BANKING UNIVERSITY OF HO CHI MINH CITY

INTERNATIONAL ECONOMICS FACULTY

AUN – QA SELF – ASSESSMENT REPORT

Bachelor of International Economics

International Economics Faculty | October 2021

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PART 1

INTRODUCTION TO BANKING UNIVERSITY AND INTERNATIONAL ECONOMICS FACULTY

1.1 Executive summary of AUN – QA Self – Assessment Report:

The self-assessment report according to AUN-QA standards of the International Economics Faculty (IEF) - Banking University of Ho Chi Minh City (BUH) consists of four main parts:

- Part 1 introduces the BUH and the IEF;
- Part 2 focuses on evaluating the training program in International Economics - majoring in International Economics according to the AUN-QA standards;
- Part 3 is the assessment of strengths, weaknesses, points for improvement, and action plans to improve the quality of International Economics training program;
- Part 4 is an appendix that includes a self-assessment section, a list of evidences, specialized and general plearning outcomes, a description of the education program, and the diagram.

The report is a comprehensive review of the curriculum and the support for learners at the IEF - BUH. The positive aspects related to the assessment include updating new subjects to meet the development of society, the opinions of stakeholders absorbed in revised the curriculum; improving the teaching and learning methods, testing and evaluating students. In addition, the quality of lecturers and support staff are increasingly improved while learning infrastructure and equipments are getting better and better. The student support activities become more complete. However, there are still some limitations such as the improvement of the program has not been synchronized; lecturer training program mainly depends on the University. These limitations are also explicitly mentioned in the report and an action plan with specific actions will be introduced to improve the quality of training at the IEF.

1.2 Organisation of the self-assessment

Understanding the importance of developing and maintaining a quality assurance system in the University to achieve its mission and objectives, BUH has implemented many activities to improve the quality assurance system. In which internal and external evaluation is considered core measures to improve training quality. Starting from 2016, the University decides to conduct self-assessment activities and evaluates training programs according to AUN-QA's standards. Following the success in self-assessment of the Banking major and the Finance major in 2019, the University continues to direct the IEF and some other faculties in conducting self-assessment of the training program according to AUN-QA standards. In addition, the University has established a School-level Self-Assessment Council, the Secretariat and specialized groups for self-assessment of training programs according to AUN-QA standards for undergraduate program of Accounting and Auditing, IEF, Business Administration, and Master of Banking - Finance according to Decision No. 1010/QD-ĐHNH dated May 18, 2020, of the President of Banking University of Ho Chi Minh City. Accordingly, to write a self-assessment report in IEF, the University is divided into two specialized groups. Participants include faculty members, support staff, and faculty members. The duties of the Team Leader and specialized team members are as follows:

Team leader in charge of self-assessment

- Lead and coordinate all self-assessment activities of training programs against assigned standards.
- Assign specific tasks to each member of the dedicated team in charge.
- Direct the process of collecting information and evidence

- Organize the processing, analysis, coding of evidence information and writing self-assessment reports against assigned standards.
- Organize, review, adjust and complete reports for assigned standards.
- Take primary responsibility for assigned standards; coordinate with team members to implement work to ensure completion on schedule and schedule.

Members of groups in charge of self-assessment

- Do tasks assigned by Team Leader.
- Identify the evidence that can be collected and list the evidence according to the diagnostic question for the assigned standard/criteria.
- Identify sources of evidence collection, collect evidence and write self-assessment reports against assigned standards/ criteria.
- Edit and make all corrections according to suggestions, and requirement.

1.3 General introduction of BUH and IEF

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

In the development strategy for the period 2016-2020, with a vision to 2030: BUH defines the mission:

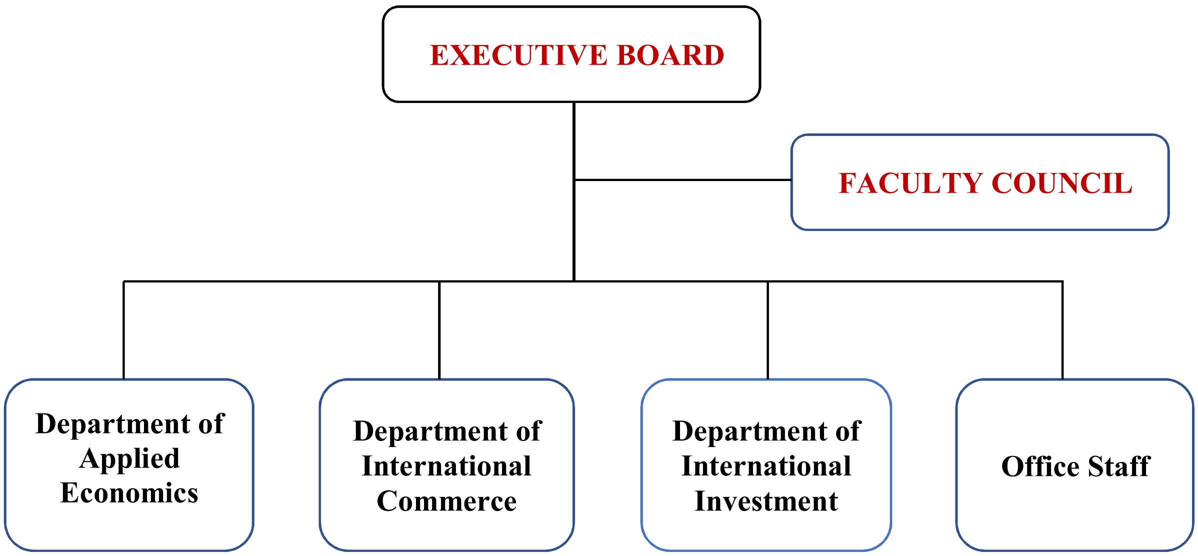
"Creating a modern environment, maintaining national identity, so that learners can promote their potential, creativity and thinking capacity; training quality human resources for the society; creating and transferring scientific knowledge to meet integration requirements; acquisition, research, development and transfer of scientific and technological achievements in the fields of training of the University."

The strategic goal of the University is to "*build Banking University into a multidisciplinary university in the field of business - management, with the spearhead being Finance - Banking; The University is ranked first in the application-oriented layer by 2020 and in the first group in this layer, and meets regional standards by 2030*."

The IEF is one of 11 specialized faculties, established under the Decision No. 376/QD-ĐHNH dated April 1, 2014, by the President of BUH. The Faculty was assigned the task of being in charge of the training program for the international economics. The current organizational structure of the Faculty consists of a Vice Dean in charge and two Vice Deans: one in charge of training and international co-operation, and one in charge of office work and scientific research. All subjects in the Faculty are structured into three departments: Department of Applied Economics, Department of International Trade, and Department of International Investment (Figure 1.1 - Organization chart of the Faculty of International Economics). Currently, the Faculty operate 02 majors: International Economics and International Business.

In September 2021, the Faculty has 29 lecturers and 01 office staff; in which there is 01 associate professor (3.5% of the total number of lecