implement communication activities and advise students on the role of students' scientific research. At the same time, they perform actual matching currently research over the years.

3.2. Self-assessment results

Criteria		1	2	3	4	5	6	7
1	Expected Learning Outcomes							
1.1	The expected learning outcomes have been formulated and aligned with the vision and mission of the university.					5		
1.2	The expected learning outcomes cover both specific and generic learning outcomes				4			
1.3	The expected learning outcomes reflect the requirements of the stakeholders					5		
Overall opinion						5		
2	Program Specification							
2.1	The information in the program specification is comprehensive and up-to-date					5		
2.2	The information in the course specification is comprehensive and up-to-date					5		
2.3	The program and course specifications are communicated and made available to the stakeholders					5		
Overall opinion						5		
3	Program Structure and Content					5		
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes					5		
3.2	The contribution made by each course to achieve the expected learning outcomes is clear					5		
3.3	The curriculum is logically structured, sequenced, integrated, and up-to-date					5		
Overall opinion						5		
4	Teaching and Learning Approach							
4.1	The educational philosophy is well articulated and communicated to all stakeholders				4			

4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes				5		
4.3	Teaching and learning activities enhance life-long learning			4			
Overall opinion				4			
5	Student Assessment						
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes				5		
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics, and grading are explicit and communicated to students				5		
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability, and fairness of student assessment			4			
5.4	Feedback of student assessment is timely and helps to improve learning				5		
5.5	Students have ready access to an appeal procedure				5		
Overall opinion					5		
6	Academic Staff Quality						
6.1	Academic staff planning (considering succession, promotion, replanning, termination, and retirement) is carried out to fulfil the needs for education, research, and service				5		
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research, and service			4			
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, planning, and promotion are determined and communicated				5		
6.4	Competences of academic staff are identified and evaluated				5		
6.5	Training and developmental needs of academic staff are identified, and activities are implemented to fulfil them				5		
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research, and service				5		
6.7	The types and quantity of research activities by academic staff are established, monitored, and benchmarked for improvement			4			
Overall opinion					5		

7	Support Staff Quality							
7.1	Support staff planning (at the library, laboratory, IT facility, and student services) is carried out to fulfil the needs for education, research, and service					5		
7.2	Recruitment and selection criteria for appointment, planning, and promotion are determined and communicated					5		
7.3	Competences of support staff are identified and evaluated					5		
7.4	Training and developmental needs of support staff are identified, and activities are implemented to fulfil them				4			
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research, and service				4			
Overall opinion						5		
8	Student Quality and Support							
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date					5		
8.2	The methods and criteria for the selection of students are determined and evaluated					5		
8.3	There is an adequate monitoring system for student progress, academic performance, and workload				4			
8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability				4			
8.5	The physical, social, and psychological environment is conducive for education and research as well as personal well-being					5		
Overall opinion						5		
9	Facilities and Infrastructure							
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research					5		
9.2	The library and its resources are adequate and updated to support education and research				4			
9.3	The laboratories and equipment are adequate and updated to support education and research				4			
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research				4			
9.5	The standards for the environment, health, and safety; and access for people with special needs are defined and implemented				4			

Overall opinion					4		
10	Quality Enhancement						
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development				5		
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement				5		
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment				5		
10.4	Research output is used to enhance teaching and learning				4		
10.5	Quality of support services and facilities (at the library, laboratory, IT facility, and student services) is subjected to evaluation and enhancement				5		
10.6	The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement				5		
Overall opinion					5		
11	Output						
11.1	The pass rates and dropout rates are established, monitored, and benchmarked for improvement				5		
11.2	The average time to graduate is established, monitored, and benchmarked for improvement				5		
11.3	Employability of graduates is established, monitored, and benchmarked for improvement				5		
11.4	The types and quantity of research activities by students are established, monitored, and benchmarked for improvement				4		
11.5	The satisfaction levels of stakeholders are established, monitored, and benchmarked for improvement				5		
Overall opinion					5		
Average score		4.8					

PART 4: APPENDIX

4.1. List of evidence

No.	Code	Title of Evidence	Remarks
CRITERION 1: EXPECTED LEARNING OUTCOMES			
<i>Sub-criterion 1.1. The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university</i>			
1	01.01.01	Mission and vision of the University and Faculty	
		a. University's development strategy	
		b. Minutes of meeting of vision and mission approval	
		c. Notice of Faculty's vision and mission	
		d. Counseling materials for choosing majors for students	
		e. Detailed Outline Sample of Marketing Principles Course	
2	01.01.02	Programme learning outcomes	
		a. Decision on promulgating the curriculum 2014	
		b. Decision on promulgating the curriculum 2018	
		c. Decision on promulgating the curriculum 2020	
<i>Sub-criterion 1.2: The expected learning outcomes cover both subject specific and generic (i.e. transferable) learning outcomes</i>			
1	01.02.01	Minutes of building the programme learning outcomes of business administration faculty	
		a. Minutes of AUN Group 1 meeting on August 28, 2020	
		b. Minutes of AUN Group 1 meeting on September 11, 2020	
		c. Comparative report of programme learning outcomes - FBA 2020	
		d. Distribution of programme learning outcomes of the curriculum 2020	
		e. The programme learning outcomes on the website of FBA	
<i>Sub-criterion 1.3: The expected learning outcomes clearly reflect the requirements of the stakeholders</i>			
1	01.03.01	Plan to review the training program from 2014-2020	
		a. Plan to revise and complete the training program 2014	
		b. Instructions for handing over CDIO program files	
		c. Plan for modification, acceptance and completion of the training program 2015	
		d. Minutes of the faculty meeting to approve the draft review and adjustment of the business administration undergraduate training program in 2017	
		e. Proposal on the review and approval of the training program adjustments in 2017	

No.	Code	Title of Evidence	Remarks
		f. Minutes of the meeting of the university-level science and training council to evaluate the review and adjustment of the curriculum 2018	
2	01.03.02	Versions of the curriculum from 2014-2020	
		a. Decision on promulgating the curriculum 2014	
		b. Decision on promulgating the curriculum 2018	
		c. Decision on promulgating the curriculum 2020	
3	01.03.03	Survey report to collect opinions on building programme learning outcomes in 2020	
		a. Academic staff survey on the programme learning outcomes in 2020	
		a. Students survey on the programme learning outcomes in 2021	
		a. Alumni survey on the programme learning outcomes in 2022	
		a. Employers survey on the programme learning outcomes in 2023	
		e. Minutes of the seminar on modifying the programme learning outcomes	
		f. Letter of thanks for feedback of the employer	
		g. Results of comparison of training programs in Business Administration	
CRITERION 2: PROGRAMME SPECIFICATION			
<i>Sub-criterion 2.1: The information in the programme specification is comprehensive and up-to-date</i>			
1	02.02.01	Programme specifications of 2014, 2018 and 2020	
		a. Programme specifications in 2014	
		b. Programme specifications in 2018	
		c. Programme specifications in 2020	
<i>Sub-criterion 2.2: The information in the course specification is comprehensive and up-to-date</i>			
1	02.02.02	Course specifications of 2014, 2018 and 2020	
		a. Course specifications in 2020	
		b. Course specifications in 2018	
		c. Course specifications in 2014	
		d. Training program comparison report	
		e. Report on reviewing and innovating training programs	
		f. Minutes of course outline assessment	
<i>Sub-criterion 2.3: The programme and course specifications are communicated and made available to the stakeholders</i>			
1	02.02.03	Publicize the programme and course specifications	
		a. University's portal	
		b. Faculty's portal	
		c. Students' Handbook	

No.	Code	Title of Evidence	Remarks
		d. Discussion about training program innovation	
CRITERION 3: PROGRAMME STRUCTURE AND CONTENT			
<i>Sub-criterion 3.1: The curriculum is designed based on constructive alignment with the expected learning outcomes</i>			
1	03.01.01	The process of building university-level training programs according to Decision No. 257/QD-DHNH dated June 25, 2015	
2	03.01.02	The decision to allocate PLOs for courses in the Bachelor's Program in Business Administration in 2020	
3	03.01.03	Course outline of Human Resource Management and other courses in 2020	
		a. Course Specification of Human Resource Management in the Bachelor's Program in Business Administration 2020.	
		b. Course Specifications in the Bachelor's Program in Business Administration in 2020	
<i>Sub-criterion 3.2: The contribution made by each course to achieve the expected learning outcomes is clear</i>			
1	03.02.01	Detailed course outline	
2	03.02.02	Minutes of meetings, minutes of appraisal of the review plan	
		a. Minutes of appraisal of the training program review and modification plan	
		b. Minutes of AUN Group 1 meeting on August 28, 2020	
		c. Minutes of AUN Group 1 meeting on September 17, 2020	
		d. Minutes of Group 1 meeting AUN 24.09.2020	
		e. Programme learning outcomes allocation in the program	
3	03.02.03	The matrix integrates the programme learning outcomes and the course learning outcomes, accompanying the curriculum 2020 according to QD2008a/QD-DHNH dated October 19, 2020	
<i>Sub-criterion 3.3: The curriculum is logically structured, sequenced, integrated and up-to-date</i>			
1	03.03.01	Decision to issue training program	
		a. Decision to issue training program 2014	
		b. Decision to issue training program 2018	
		c. Decision to issue training program 2020	
2	03.03.02	Training Plan	
		a. Graph of course distribution in the program - Program tree	
		b. Regulation on fulltime training of universities and colleges, 25/2006/QD - BGDĐT	

No.	Code	Title of Evidence	Remarks
		c. Regulations on fulltime university and college training according to the credit system attached to Decision 43/2007/QD-BGD&DT	
		d. Regulations on credit training at Banking University	
		e. Semester-based training plan from the training program 2020	
3	03.03.03	Relationships among courses	
		a. Matrix of the curriculum 2014	
		b. Summary of Blackbox survey of the curriculum 2014	
		c. Matrix of programs of the curriculum 2020	
4	03.03.04	List of compulsory and elective courses in the curriculum 2020	
5	03.03.05	Comparison table of training programs with domestic and foreign universities	
6	03.03.06	Activities of reviewing and updating training programs	
		a. Plan for consultation with stakeholders for the training program 2020	
		b. Proposal to establish the Modification Committee of the training program 2020	
		c. Decision to establish the Modification Committee of the Training Program 2020	
		d. Results of the survey of stakeholders of the training program 2020	
		e. Minutes of reviewing and updating training program 2020 from academic staff and employers	
		f. Minutes of comments on the structure of the training program 2020	
		g. Minutes of meeting to modify the training program 2020 at Faculty level	
		H. Draft content of modifications to the training program 2020	
		i. Proposal to approve the training program 2020	
		j. Minutes of approving the training program 2020 at the university level	
7	03.03.07	Table comparing the change of curriculum in 5 years	
8	03.03.08	Minutes of changing the course of Statistical Principles to Introductory Courses	
9	03.03.09	Form of organization of extra-curricular courses 2020	

CRITERION 4 - TEACHING AND LEARNING APPROACH

Sub-criterion 4.1: The educational philosophy is well articulated and communicated to all stakeholders

No.	Code	Title of Evidence	Remarks
1	04.01.01	A set of documents on the educational philosophy, vision and mission of the Faculty	
2	04.01.02	Training program and course outline	
		a. Business Administration Training Program 2014, 2018, 2020	
		b. Detailed course outline 2014, 2018, 2020	
		c. Summary of Programme Learning outcomes from 2014 to 2018	
<i>Sub-criterion 4.2: Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes</i>			
1	04.02.01	Lecture schedule (stored at the faculty)	
2	04.02.02	Students' learning activities	
		a. Teaching records of academic staff (stored at Faculty)	
		b. Videos, images of teaching methods, practical learning in class (stored in the faculty)	
		c. Presentation templates, case studies, group exercises, projects and field trips (stored at the faculty)	
		d. Summary table and sample graduation report of students	
		e. Summary table and sample Graduation thesis, student's annual report (stored at the faculty)	
		f. Proof of online learning between academic staff and students	
3	04.02.03	Teaching activities	
		a. Students' survey form	
		b. Report on the teaching activities of academic staff	
		c. Report on the results of the course survey (KS01) for the period 2012 - 2017	
		d. Observation minutes	
4	04.02.04	Competence training activities for academic staff	
		a. Decisions on sending lecturers to study and training	
		b. Deciding on the assignment of instructors for trainee lecturers	
		c. Decisions to open short-term training courses, seminars	
		d. Comments from instructors guiding trainee lecturers	
		e. Integrated teaching and learning seminar	
5	04.02.05	Activities to support teaching and learning	
		a. Internal spending regulations	
		b. Facilities report	
		c. Student Handbook	
		d. Elearning software	
6	04.02.06	Student research activities	

No.	Code	Title of Evidence	Remarks
		a. Summary table of student research results	
		b. Sample scientific research papers of students	
		c. Decision to reward students with research achievements	
7	04.02.07	Support and extracurricular activities for students	
		a. Statistics of soft skill training workshops for students	
		b. Portal of the Center of Student Support and Service	
CRITERION 5 - STUDENT ASSESSMENT			
<i>Sub-criterion 5.1: The student assessment is constructively aligned to the achievement of the expected learning outcomes</i>			
		Entrance Admission	
1	05.01.01	a. The university's regulations on regimes, admission methods and organization of entrance admission for the years 2015, 2016, 2017, 2018, 2019, 2020.	
		b. Documents announcing the entrance exam passing scores for Business Administration majors for the years 2015, 2016, 2017, 2018, 2019.	
2	05.01.02	Documents on the entrance exam of foreign language and informatics skills at the beginning of the first year at the university in 2015, 2016, 2017, 2018, 2019. (English table)	
		Training program and course outline	
3	05.01.03	a. Training Program of Business Administration program 2015, 2018, 2020	
		b. Course outlines of the Business Administration training program 2015, 2018, 2020.	
		c. Videos, images of teaching methods, practical learning in class (stored in the faculty)	
		d. Teaching records of academic staff (stored at Faculty)	
		e. Presentation templates, case studies, group exercises, projects and field trips (stored at the faculty)	
		Regulations related to the learning process	
4	05.01.04	a. Regulations on training according to the credit system	
		b. Regulations on registration and cancellation of courses in training under the credit system at Banking University of Ho Chi Minh City	
		c. Instructions for recording approved absences in the final exam	
		d. Appealing procedure	
5	05.01.06	Study record transcripts 2016-2020 (representative)	
		Final internship	
6	05.01.07	a. Criteria that students need to reach at the time of internship (excerpt from regulations)	

No.	Code	Title of Evidence	Remarks
		b. Instructions for writing internship reports	
		c. Notice of internships in 2014 - 2018	
		d. Meeting plan/minute to explain questions to students before internship	
		e. Assignment table of academic staff to guide the internship report	
		f. Sample Internship Report and Internship Diary	
		g. Internship report grading list	
		h. Graduation Internship Assessment Syllabus (Rubric for Graduation Internship Assessment)	
7	05.01.10	Graduation conditions	
		a. Necessary and required conditions for graduation (excerpt from regulations)	
		b. Approval documents of university graduates 2016 - 2020	
<i>Sub-criterion 5.2: The student assessments including timelines, methods, regulations, weight distribution, rubrics, and grading are explicit and communicated to students</i>			
1	05.02.03	Announcement of assessment form	
		a. Photograph proving the course specification is publicly available	
		http://khoaqtkd.buh.edu.vn/daotao/de-cuongmon-hon.html	
		b. The course material introduces how to test and assess in the first lesson	
2	05.02.04	Public document on how to assess	
		a. The “Student Handbook” shows the regulations on course assessment	
		b. The “Student Handbook” shows the regulations on appealing	
		c. Materials for senior students	
3	05.02.05	The public channel stipulates the rate of distribution of process scores - the final scores and the grading scale according to the fulltime university training regulations to students.	
<i>Sub-criterion 5.3: Methods including assessment rubrics and marking schemes are used to ensure validity, reliability, and fairness of student assessment</i>			
1	05.03.01	Course outlines of the Business Administration training program 2015, 2018, 2020.	
<i>Sub-criterion 5.4: Feedback of student assessment is timely and helps to improve learning</i>			
1	05.04.01	Regulations on score management on the training management software system	
<i>Sub-criterion 5.5: Students have ready access to an appeal procedure</i>			
1	05.05.01	The appealing procedure for the final exam	

No.	Code	Title of Evidence	Remarks
CRITERION 6 - ACADEMIC STAFF QUALITY			
<i>Sub-criterion 6.1: Academic staff planning (considering succession, promotion, redeployment, termination, and retirement) is carried out to fulfil the needs for education, research, and service</i>			
1	06.01.01	Academic staff of the FBA	
		a. List of academic staff of the FBA	
		b. Statistics on the structure of age , gender and qualifications of academic staff of FBA	
2	06.01.02	Academic staff development plan	
		a. University's Strategy (2016-2020)	
		b. University's Strategy (2021-2030)	
		c. FBA's Strategy (2017-2021)	
3	06.01.03	Policy on academic staff development	
		a. Regulations on internal spending of BUH 2020	
		b. Regulations on raising ahead the schedule of BUH 2019	
4	06.01.04	Recruitment proposal of the faculty (2016-2019)	
<i>Sub-criterion 6.2: Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service</i>			
1	06.02.01	Regulations on working regime of academic staff	
2	06.02.02	FTE of academic staff	
3	06.02.03	FTE of students	
4	06.02.04	Statistics on evaluation results of FBA	
5	06.02.05	Lecturing assignment and science research registration	
		a. Lecturing assignment for academic staff	
		b. Registration of annual scientific tasks of the FBA	
<i>Sub-criterion 6.3: Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated</i>			
1	06.03.01	Academic staff recruitment criteria and procedures	
2	06.03.02	Recruitment information	
		a. Registration of the recruitment needs of the Faculty	
		b. Recruitment notice (2016-2020)	
3	06.03.03	Dissemination of recruitment information	
		a. Recruitment notice on the website of Department of Personnel Affairs	
		b. Email with related information about recruitment	
4	06.03.04	Tasks assignment	
		a. List of faculty's lecturing assignments for subjects in the Business Administration curriculum	
		b. Tasks of academic staff (Working regime of academic staff)	
5	06.03.05	BUH Academic Integrity Regulations	
6	06.03.06	Criteria and duties of each title of academic staff	

No.	Code	Title of Evidence	Remarks
		a. Criteria for promotion of academic staff	
		b. Tasks of each professional title: Trainee lecturer, lecturer, main lecturer and senior lecturer (Working Regulations of Academic staff: Article 7)	
7	06.03.07	Dissemination of promotion information	
		a. Promotion notice	
		b. Email with related information about promotion to units in the University	
8	06.03.08	Dissemination of planning information	
		a. Planning notice (2016-2020)	
		b. Website of Department of Personnel Affairs, Email with related information about planning to units in the University	
9	06.03.09	Guidance on planning of the State Bank	
10	06.03.10	Appointment Regulations of State Bank	
<i>Sub-criterion 6.4: Competencies of academic staff are identified and evaluated</i>			
1	06.04.01	a. Requirements for the academic staff's competency profile in the recruitment notice	
2	06.04.02	Requirements on competence of full time academic staff	
		Circular 36/2014 on Qualifications of academic staff	
		Working regime of academic staff (Chapter II: Tasks of academic staff)	
3	06.04.03	Proposing annual training and retraining courses of FBA	
4	06.04.04	Regulation on evaluation the level of task completion BUH	
5	06.04.05	Results of annual evaluation of the level of task completion of the academic staff of FBA	
6	06.04.06	Observation and survey of academic staff	
		a. Observation plan	
		b. Observation minute	
		c. Results of Faculty's academic staff survey	
<i>Sub-criterion 6.5: Training and developmental needs of academic staff are identified and activities are implemented to fulfil them</i>			
1	06.05.01	Determine training and development needs of academic staff	
		a. Form for surveying training needs of academic staff	
		b. The university's annual training and retraining plan (with budget estimate)	
		c. The procedure of determining the training and retraining needs (target) of the University	
2	06.05.02	Statistics of academic staff participating in long-term training of the faculty 2016-2020	

No.	Code	Title of Evidence	Remarks
3	06.05.03	List of academic staff participating in short-term courses 2016-2020	
4	06.05.04	Expenses for training and retraining	
		a. Regulations on internal spending (Expenses to improve qualifications - Article 10)	
5	06.05.05	b. Funding for training and retraining 2016-2020	
		Implement training and retraining activities	
		a. Announcement of organizing professional training and retraining courses for academic staff	
		b. Decision to send staff for training (some samples)	
<i>Sub-Criterion 6.6: Performance management including rewards and recognition is implemented to motivate and support education, research and service</i>			
1	06.06.01	Regulation on evaluating the level of task completion BUH	
2	06.06.02	Comment on regulations on evaluation of work results	
		a. Notice of collecting comments on regulations on evaluation of task completion BUH	
		b. Summary of comments on the draft Regulation on evaluating the level of task completion BUH	
3	06.06.03	Results of evaluation of academic staff of FBA	
4	06.06.04	Statistics of merits/rewards of FBA	
5	06.06.05	Notice of review of annual evaluation results	
<i>Sub-criterion 6.7: The types and quantity of research activities by academic staff are established, monitored, and benchmarked for improvement</i>			
1	06.07.01	University's strategy on scientific research	
2	06.07.02	Regulations on scientific research of academic staff	
3	06.07.03	Results of scientific research of academic staff	
		a. List of scientific research, domestic and international articles of academic staff in the period 2016-2020	
		b. Commendation in scientific research of academic staff	
		c. Statistics of the application of scientific research of academic staff	
CRITERION 7 - SUPPORT STAFF QUALITY			
<i>Sub-criterion 7.1: Support staff planning (at the library, laboratory, IT facility, and student services) is carried out to fulfil the needs for education, research, and service</i>			
1	07.01.01	The university's development strategy from 2021 to 2030 in terms of personnel organization	
2	07.01.02	Functions and duties of support units	
		a. Regulations on organization and operation of support units	

No.	Code	Title of Evidence	Remarks
		b. Duties assignment of some support units (Department of Information Technology Management, Department of Testing and Quality Assurance, Library, Center for Student Support and Services, Department of Academic Affairs, Department of Student Affairs, FBA)	
3	07.01.03	List of support staff of the Faculty and the University	
4	07.01.04	Support staff development through training and retraining	
		a. Regulations on training and retraining the staff and officers	
		b. Plan for training and retraining support staff (2016-2020)	
		c. Registration form for training and retraining	
		d. Proposal of the unit on training and retraining needs (2016-2020)	
<i>Sub-criterion 7.2: Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated</i>			
1	07.02.01	Recruitment criteria	
		a. Recruitment Regulation 1494/QD-DHNNH	
		b. Recruitment procedure for support staff	
		c. Recruitment notice for support staff (2016-2020)	
		d. Proposing the need of support staff recruitment of units (2016-2020)	
2	07.02.02	Dissemination of recruitment information	
		a. Recruitment notice via Emails	
		b. Recruitment notice on Websites	
		c. Contract of Recruitment advertising on media	
3	07.02.03	Promotion criteria and implementation	
		a. Regulations on professional standards of staff and officers	
		b. Notice of organization of examination/consideration for promotion	
4	07.02.04	Appointment Regulations and Implementation	
		a. Regulations on appointment, re-appointment, resignation, dismissal, transfer and secondment of BUH	
		b. Decision of appointment	
5	07.02.05	Planning activities before appointment	
		a. Guidelines for planning of the State Bank	
		b. Notice email of planning from the Department of Personnel Affairs	
<i>Sub-criterion 7.3: Competencies of support staff are identified and evaluated</i>			
1	07.03.01	Proposal of support staff recruitment of some units	

No.	Code	Title of Evidence	Remarks
2	07.03.02	Duties assignment of support staff at some units (Department of Information Technology Management, Department of Testing and Quality Assurance, Center of Student Support and Service, Library,...)	
3	07.03.03	Evaluating the competence of support staff through work results	
		a. Regulations on evaluation of staff, officials and employees	
		b. Support staff evaluation procedure	
4	07.03.04	Survey of academic staff and students' opinions on support activities	
		a. Report on the results of the evaluation survey of the support units from the academic staff (2016-2020)	
		b. Report on the results of the evaluation survey of the support units from the students (2016-2020)	
<i>Sub-criterion 7.4: Training and developmental needs of support staff are identified and activities are implemented to fulfill them</i>			
1	07.04.01	Determine training needs and make a plan of training	
		a. Training and retraining procedure	
		b. The annual training and retraining plan (with budget estimate)	
2	07.04.02	Implement training and retraining activities	
		a. Decision of appointing support staff to participate in training and retraining	
		b. Certificate of professional training	
3	07.04.03	Statistics on training and retraining of support staff	
		a. Annual expenses for training and retraining support staff	
		b. List of training courses for support staff in the years (2016-2020)	
<i>Sub-criterion 7.5: Performance management including rewards and recognition is implemented to motivate and support education, research, and service</i>			
1	07.05.01	Regulation on evaluating the level of task completion BUH	
2	07.05.02	Evaluation form for the level of task completion of support staff	
3	07.05.03	Comment on regulations on evaluation of work results	
		a. Notice of comments on evaluation regulations	
		b. Summary of comments on the Evaluation Regulations	
4	07.05.04	Results of the annual evaluation of support staff	
5	07.05.05	Results of annual emulation and commendation of support staff	

No.	Code	Title of Evidence	Remarks
6	07.05.06	Survey on the quality of the support staff from the opinions of academic staff and students	
		a. Survey procedure on the quality of the support staff from the opinions of academic staff and students	
		b. Survey form for the academic staff and students about the quality of academic management and services	
CRITERION 8. STUDENT QUALITY AND SUPPORT			
<i>Sub-criterion 8.1: The student intake policy and admission criteria are defined, communicated, published, and up-to-date</i>			
1	08.01.01	Determine admission policies and targets	
		a. Regulations on admission of the Ministry of Education and Training	
		b. The admission plan of the university	
2	08.01.02	Dissemination of admissions information	
		a. Admission consultation plan 2016-2021	
		b. Summary of Admission consultation	
		c. Admission website, Fan page, illustrations of the university's admissions on newspapers	
		d. BUH Admissions Manual	
3	08.01.03	Admission policies adjustment	
		a. Notice of adjustment of admission target (admission method)	
		b. Notice of additional admission every year	
4	08.01.04	Minutes or conclusions of the admission conference	
5	08.01.05	List of students admitted to the FBA	
<i>Sub-criterion 8.2: The methods and criteria for the selection of students are determined and evaluated</i>			
1	08.02.01	Determine the admission criteria and methods	
		a. Regulations on admission of the Ministry of Education and Training	
		b. Admission plan of the university b. Notice of additional admission	
2	08.02.02	Admission criteria and methods assessment	
		a. Minutes of the meeting of the admission committee 2016-2021	
		b. Report on analysis and comparison of entrance scores of the program with other programs in the school according to the admission method on the results of the national high school exam c. Summary report on admission activities	
<i>Sub-criterion 8.3: There is an adequate monitoring system for student progress, academic performance, and workload</i>			
1	08.03.01	Regulations on credit training	

No.	Code	Title of Evidence	Remarks
2	08.03.02	Monitor student learning progress on UIS system	
		a. Snapshot of student account to monitor learning progress	
		b. Snapshot of the account of the class advisor to monitor the student's learning results	
		c. Snapshot of UIS software to monitor student learning results of Department of Academic Affairs, Department of Student Affairs	
3	08.03.03	Class advisor and support units monitor students' learning progress	
		a. Minutes of the class meeting to assess the learning situation of the class advisor	
		b. Functions and tasks to monitor the learning progress of the Department of Academic Affairs, Department of Student Affairs, Faculty and Class Advisor	
4	08.03.04	Student academic warning	
<i>Sub-criterion 8.4: Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability</i>			
1	08.04.01	Consulting procedure, and training information support	
		a. University training management procedure	
		b. Graduation consideration and degree granting	
		c. Appealing procedure	
		d. The procedure of organizing the final exam	
2	08.04.02	Advice and support on internships and jobs	
		a. Website announcing recruitment and internship information of Center of Student Support and Service and the Faculty	https://khoaqtkd.buh.edu.vn/nguoi-hoc/tuyen-dung.html https://csb.edu.vn/hotrosinhvien/
		b. Job fair information	
		c. Job portal	http://vieclam.buh.edu.vn/portal/
3	08.04.03	Financial aids, support regimes and regulations on emulation – rewards and scholarships	
		a. Scholarship Management Process	
		b. The process of implementing support regimes for students	
		c. The process of implementing emulation-rewarding and disciplining students	
4	08.04.04	Support knowledge and skills for students	

No.	Code	Title of Evidence	Remarks
		a. Summary report of Communist Union - Association activities	
		b. List of Clubs - Teams - Teams of the University	
		c. Summary report on student support activities of FBA	
		d. List of activities to support knowledge and skills for students every year	
5	08.04.05	The duties of supporting students of the units and class advisor	
		a. Functions and duties of some support units	
		b. Regulations of class advisors	
		c. Annual class advisors assignment	
6	08.04.06	Survey on student satisfaction with counseling and support activities	
		a. Student satisfaction survey form with consulting and support activities (2016-2020)	
		b. Report on survey results on student satisfaction with consulting and support activities (2016-2020)	
<i>Sub-criterion 8.5: The physical, social and psychological environment is conducive for education and research as well as personal well-being</i>			
1	08.05.01	Maps of Thu Duc campus	
2	08.05.02	Health care, psychophysiology	
		a. List of facilities, equipment, medical room, social insurance regime	
		b. Notice of general health check for students	
		c. List of psychological counseling activities for students	
3	08.05.03	Maintain security and fire protection	
		a. Regulations on security and order in schools and dormitory	
		b. The image of the self-managing team of the dormitory	
		c. Fire drills	
4	08.05.04	The social environment	
		a. List of Clubs, Teams, Groups	
		b. Pictures of cultural activities, seminars, contests, green summer activities, spring volunteer activities	
5	08.05.05	Survey results of students about the landscape environment	
CRITERION 9 - FACILITIES AND INFRASTRUCTURE			
<i>Sub-criterion 9.1: The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research</i>			
1	09.01.01	List of lecture halls, auditoriums and accompanying equipment	
2	09.01.02	Manage the use of lecture halls	
		a. Statistics of usage time of classrooms and lecture halls	

No.	Code	Title of Evidence	Remarks
		b. Lecture hall management process	
3	09.01.03	Procurement and maintenance of facilities and equipment	
		a. Maintenance plan (2016-2020)	
		b. Plan to buy new/upgrade, repair classrooms and associated equipment (2016-2020)	
		c. List of facilities and equipment for new procurement and repair 2016-2020 (actual implementation)	
		d. Expenses for procurement and maintenance of facilities and equipment	
4	09.01.04	Survey of students about facilities	
		a. Student survey results about facilities (2016-2020)	
		b. Self-assessment report after survey results (including improvement plan) (2016-2020)	
<i>Sub-criterion 9.2: The library and its resources are adequate and updated to support education and research</i>			
1	09.02.01	Statistics of Library materials	
		a. List of books, documents and equipment in the library (as of December 31, 2020)	
		b. Statistics on the number of books on each title serving the BA programme in the library (as of December 31, 2020)	
		c. List of electronic databases of the Library	
2	09.02.02	Library materials Supplement	
		a. The process of purchasing documents, and determining the need for documents and learning materials	
		b. Proposal to materials procurement	
		c. Plan to develop and upgrade the library	
		d. Funding for Library activities (2016-2020)	
		e. List of materials supplement every year (2016-2020)	
3	09.02.03	Library User Guide	
		a. Documents on library activities (opening hours, service staff, user manual, ...)	
		b. Instructions for students to use the Library in the beginning course of student activities	
	09.02.04	Report on the frequency of using libraries and books of the BA major	
4	09.02.05	Survey of readers about Libraries	
		a. Survey report on needs and satisfaction of students, trainees, academic staff and staff about Library (2016-2020)	
		b. Plan to implement improvement activities after collecting survey opinions (2016-2020)	

No.	Code	Title of Evidence	Remarks
<i>Sub-criterion 9.3: The laboratories and equipment are adequate and updated to support education and research</i>			
1	09.03.01	List of laboratories/practices rooms and equipment	
2	09.03.02	Regulations on using the LAB rooms	
3	09.03.03	Maintenance and upgrading of LAB rooms	
		a. Proposal for equipping the LAB rooms	
		b. Expenses for maintenance and upgrading of LAB rooms 2016-2020	
5	09.03.04	Student survey about LAB rooms	
		a. Report on the results of the survey of students and academic staff on satisfaction with equipment in the LAB rooms	
		b. Plan to implement improvement activities after collecting survey opinions	
<i>Sub-criterion 9.4: The IT facilities including e-learning infrastructure are adequate and updated to support education and research</i>			
1	09.04.01	Statistics on the number of computers in the LAB rooms	
2	09.04.02	Application of information technology in lecturing and academic management	
		a. List of software used by the university for management	
		b. Implementation plan of the combined training project of BUH	
		c. Announcement of organization of online final exam and online thesis defense	
3	09.04.03	Periodic plan for maintenance, upgrading and supplementing computer systems and software	
4	09.04.04	Report on the results of the survey of learners about information technology systems	
<i>Sub-criterion 9.5: The standards for the environment, health and safety; and access for people with special needs are defined and implemented</i>			
1	09.05.01	Regulations on fire protection and fire drills	
		a. Regulations on fire protection and fighting	
		b. Fire drill plan	
2	09.05.02	Fire protection system and inspection of fire protection	
		a. List of fire protection equipment	
		b. Fire protection inspection plan	
3	09.05.03	Ensure environmental hygiene, and food safety	
		a. Plan for inspection of safety and environmental sanitation	
		b. Minutes of inspection on food hygiene and safety	
		c. Notice of spraying mosquito and rat repellent	

No.	Code	Title of Evidence	Remarks
4	09.05.04	Survey report on satisfaction of learners, and academic staff about ensuring environmental safety and hygiene	
Criterion 10: Quality Enhancement			
<i>Sub-Criterion 10.1: Stakeholders' needs and feedback serve as input to curriculum design and development</i>			
1	10.01.01	ISO process for curriculum design and development	
		a. ISO process of BUH for curriculum design and development	
		b. ISO process to survey stakeholders' satisfaction about the curriculum	
2	10.01.02	Students' feedback	
3	10.01.03	Feedback from alumni	
4	10.01.04	Employers' feedback	
5	10.01.05	Minutes of Faculty's meeting of Curriculum Improvement	
6	10.01.06	Workshop with stakeholders on learning outcomes and training program	
7	10.01.07	Opinions of stakeholders used for modifying the program	
		The report on using stakeholders' opinions in the development and review of the curriculum	
		Stakeholder proposal table for curriculum modification	
<i>Sub-Criterion 10.2: The curriculum design and development process is established and subjected to evaluation and enhancement</i>			
1	10.02.01	Minutes of reviewing and evaluating the process of building and developing training programs	
2	10.02.02	Regulation - ISO process on designing, and reviewing the curriculum annually	
3	10.02.03	Changes of the curriculum of Business Administration over the period	
		a. Business Administration program of 2014, 2018,2020	
		b. Minutes of the meeting of the faculty, and the University Council on the modification of the Business Administration curriculum	
		c. Report evaluating the effectiveness of the current training program and recommending improvements	
		d. Training program comparison report of 2014, 2018, 2020 versions	
4	10.02.04	Course specifications of 2014, 2018 and 2020 versions	
5	10.02.05	Curriculum benchmark	
<i>Sub-Criterion 10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment</i>			
1	10.03.01	The ISO process to ensure the quality of lecturing and learning	

No.	Code	Title of Evidence	Remarks
		a. The process of organizing, managing and teaching undergraduate program	
		b. Undergraduate training management process	
		c. The process of managing the lecture hall, and academic schedule	
		d. The process of checking the lecture schedule	
		e. Observation management process	
		f. Bank of exam questions management process	
		g. The process of organizing the final exam	
		H. Graduation exam marking process	
		i. The process of copying and packing exam papers	
2	10.03.03	Observation organization profile	
		a. Observation organization plan	
		b. Reports and minutes of observation	
3	10.03.02	Improve teaching and learning activities	
		a. Lecturing records: lecture, lesson plan, attendance list	
		b. PLOs focus on soft skills	
		c. Improve course outlines with diverse teaching approaches	
		d. Online learning organization on LMS: pictures, plans, announcements of online learning organizations	
4	10.03.04	Improve the method of testing and assessment	
		a. Notice of the course assessment component change	
		b. Rubric change with different assessment methods	
5	10.03.05	Review and improve exam questions every year	
		a. Announcement to review and improve the exam question bank annually	
		b. Exam question bank improvement record	
		c. Exam question bank appraisal board	
6	10.03.06	Improve the form of organization of testing and assessment	
		a. Temporary regulations for online course assessment	
		b. Plan, and notice of the implementation of course assessment by online form	
		c. Plan and project to develop software to manage exam questions and organize multiple-choice exams on computers	
7	10.03.07	Teaching quality survey results	
8	10.03.08	Minutes of the meeting of the Faculty to improve the quality of teaching and learning	
Sub-Criterion 10.4 Research output is used to enhance teaching and learning			
1	10.04.01	Applying research results to teaching and learning activities	

No.	Code	Title of Evidence	Remarks
		a. Academic staff's KPI evaluation record: academic staff's KPI evaluation form, academic staff's scientific research norm results	
		b. Textbooks and reference materials of academic staff specializing in Business Administration	
		c. Yearbook of the scientific conference of the Faculty	
		d. Profile of scientific research of academic staff	
		e. Scientific research of academic staff	
		f. Scientific research of students	
2	10.04.02	Seminars to guide and share scientific research experiences	
3	10.04.03	Improvements in teaching and learning based on research results	
		a. Report on summarizing scientific research activities of the FBA and the plan to implement scientific research tasks in the new school year	
<i>Sub-Criterion 10.5 Quality of support services and facilities (at the library, laboratory, IT facility, and student services) is subjected to evaluation and enhancement</i>			
1	10.05.01	ISO process to assess the quality of support services and facilities	
2	10.05.02	Feedback from students and academic staff about the quality of support services and facilities	
		a. Report on the results of the survey on the quality of support services and facilities	
		b. Student feedback on the quality of support services and facilities through dialogue with the University's Board	
3	10.05.03.	Improve facilities and equipment	
		a. Annual facility statistics report	
		b. Records of maintenance, maintenance, review, inventory of assets, facilities	
		c. Investment plan, equipping facilities and equipment	
4	10.05.04	Library quality improvement	
		a. Information about annual library materials	
		b. Annual library database list	
		c. Investment and procurement plan for the library	
		d. Notice of survey of library readers	
		e. Report the results of the Library's survey and suggest improvements	
		f. Self-assessment report on quality improvement of the library after survey results	
5	10.05.05	Improve and equip training and information technology support software	
		a. Management software for training of the University	

No.	Code	Title of Evidence	Remarks
		b. Annual computer maintenance records	
		c. Investment plan on IT system equipment	
		d. Pictures of multiple-choice exam rooms on computers	
6	10.05.06	Student support information	
		a. Information page	
		b. Activities of students	
		c. Cooperation with companies and businesses	
7	10.05.07	Improve the quality of support services	
		a. Report the feedback of the units on the survey results	
Sub-Criterion 10.6 The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement			
1	10.06.01	ISO regulations and procedures for stakeholder surveys	
		a. Regulations on online surveys	
		b. ISO process of stakeholder survey	
2	10.06.02	Collect feedback from stakeholders	
		a. Regulations on the functions and duties of the Department of Testing and Quality Assurance	
		b. Survey of students, alumni, employers, academic staff, and university's staff members	
		c. Annual survey plan	
		d. Report on the results of the survey of stakeholders: students, alumni, employers, academic staff, officials and employees	
		e. Survey form, report on survey of learning outcomes and training program of the Faculty	
3	10.06.03	Report on quality improvement after the survey results of the Faculty	
4	10.06.04	Synthesize the SA report after surveying the units	
5	10.06.05	Improve survey operations	
		a. Proposal to change the form	
		b. Minutes of comments on survey process, content and methods	
		c. Plan, report on carrying out the survey of working environment (KS07)	
		d. Online survey software: deployment plan, software image	
Criterion 11: Output			
Sub-Criterion 11.1. The pass rates and dropout rates are established, monitored, and benchmarked for improvement			
1	11.01.01	Management of dropout and graduation rates	
		a. Student management software system UIS	

No.	Code	Title of Evidence	Remarks
		b. Regulations on collecting and managing data on dropout and graduation rates	
		c. Plan, and mechanism to monitor the collection of information on dropout and graduation rates	
		d. Statistics on dropout rate and graduation rate of the major in 5 years	
2	11.01.02	Report the results of students' training scores	
3	11.01.03	Report on the actual status of the dropout rate and graduation rate	
		a. Graduation meeting minutes	
		b. Academic warning meeting minutes	
		c. The analysis report on the causes of the dropout rate, the graduation rate, and proposes solutions	
4	11.01.04	List of graduating students, and dropouts	
5	11.01.05	Measures to improve the graduation rates and dropout rates	
		a. Notice of credit registration, summer semester courses' schedule	
		b. Notice of the organization of classes for English and Informatics competence test	
		c. Improve course outlines with diverse teaching and different assessment methods	
		d. Review and adjust the exam question bank to follow the course outline	
		e. Minutes of class meetings, Minutes of academic advisors about students' learning situation	
6	11.01.06	Records of organizing dialogue between the University and students	
		a. Plan to organize a dialogue	
		b. Answering students' opinions through discussion	
7	11.01.07	Tuition support policy for students	
		a. Policy on tuition fee exemption and reduction for students	
		b. Scholarship policy for students overcoming difficulties	
<i>Sub-Criterion 11.2. The average time to graduate is established, monitored, and benchmarked for improvement</i>			
1	11.02.01	Statistics of graduation time	
2	11.02.02	Analysis report on the status of students' graduation time	
3	11.02.03	Solutions to help students graduate on time	
		a. Announcement of English and Informatics output standards	
		b. Organize the beginning course for the freshmen every year	

No.	Code	Title of Evidence	Remarks
		c. Minutes of class activities	
		d. Student handbook: training plan-training organization; some skills, good learning experience	
		e. Photos of students' personal accounts to monitor their learning progress	
		f. Organize 5 graduation considerations every year to help students apply for graduation	
<i>Sub-Criterion 11.3. Employability of graduates is established, monitored, and benchmarked for improvement</i>			
1	11.03.01	Regulations, plans and management of graduate employment rates	
2	11.03.02	Graduating students' feedback on employment situation	
3	11.03.03	Employment rate analysis report	
4	11.03.04	Feedback and suggestions for employment rates	
		a. Organizing seminars and career guidance	
		b. Organizing job fairs for students	
		c. Recruitment information websites of the university	
		d. Memorandum with professional institutions	
<i>Sub-Criterion 11.4. The types and quantity of research activities by students are established, monitored, and benchmarked for improvement</i>			
1	11.04.01	ISO regulations and procedures on organization and management of scientific research activities of students	
		a. Regulation on organization and management of scientific research activities of students	
		b. ISO procedure on scientific research activities of students	
2	11.04.02	Notice of registration of annual student's research topics	
3	11.04.03	List of scientific research topics of students of FBA	
4	11.04.04	The Faculty's Student Research Awards	
5	11.04.05	Plan on scientific research activities of students	
6	11.04.06	List of instructors guiding scientific research for students	
7	11.04.07	Summary report and solutions for students' scientific research activities	
		a. Summary report on student's research activities	
		b. Solutions for students' scientific research activities	
<i>Sub-Criterion 11.5. The satisfaction levels of stakeholders are established, monitored, and benchmarked for improvement</i>			
1	11.05.01	Regulations, Procedures for collecting feedback from stakeholders	
2	11.05.02	Survey result of students about the teaching quality	
3	11.05.03	Survey result of graduating students about the quality of the training course	

No.	Code	Title of Evidence	Remarks
4	11.05.04	Survey result of students on management quality and training support	
5	11.05.05	Channels to receive feedback and improve student's satisfaction	
		a. Plan and report of Dialogue between the University and students	
		b. Email box, information channel for students to contact	
		c. Regulations on comment boxes of the University and departments	
		d. Minutes of meeting of academic advisor	
6	11.05.06	Channels to receive feedback and improve satisfaction of academic staff and employees	
		a. Annual citizen reception schedule	
		b. Survey of the working environment	
		c. Documents, minutes of conferences of employees, key positions, labor unions	
		d. Report and feedback on the survey of academic staff and university's staff	
7	11.05.07	Alumni's satisfaction survey	
8	11.05.08	Employer's satisfaction survey	

4.2. Program Specifications

**BANKING UNIVERSITY
OF HO CHI MINH CITY**

SOCIALIST REPUBLIC OF VIET NAM
Independence – Freedom - Happiness

BACHELOR'S PROGRAM IN BUSINESS ADMINISTRATION

(Issued decision No. 2008a/QĐ-ĐHNH, 19th October 2020 of the Rector of The Banking University of Ho Chi Minh City)

Major of training: BUSINESS ADMINISTRATION

Education level: Bachelor

Code: 7340101

Form of training: Full-time

1. PROGRAM OBJECTIVES

Graduates of Business Administration are capable of mastering a foundational knowledge of economics, general society, professional knowledge of business. Having good moral qualities of businessman. Having the capacity to research problem solving and practice professionalism in business, effective management in the digital age.

2. PROGRAM LEARNING OUTCOMES

NO.	Program Learning Outcomes (PLO)	Category	
		General	Major
PLO1	Ability to apply basic knowledge of natural and social sciences in the field of economics	X	
PLO2	Critical thinking ability	X	
PLO3	Ability to organize, work in a team and communicate effectively in a globalized environment	X	
PLO4	Ability to study further and do research as long-life learners	X	
PLO5	Being able to comply with the law, professional ethics and becoming a responsible citizen	X	
PLO6	Ability to identify, analyze and apply specialized knowledge to effectively solve problems and develop applied solutions in business and management.		X
PLO7	Ability to apply ethical standards, cultural values, communication, organizational behavior to effectively exploit human resources, develop professional behavior in management and business to adapt to the international context		X
PLO8	Ability to actively research, create and develop startup ideas; building, implementing and evaluating business projects.		X

3. THE MATRIX INTEGRATES THE PROGRAM LEARNING OUTCOMES AND THE COURSE LEARNING OUTCOMES

No	COURSES	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
1. Generals Knowledge									
1	Marxist – Leninist Philosophy	x	x	x					

2	Marxist-Leninist Political Economics	x	x	x					
3	Scientific Socialism	x	x	x					
4	History of Vietnamese Communist Party	x	x	x					
5	Ideologies of Ho Chi Minh	x	x	x					
6	Advanced Mathematic 1	x	x				x		
7	Advanced Mathematic 2	x	x				x		
8	Probability theory and Mathematical Statistics	x	x				x		
9	General laws	x	x				x		
10a	Decision making techniques	X	X	X					
10b	Vietnamese cultural establishment	x	x	x					
10c	Psychology	x	x	x					
10d	Critical thinking	x	x	x					
10e	Logic	x	x	x					
2. Majors knowledge									
1	Microeconomics	x	x				x		
2	Macroeconomics	x	x				x		
3	Introduction to Business Administration			x	x	x			
4	Principles of Accounting	x				x	x		
5	Business law	x	x			x			
6	Principles of Marketing	x		x	x				
7	Applied Informatics			x	x				x
8	Econometrics	x	x						x
9	Foundamental of Management	x		x	x				
10	Financial and monetary theory			x			x		x
11	Corporate Finance			x			x		x
12	Financial accounting				x	x	x		
13	Professional English 1			X	X				X
14	English for Business Administration			x	x			x	

15	Research method	x	x		x				
16a	Customer behavior			x	x		x		
16b	Innovation and creativity management		x		x				x
16c	Management information systems			x			x	x	
16d	Management accounting					x	x		x
17a	Introduction to E-Business	x			x	x			
17b	Enterprise resource planning system	x	x				x		
17c	Data Science in Business Analytics			x			x		x
17d	Creativity and design in the digital era			x			x		x
18	Business communication		x	x				x	
19	Ethics and Organizational Culture		x			x		x	
20	Operation management		x		x		x		x
21	Strategic management		x				x		x
22	Marketing Management			x			x	x	
23	Human Resource Management			x		x		x	
24a	Performance Management					x	x	x	
24b	Enterprise Financial Management					x	x		x
25a	Data governance framework					x	x		x
25b	Big data analytics					x	x		x
26	Organizational behavior			x	x			x	
27	Leadership			x	x			x	
28	Entrepreneur in digital era						x	x	x
29	Project Management						x	x	x
30	Supply Chain Management				x		x		x
31a	Customer relationship management			x			x		x

31b	Change Management in the internationalization process				x			x	x
32a	Digital Marketing				x		x		x
32b	E-business strategic			x			x		x
33	Internship						x	x	x
34	Research paper		x		x		x	x	x

4. CAREER OPPORTUNITIES

The program will prepare learners to become experts in the 21st-century business world. Being ready to conquer leadership and management roles in organizations and networking with industry partners is central to the curriculum, updating market trends. Students will have many opportunities to interact with domestic and foreign businesses and corporations in the following positions:

The positions of sales staff, customer care, human resources, administration, production, distribution (at the Planning Department, Human Resources Department, Production Management Department, Finance Department, Accounting Department) accounting, Quality Management Department, Marketing Department) in domestic and international organizations.

After accumulating enough experience, learners can take on higher positions and start their businesses.

Learners can self-study for life to perfect themselves and meet the actual requirements of the job. Learners can study some additional modules to be eligible to receive a second bachelor's degree in several related disciplines such as Economics - Finance - Banking, can continue learning to graduate programs in the country and International Business Administration, or Master's Program in Economics - Finance - Banking (after additional study of some conversion subjects).

5. FULL-COURSE KNOWLEDGE VOLUME

The total number of credits of the Training Program is 125 credit units (units), excluding the modules of Physical Education (5 units) and National Defense Education (8 units).

6. ENROLLED CANDIDATES

Possess a high school diploma or equivalent as prescribed by the Vietnamese Ministry of Education and Training.

7. TRAINING PROCESS, GRADUATION CONDITIONS

Comply with the current regulations of the Vietnamese Ministry of Education and Training, the detailed regulations of The Banking University of Ho Chi Minh City.

8. REFERENCE – MATCHING PROGRAMS

Comparison programs from national and international universities:

1. Ho Chi Minh City University of Economics – Business Administration
2. Foreign Trade University – Business Administration
3. University of Economics - Hanoi National University - Business Administration
4. Ho Chi Minh City University of Banking – Business Administration
5. King's College London – Business and Administration
6. National Singapore University – Business and Administration
7. Humber College - Digital Business Management
8. Berlin International University – Digital Business and Management
9. RIMT university – Digital Business

9. HOW TO EVALUATE

Applied on a scale of 10, the text score and the 4th system scale are converted from a scale of 10 for reference and comparison only.

10. ACADEMIC PROGRAM CONTENT

The total number of credits of the Training Program is 125 credit units (units), excluding the modules of Physical Education (5 units) and National Defense Education (8 units).

10.1. Academic program structure

	Knowledge volume	No of course	No of credit	Weight (%)
1	General	10	22	17.6%
2	Major	33	103	82.4%
2.1	<i>Basic</i>	18	52	41.6%
2.2	<i>Specialized</i>	7	21	16.8%
2.3	<i>Deeper specialized</i>	8	30	24.0%
	Total	43	125	100.0%

10.2. Academic program content

No	Course	Content	Knowledge weight				Semester
			Theory	Practice/ Exercise	Other	Total	
1. General knowledge							

Required courses							
1.1	Marxist – Leninist Philosophy	Marxist-Leninist philosophy is a primary subject, providing learners with an overview of Marxist-Leninist philosophy and the role of Marxist-Leninist philosophy in social life. The course helps foster and improve political bravery, gradually forming good cultural values and human outlook, strengthening ideals and belief in the path and cause of national construction and development without the Communist Party of Vietnam; President Ho Chi Minh has chosen.	30	15	0	45	1
1.2	Marxist-Leninist Political Economics	Marxist-Leninist Political Economy is a primary subject that provides learners with knowledge about Commodities, markets, and the role of topics in the market economy; Producing surplus value in a market economy; Competition and monopoly in the market economy; Socialist-oriented market economy; Industrialization - modernization and the process of the international economic integration of Vietnam. The subject contributes to building the stance	25	5	0	30	2

		and ideology of Marxism-Leninism for students.					
1.3	Scientific Socialism	Scientific socialism is a primary subject, providing learners with knowledge about the process of formation and development of socialism, the historical mission of the working class, the path and stages of the ascent to communism. At the same time, scientific socialism also deals with chronic political and social issues in the socialist revolutionary process such as democracy, state, class, nation, religion, family.	25	5	0	30	3
1.4	History of Vietnamese Communist Party	The subject History of the Communist Party of Vietnam is an essential course, consisting of an introductory chapter and three content chapters. Topics of the subject include <ul style="list-style-type: none"> • subjects, functions, tasks, and research methods of the issue; • the birth of the Communist Party of Vietnam and its leadership in the struggle for power (1930-1945); • the Party's leadership 	25	5	0	30	5

		<p>through two resistance wars, completing national liberation and reunification (1945-1975);</p> <ul style="list-style-type: none"> • the Party's leadership in the construction of socialism, defense of the Fatherland and the renovation, promotion of industrialization, modernization, and international integration (1975-2018). <p>Thereby affirming the successes, stating the limitations, summarizing the experiences of the Party's revolutionary leadership to help learners improve their awareness and belief in the Party and the ability to apply their learned knowledge into working practice, contributing to the construction and defense of the Socialist Vietnamese Fatherland.</p>					
1.5	Ideologies of Ho Chi Minh	<p>The subject of Ho Chi Minh Thought is a primary subject, consisting of 6 chapters. The course provides knowledge about the process of formation and development of Ho Chi Minh Thought and specific contents of Ho Chi Minh</p>	15	15	0	30	4

		Thought on issues of the Vietnamese revolution: national independence and socialism; on the Communist Party of Vietnam and the State of Vietnam; on great national unity and international solidarity; ethical culture and human development.					
1.6	Advanced Mathematic 1	The course equips advanced mathematical knowledge about linear algebra applied in economic analysis. Contents include matrix, determinant; system of linear equations; vector space R^n , linear transformation, crossover matrix, and quadratic form. After completing this course, students can convert various economic problems into a system of equations or matrices for processing.	30	0	0	30	1
1.7	Advanced Mathematic 2	The course equips mathematical knowledge about applied analysis in economic analysis. Contents include limit, continuity, derivatives and differential, integral of functions of one variable; limited, continuous, partial and total differential, free and conditional extremes of functions of many variables;	30	0	0	30	2

		some types of differential equations of first and second order. After completing this course, students can apply them to perform calculations in economics, determine the optimal point and the optimal value of the objective function.					
1.8	Probability theory and Mathematical Statistics	This is a general education knowledge module. The course provides basic knowledge of probability and statistics mathematics such as random events and probability, random variables and probability distribution, sample theory and application of parameter estimation weights, hypothesis testing. After completing this course, students will be able to conduct probability math of random events, understand the laws that random variables follow, and apply simple statistical processing using SPSS software on PC., as well as with a pocket calculator. The knowledge of the subject is also used for other courses in the training program.	30	15	0	45	2
1.9		The general law is a compulsory subject in the public education knowledge block. The subject studies the					

	General laws	issues related to the law of formation, development, and nature of the state and law. The main content refers to theoretical and practical problems of the state and law in general, to the Vietnamese state and law in particular; basic concepts of the law such as violation of the law, legal norms; legal system and its essential elements. At the end of the course, students need to understand the behavior of law enforcement, breaking the law, thereby having a sense of responsibility and the importance of law compliance in work and life.	30	0	0	30	1
Elective course of general knowledge (<i>Elective course (Students choose 01 of 02 subjects in 01 of 02 groups (1.10a, 1.10b, 1.10c) or (1.10c, 1.10d, 1.10e) after) here to accumulate</i>)							
1.10a	Decision making techniques	Subjects of general elective knowledge at university level. This course is designed to introduce students to the principles, techniques, and tools for both modeling and solving decision-making problems. Decision making techniques will help students be able to apply critical thinking to make decisions about options: business models, business strategies, starting a business, and other business issues. .	25	5	0	30	1

1.10b	Vietnamese cultural establishment	Cultural basis of Vietnam is an introductory course on Vietnamese culture. The subject has practical significance, helping students to become aware of the national cultural identity, improve patriotism and pride in national traditions; know how to orient themselves in today's diverse and multi-dimensional information world, selectively absorb the cultural quintessence of humanity on the basis of preserving and developing the good traditional values of the nation and the people. Vietnamese people actively and positively. In addition, this module also helps students use cultural knowledge in communication and behavior in future life and professions.	25	5	0	30	1
1.10c	Psychology	Psychology is a social science that studies issues of human psychological nature, classifies human psychological phenomena, psychological formation and development - consciousness; analyze the components in human cognitive activities, study the factors in emotional life, will and the	25	5	0	30	1

		elements that make up the personality as well as the factors affecting the formation and development of personality People.					
1.10d	Critical thinking	Critical thinking is a subject of general knowledge, playing an extremely important role in shaping the way of thinking of students of the Faculty of Business Administration in particular and students of Banking University in general. The course provides students with the knowledge and skills in fundamental concepts, principles, and rules.	25	5	0	30	1
1.10e	Logic	Logic is a subject in the group of general education knowledge built to provide learners with basic knowledge about the forms and laws of thinking. The subject helps to improve the thinking ability of learners, specifically, helps learners know how to follow logical laws and rules in thinking, arguing, and presenting ideas; help them distinguish right or wrong inferences; help recognize and avoid fallacies, know how to define concepts and terms, know how to prove or disprove a point of view, thesis	25	5	0	30	1

2. MAJOR KNOWLEDGE							
2.1. Basic							
Required courses							
2.1	Microeconomics	Microeconomics is a subject that belongs to the basic knowledge block of the discipline. The course aims to: (i) Provide background knowledge about economics in general and microeconomics in particular; (ii) Practice some necessary skills such as reading skills, self-study skills, teamwork skills. The course will provide learners with essential knowledge, including Ten principles of economics, theories of supply-demand, market structures, theory of consumer and business behavior.	30	15	0	45	1
2.2	Macroeconomics	Macroeconomics is a compulsory subject in the basic knowledge of the sector. The course aims to equip students with: (i) understanding of basic macroeconomic concepts, how to measure macroeconomic indicators and the relationship between them, (ii) understanding of government policies in macroeconomic management. The course consists of 8 chapters, providing basic knowledge of macroeconomics, including an overview	30	15	0	45	2

		of macroeconomics, macroeconomic data, production and growth, monetary system, aggregate demand, aggregate supply, monetary and fiscal policy, inflation and unemployment, macroeconomics of the open economy.					
2.3	Introduction to Business and Administration	This is the introductory knowledge course of Business Administration. The course content equips with the most basic knowledge about business activities and management in organizations. It lays the foundation for applying this knowledge to enterprises' management and business activities as a basis for students to continue receiving an understanding of specialized management subjects. Moreover, this module will help students gain an overview and systematic view of business administration to help managers and business owners run their production and business well and effectively. In addition, after completing the course, students can position themselves to pursue a career in	15	15	0	30	2

		business administration today.					
2.4	Principles of Accounting	The subject provides an overview of accounting, specifically: accounting objects, roles and functions of accountants. Besides, the subject equips knowledge about accounting methods: voucher method, inventory, account, book-keeping, price calculation, generalization and accounting balance. In addition, the course helps learners understand the organization of accounting work, accounting forms, and financial reporting systems.	30	15	0	45	3
2.5	Business law	This is a primary subject belonging to the group of basic industry knowledge under the International Economics of Banking University of Ho Chi Minh City training program. The course provides basic knowledge about business, business freedom; Law on business subjects; Law on contracts in business; Resolve business disputes; Bankruptcy of enterprises and cooperatives. In addition, the issue of Business Law also helps students to be	30	15	0	45	3

		able to identify the provisions of the law to apply for the search and use to solve legal situations arising in practice.					
2.6	Principles of Marketing	The course is designed to cover the fundamentals of marketing, in the basic knowledge of economics. The course provides students with basic knowledge, the ability to recognize, understand, and initially apply actual marketing content to the business activities of enterprises. Learners are also introduced to basic knowledge related to collecting market information, understanding customer behavior, performing market segmentation activities, identifying target markets, and knowing how to deploy a marketing toolkit to serve the needs of target customers, and at the same time bring competitive advantages to businesses.	25	15	5	45	2
		The subject is vital, equipping some necessary knowledge and skills to help students of the economics - administration - management majors of Banking University					

2.7	Applied Informatics	of Ho Chi Minh City makes good use of computers for their study, research, and work. After completing the course, students have mastered the essential knowledge and skills and can use MS Word, MS Excel, SPSS, and other software to edit high-quality documents, create and edit documents. Able to master complex spreadsheets, solve several problems in financial analysis, business analysis, data analysis, and project management, directly serving later study, research and work.	30	15	0	45	4
2.8	Econometrics	This is a subject of industry foundation knowledge. The course provides a system of basic knowledge to estimate economic relationships, test hypotheses about economic relationships. On that basis, a model suitable to reality is proposed, reflecting the nature of economic relations. The model will be used in the analysis, forecasting, and policymaking. After completing the course, students have theoretical knowledge and skills in building an equation regression model with basic economic situations:	25	20	0	45	3

		<p>estimating supply, demand, and total cost. Learners know how to use specialized software on statistics and econometrics: EVIEWS, SPSS.</p> <p>Subject knowledge is the basis of quantitative research methods and is also used for subsequent subjects in the training program.</p>					
2.9	Fundamental of Management	<p>The course is built to create a foundation for management work in organizations. This is a basic knowledge module of the economic sector. The content focuses on a basic introduction to the concepts and practices of governance in organizations. Subject topics cover several approaches to management's essential functions, including planning, organizing, leading, and controlling. Trends in theory and</p> <p>Management functions are also assessed, as well as management research and its application to management practice and the responsible, ethical, and global aspects of current business practice.</p>	30	15	0	45	1

2.10	Financial and monetary theory	<p>Monetary and Finance Theory is one of the subjects in the industry knowledge block, the content the subject deals with the fundamental theoretical issues of economic finance such as the overview of monetary finance, budgeting government; Basics of credit, banking, and financial markets; Theories about money supply and demand, interest rates, inflation, and monetary policy. These are necessary and important knowledge as the foundation for studying technical and professional issues in economics, finance, and banking.</p>	25	15	5	45	3
2.11	Corporate Finance	<p>Corporate finance is a subject that aims to equip students with basic knowledge of production business finance as a premise for further study in financial accounting, corporate financial analysis, and financial management, entrepreneurship and investment finance, and other subjects related to corporate finance. In this course, students will study critical issues: Overview of corporate finance, Value of money over time, Relationship</p>	30	15	0	45	3

		between return and risk, Sources of funding for businesses, Cost of capital, Theories of capital structure, Operating leverage, and financial leverage.					
2.12	Financial accounting	The subject provides knowledge about financial statements to help students analyze and evaluate a manufacturing enterprise's financial position, business results, and cash flow. The course will give the learners accounting knowledge for specific operations in production enterprises: accounting for capital in cash, accounting for payments; accounting for input factors of the production process (accounting for materials and tools, accounting for fixed assets, accounting for payables to employees); production cost accounting and product cost calculation; financial investment accounting; Accounting identified business results; equity accounting. The course introduces the fundamental issues of each section, such as concepts,	30	15	0	45	4

		meanings, basic accounting principles; Then, learn the accounting process for each part, including the steps: accounting documents, accounting accounts, accounting methods for some critical operations, and presentation of information on financial statements.					
2.13	Professional English 1	The course is designed to provide vocabulary, terms and concepts used in the fields of economics, business, management and commerce; English grammar structures. The subject creates conditions for students to develop their English language skills confidently in an international integration environment.	15	15	0	30	5
2.14	English for Business Administration	The course is designed to provide vocabulary and concepts related to management situations. The subject creates conditions for students to understand, practice skills, and apply vocabulary, structure, and language skills in reading comprehension,	15	30	0	45	5

		exchange, discussion, presentation, and text composing related to business administration majors.					
2.15	Research method	<p>Scientific research methods is a compulsory subject in the group of subjects of basic knowledge of the discipline, which is built to provide learners with basic knowledge about methods of conducting research activities in a systematic.</p> <p>Specifically, the course will introduce the basics of the research problem, the role of research, how to identify the research problem, conduct a literature review and related previous studies; ask research questions; research ethics, citation and presentation of references; collect data and select samples; presentation of data and choice of study design with data types; How to write research proposals and reports.</p>	30	15	0	45	4
Elective courses							
2.16a	Customer behavior	<p>The course is built to provide students with knowledge about customer behavior. After completing the course, learners will be able to analyze and evaluate the buying behavior of individual</p>	25	15	0	45	4

		and corporate customers.					
2.16b	Innovation and creativity management	<p>Managing innovation and creativity is one of modern organizations' most essential and challenging aspects. In globalization with increasingly fierce competition, innovation becomes a significant weapon and a primary condition of competitiveness.</p> <p>Innovation has a considerable role to play in improving quality of life. Innovation has never been a simple matter. Innovation is always tricky, uncertain, and full of risks. Even when you have a new idea, turning it into a commercial product will still be full of challenges. Therefore, students who complete this course must understand the strategies, tools, and techniques needed to manage innovation.</p> <p>The course aims to equip students with the fundamental knowledge of the critical issues in innovation management and the skills needed to manage innovation and creativity in an organization at strategic and implementation levels. With a case-</p>	25	15	5	45	5

		based approach, the course offers different innovation management approaches based on real-life examples and experiences from leading organizations worldwide.					
2.16c	Management information systems	The management information system is a primary subject of economics - management taught before specialized issues. The subject of management information systems provides knowledge about critical information systems for the management process and their application in organizations and enterprises. Management information systems course presents tools to plan, organize and develop information systems suitable for business organizations to improve operational efficiency and increase competitive advantages.	30	15	0	45	4
2.16d	Management accounting	This course provides students with basic knowledge of management accounting; identify and classify costs according to different criteria; analyze the relationship between cost - volume - profit; make budget estimates; assessment of management	30	15	0	45	5

		responsibility and product selling price; Apply appropriate information in decision-making managers.					
2.17a	Introduction of E-Business	In recent years, digital technology has become an essential driver of new types of products and services and new forms of business. The course provides knowledge to enhance an organization's competitiveness by implementing innovative digital technologies. It does not simply involve using technology to automate existing processes but digital transformation by applying technology to help transform operations to add value to the business and customers. The digital business course involves examining how electronic communications can be used to enhance all aspects of an organization's supply chain management and optimize the organization's value chain.					
2.17b	Enterprise resource planning system	This course provides an overview of business management and the application of enterprise resource planning (ERP) software systems. Analyze functions, advantages, and limitations of ERP					

		software systems. Explore the architecture, modeling, and design of ERP software systems. After completing the course, learners can grasp implementing a project to build ERP software and approach enterprise resource planning solutions through several specific ERP systems introduced to students' direct access and self-study.					
2.17c	Data Science in Business Analytics	The course provides students with an understanding of mathematical-statistical concepts and methods in data collection, data analysis, statistical modeling, and inference; Know how to apply machine learning concepts and methods suitable for data analysis, big data; Basic understanding of modeling process in data analysis - big data from practical requirements in economics - business.					
2.17d	Creativity and design in the digital era	The course is built on the basic principles of marketing, specialized knowledge of economics. The course provides learners with essential knowledge and the ability to recognize, understand, and initially apply creative thinking and design to business					

		activities of businesses in the digital age. Learners are also introduced to knowledge related to generating ideas, how to evaluate and how to share ideas with those around them. Learners can exploit their creative capacity and those around them.					
2.2. Specialized							
Required courses							
2.18	Business communication	Business communication is a subject in the basic knowledge of the industry. It provides students with knowledge and skills about communication and communication activities in business activities. After completing the course, students will understand the fundamental issues in communication activities in general and communication in production and business activities in particular. At the same time, also practice necessary skills in the working process such as Presentation skills, problem presentation, listening skills, written communication skills, email, Memos, job interview.	25	15	5	45	5

2.19	Ethics and Organizational Culture	<p>The course is built to include the scientific foundations of business ethics and corporate culture, which is a subject of basic industry knowledge with the nature of supporting learning for students of economics in general and biology—faculty of Business Administration in particular. The subject provides students with an understanding of (1) ethical issues in economic fields such as concepts, roles, necessity, standards, and how to build business ethics in the business environment; (2) corporate culture issues such as concept, necessity.</p>	25	15	5	45	5
2.20	Operation management	<p>The course equips students with basic knowledge to manage and operate a production system based on a modern perspective at the enterprise. They are helping students gain essential awareness to combine methods and technical tools to ensure productivity and efficiency in the operation process. The content of the course includes the skills and techniques of forecasting, coordinating, and making decisions related to the</p>	30	15	0	45	6

		production process so that managers can operate well in the production and service provision environment at enterprises in the future.					
2.21	Strategic management	The course is built to include the scientific foundations of strategy and strategic management, a subject of specialized knowledge of Business Administration. The issue provides students with the prior knowledge and ability to apply the strategic management process in enterprises and other organizations. The main content is analyzing the business environment of enterprises, strategy formulation, strategic organization, and strategic control. After completing the course, learners can practice strategic management processes in different business organizations	30	15	0	45	6
2.22	Marketing Management	The course is built to include the scientific foundations of Marketing management. This is a subject of specialized knowledge of General Business Administration and Marketing. The course provides students with basic	25	15	5	45	7

		<p>knowledge and ability to apply the marketing management process in enterprises as well as other types of organizations, with the main content on analyzing the marketing environment of enterprises, building develop market segmentation strategies, selecting target markets and market positioning, organize, implement, evaluate, and adjust marketing strategies concerning the overall scheme of the enterprise.</p>					
2.23	Human Resource Management	<p>The course aims to equip students with basic knowledge of Human Resource Management in enterprises, to help students understand and systematically recognize the crucial role of human resources and human resource management in the enterprise. Understand new perspectives and trends in human resource management; Master and flexibly apply the essential functions of Human Resource Management; Train and promote crucial skills in human resource management: recruitment; personnel evaluation;</p>	25	15	5	45	4

		motivate and encourage employees; settlement of labor disputes.					
Elective courses							
2.24a	Performance Management	The course is built including the scientific basis of performance management, is a subject of elective knowledge of the industry, with the nature of supporting learning for students of economics in general and students of business administration in particular. The course provides students with an understanding of (1) performance management issues related to methods, strategies, and systems building; (2) grasp and apply performance management models to different types of businesses, and at the same time carry out activities to improve the efficiency of performance management in business practice.	25	15	5	45	6
2.24b	Enterprise Financial Management	Corporate financial management is a subject that provides students with basic knowledge of corporate financial management to increase the company's value. The content of the course begins with expertise	30	15	0	45	6

		<p>related to short-term asset management, including cash management, inventory management, and receivables management. Next, the course provides background knowledge about long-term investment decisions through capital budgeting. The course then provides knowledge of corporate funding sources, dividend policy, and financial planning and financial forecasting. Students need to equip themselves with self-study and group work skills to participate in practical activities, discussions, and subject assignments.</p>					
2.25a	Data governance framework	<p>The course's main objective is to introduce the critical knowledge of service integration in organizations to build large-scale, complex systems (systems of systems). Students will be introduced to integrating various systems and applications to create practical solutions that fit the context. The course also covers integration techniques such as business process model-based, reuse patterns, application</p>					

		of service-oriented architecture model.					
2.25b	Big data analytics	The course will introduce the problem of big data processing and the two great difficulties related to storing and processing big data. Students will be introduced to and learn more about several modern methods and techniques in both storing and processing large-scale data, such as the Hadoop storage model, the data processing model, and the large-scale data processing model, data based on MapReduce. In addition, students will also learn and research more deeply about the systems currently being deployed by the application for the class of problems that need to handle large-scale data.					
2.2. Deeper specialized							
Required courses							
2.26	Organizational behavior	Organizational Behavior is a subject in the specialized knowledge block. This course equips students with knowledge and skills on managing and effectively using human resources in an organization. The course content will provide learners with the essential	25	15	5	45	7

		<p>knowledge to analyze, explain and predict human behavior in organizations; behavioral effects on organizational performance. Organizational behavior research is conducted on all three levels: individual, group, and corporate. Human resource skills are one of the most critical skills determining managers' success; studying organizational behavior helps them perfect this skill.</p>					
2.27	Leadership	<p>Understand the research schools of leadership to apply in the management and administration of organizations and businesses. This course is a part of the undergraduate business administration major. The course aims to equip students with knowledge of the role of leaders in changing, developing, and improving organizational structures and values. This course focuses on developing theories, practices, and competencies of modern leadership in the context of globalization, knowledge explosion, and rapid change. After completing the</p>	25	15	5	45	7

		course, students can master leadership skills to develop a strategic vision, leadership capacity, and change management, improving organizational effectiveness.					
2.28	Entrepreneur in digital era	The subject is a subject of knowledge specialized in Business Administration. The course provides students with a foundation of knowledge and applied skills from management, finance, human resources, and marketing to form ideas and realize startup ideas. The content includes creating startup ideas, making business plans, and organizing startup activities. Upon completion, students will be able to: 1. Seek and evaluate arguments; 2. Analyze the market and customers' needs for products and services; 3. Develop a business plan; 4. Implement the business startup plan; 5. Orientation to become an entrepreneur	25	15	5	45	7

2.29	Project Management	<p>The subject belongs to the specialized knowledge block, the main content providing learners with knowledge about project management: how to structure the organization to manage projects; Analyze the roles, responsibilities, skills, and qualities required of a project manager. Learners can apply subject knowledge to analyze, evaluate, compare and select projects; planning, scheduling, and adjusting the project's schedule; reasonable allocation of resources; project control and related matters.</p>	25	15	5	45	7
2.30	Supply Chain Management	<p>The course is built with the basis of supply chain science and supply chain management, which is part of the knowledge of Business Administration. The course equips students with knowledge of supply chain management, including concepts, definitions, values, purposes, methods, and techniques and skills for building supply chain management systems. It gives learners an overview of corporate governance before going into technical management</p>	25	15	5	45	7

		techniques for future managers.					
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Elective courses

2.31a	Customer relationship management	<p>The course aims to equip students with basic knowledge about the relationship between customers and businesses, their role with companies, and strategic directions to create, maintain and develop this relationship. The course helps students understand the overview model and the content businesses need to manage customer relationships. The course focuses on providing students with foundational knowledge and perspectives and a transformational mindset from a transactional focus to a constructive attitude and helps businesses engage in a long-term relationship with customers. After completing the course, students can initially form a</p>	25	15	5	45	7
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		relationship-oriented mindset with customers to develop strategic vision, leadership, and change management capabilities, thereby improving the effectiveness of their business.					
2.31b	Quality Management	The course equips students with the most basic knowledge of quality management. They are starting from the proper awareness of quality issues from a modern perspective: the concept of quality, quality management. Next, students have access to the factors that form rate, the factors affecting quality, the evaluation criteria, how to evaluate and solve quality problems. The course is also intended to introduce students to quality management methods. These quality management systems are applied in practice to serve as a foundation for awareness before approaching the real work after students are out of school.	25	15	5	45	7
2.32a	Digital Marketing	The course is designed to provide students with a thorough understanding of the theory and practice of digital marketing; help students grasp the innovation in					

		<p>applying digital media in business marketing activities. The module focuses on analyzing marketing communication activities with new communication tools such as marketing through search engines, marketing via social networks, email marketing, mobile marketing, online PR. Thereby, students can recognize digital marketing tools to apply in marketing communication planning. At the same time, it is possible to read and analyze the data corresponding to each device in measuring the effectiveness of Digital Marketing activities.</p>	25	15	5	45	7
2.32b	E-business strategic	<p>The context of the rapidly developing digital economy has changed business methods. The digital business strategy course is designed to provide learners with the foundational knowledge of strategy in the digital economy. The content focuses on issues of digital business development, mastering issues in digital business strategy, and case studies in daily work.</p>	25	15	5	45	7
2.33	Internship	<p>The graduate internship is a</p>	0	0	45	45	8

		<p>compulsory module in the last semester of business administration major. In this module, students will explore, observe, and analyze practical operations related to functional units of an enterprise; connect and compare theory with practice issues related to the operation of an enterprise; draw lessons learned, propose necessary recommendations to the stakeholders associated with the process of the enterprise in a particular business field. Through this module, students will gain knowledge and experience from business practice, communication skills, teamwork skills, and handling business processes of a specific career title; cultivate ethics and professional style to prepare for future careers in business administration.</p>					
2.34	Research paper	<p>The graduate thesis majoring in business administration is a scientific research work conducted to prove that learners can solve a scientific problem in their major to complete the academic program. The completed thesis following the training</p>	0	0	135	135	8

		regulations will show the specialized scientific knowledge related to the research problem that the learners have acquired through the training process, the ability to apply scientific knowledge, relevant practical insights, and in-depth professional practice skills to solve the selected research problem. Besides, organizing and implementing scientific research for the thesis also reflects the sense of responsibility, science, autonomy, creativity, and confidence in the profession.					
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Graduation replacement modules (*Students choose 03 out of the following 04 subjects to accumulate*)

2.35a	Change Management in the internationalization process	This course is a replacement for the graduation thesis. The course equips learners to apply the necessary knowledge in organizational management to identify problems and propose initiatives to improve organizational effectiveness. Specifically, learners will understand the characteristics of change, such as the form of change, the type of change, the pressures that cause the organization to change, etc. Learners	25	15	5	45	8
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		<p>are also provided with knowledge about management models change management, change management process, the responses of individuals in the organization to changes. From there, learners will be able to apply their knowledge of change management to plan for change, monitor and control the change process, take measures to handle customers' reactions people before the change in the organization to ensure the organization's effectiveness in the change process. The course also helps learners to realize the importance of change management, thereby having a more positive attitude towards life changes. In particular, learners will have access to issues arising for organizations in internationalization and be equipped with the necessary skills to suit this context.</p>					
2.35b	Knowledge Management	<p>The course introduces knowledge, knowledge capital, fundamentals, models, and cycles of knowledge management in business organizations. The study also helps</p>	25	15	5	45	8

		business administration students understand that knowledge-based corporate governance is the way to strengthen business performance. The course focuses on strategy formulation, knowledge management system design, integration with business processes to develop knowledge capital, deliver value, and maintain competitive advantage based on knowledge capital enterprise consciousness.					
2.35c	Sales force management	This course is a replacement for the graduation thesis. It provides students with basic knowledge about Sales Management and sales activities for manufacturers, wholesalers, and retailers; functions, efficient sales. The course will cover sales concepts, the necessary knowledge of the salesperson, the process, retailing techniques, and effective sales strategies. At the same time, students also have access to sales management organization methods, sales organization building methods, effective sales promotion measures	25	15	5	45	8

		and sales system evaluation tools.. students both learn theory and practice through discussion, problem solving according to situations; Field visits and information gathering to write thematic reports.					
2.35d	Brand management	The course is built on the scientific basis of management and marketing, is a module of specialized knowledge of marketing. The course provides students with an overview of brand and brand management and equips students with the knowledge about building a brand identity system, establishing brand positioning, and communicating branding, brand development, brand asset management. Students will be aware of the importance of brands in corporate branding strategies through this course, especially in today's fiercely competitive environment. Analyze and evaluate brand-building activities in real businesses. In addition, the course focuses on developing a strategic vision and the necessary competencies of brand managers.	25	15	5	45	8

11. CURRICULUM FOR TRAINING

Physical Education modules are arranged from semester 1 to term 5.

The National Defense and Security Education module is arranged in the first year (or subsequent years during the training period, depending on the actual conditions of the training organization of this module).

The general and professional education blocks of the training program are arranged in semesters as shown below.

11.1. Semester 1

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	MLM306	Marxist – Leninist Philosophy	3	N/A	R	V
2	AMA301	Advanced Mathematic 1	2	N/A	R	V
3	MES302	Microeconomics	3	N/A	R	V
4	MAG322	Fundamental of Management	3	N/A	R	V
5		Elective 1	2	N/A	E	V
Total credits			13			

11.2. Semester 2

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	MLM307	Marxist-Leninist Political Economics	2	Marxist – Leninist Philosophy	R	V
2	AMA302	Advanced Mathematic 2	2	Advanced Mathematic 1	R	V
3	AMA303	Probability theory and Mathematical Statistics	3	Advanced Mathematic 1, 2	R	V
4	LAW349	General Laws	2	N/A	R	V
5	MAG301	Principles of Marketing	3	N/A	R	V
6	MAG319	Introduction to Business Administration	2	Fundamental of Management	R	V
7	MES303	Macroeconomics	3	Microeconomics	R	V
Total Credits			17			

11.3. Semester 3

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	MLM308	Scientific Socialism	2	Marxist-Leninist Political Economics	R	V
2	ACC301	Principles of Accounting	3	Macroeconomics	R	V
3	FIN301	Financial and Monetary Theory	3	Macroeconomics	R	V

4	ECE301	Econometrics	3	Probability theory and Mathematical Statistics	R	V
5	FIN303	Corporate Finance	3	Financial and Monetary Theory	R	V
6	LAW 304	Business Law	3	General Laws	R	V
Total credits			17			

11.4. Semester 4

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	MLM303	Ideologies of Ho Chi Minh	2	Scientific Socialism	R	V
2	ITS301	Applied Informatics	3	Require IC3 certificate	R	V
3	MAG707	Business communication	3	Principles of Marketing	R	V
4	INE704	Research Methods	3	N/A	R	V
5	ACC302	Financial accounting	3	Principles of Accounting	R	V
6	ENL701	English for specific purposes 1	2	TOEIC 350, IELTS 3.5, level 2 foreign language competency framework 6 levels	R	E
7		Elective 1	3		E	V
Total credits			19			

11.5. Semester 5

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	MLM309	History Of Vietnamese Communist Party	2	Scientific Socialism	R	V
2	ENP307_201_6	English For Business Administration	3	Require IELTS 4.5 for	R	E
3	MAG306	Operation Management	3	Applied Informatics	R	V
4	MAG702	Business Ethics and Organizational Culture	3	Fundamental of Management	R	V
5	MAG013-2	Organization Behavior	3	Business communication	R	V
6		Elective 2	3		R	V
Total credits			17			

11.6. Semester 6

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
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1	MAG313	Strategic Management	3	Marketing Management	R	V
2	MAG311	Human Resource Management	3	Business communication	R	V
3	MAG309	Marketing Management	3	Principles of Marketing	R	V
4		Elective 3	3		E	V
5		Elective 4	3		E	V
Total credits			15			

11.7. Semester 7

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	MAG304	Leadership	3	Human Resource Management	R	V
2	MAG307	Supply Chain Management	3	Operation Management	R	V
3	DIM703	Entrepreneurship In The Digital Age	3	Corporate financial	R	V
4	MAG308	Project Management	3	Operation Management	R	V
5		Elective 5	3		E	V
Total credits			15			

11.8. Semester 8

N0	Label	Courses	Credit	Previous subject	Required/Elective	Language
1	INT305_1	Internship	3	Training Regulations	R	V
2	REP305_1	Research Paper	9	Training Regulations	R	V
Total credits			12			

12. IMPLEMENTATION GUIDE

12.1. Substitute Graduation Thesis: In case a student does not take the Graduation Thesis module, the group of substitute courses must have a total of 09 credits.

12.2. Physical Education and Defense Education modules: As a condition for graduation (with certificate of completion), not used to calculate the cumulative GPA

12.3. English Courses: The basic English courses are not designed into the Training Program. Specialized English consists of 2 modules with a total of 5 credit units: English for specific purposes 1 (2 credits) and English For Business Administration (3 credits).

12.4. Informatics standards

- Conditions to study the Applied Informatics module: students meet one of the following conditions:

(a) The student meets the requirements in the Informatics proficiency test at the beginning of the course organized by the University;

(b) Students have Certificate of basic information technology application issued by the University;

(c) Students have other equivalent certificates as notified by the University.

Students submit certificates to prove their computer proficiency as announced by the University.

- Output Informatics standard: students meet one of the following conditions:

(a) Students with Advanced Information Technology Application Certificate issued by the University;

(b) Students have other equivalent certificates as notified by the University.

Students submit certificates to prove their computer proficiency as announced by the University.

12.5. Standard English

+ Conditions to study the specialized English course: Students must achieve the score required by the University through the English proficiency test at the beginning of the course, or international English scores equivalent to A2 (TOEIC 350, IELTS 3.5 ...). Students submit certificates/certificates to prove their foreign language proficiency as announced by the University.

+ Output English standard: Students must meet the minimum English proficiency output standard at level 3/6 according to the 6-level Foreign Language Competency Framework for Vietnam, or have an equivalent international English certificate according to the list of English language proficiency standards. the Notification Fields section; Students submit certificates/certificates to prove their foreign language proficiency as announced by the University.

VICE RECTOR

ASSOC.PROF.DR. NGUYEN DUC TRUNG

4.3. FTE Calculation

4.3.1. FTE of Academic Staff Calculation

- For a full-time academic staff of the FBA, FTE = 1
- FTE of non-faculty academic staff (part time academic staff) is calculated as follows:

$$\text{FTE (part time academic staff)} = \frac{\text{Total number of credits of the course parttime academic staff teaches}}{\text{Total number of credits of all courses in the training program}}$$

- For visiting academic staff,

$$\text{FTE} = \frac{\text{Total number of credits of the course visiting academic staff teaches}}{\text{Total number of credits of all subjects in the training program}}$$

4.3.2. FTE of Students Calculation

According to the Regulation on training, the official university system is according to the credit system of the BUH (Decision No. 2181/QĐ-DHNH dated October 4, 2019), and the minimum number of credits students need to register in 1 Semester is 15 credits, correspondingly, the minimum number of credits in 1 academic year is 30 credits. Based on the data on the number of student credits registered in the academic year provided by the DAA, the average number of credits per student per academic year is always higher than the minimum number of credits per year (30 credits). So, each student is equivalent to 1 FTE.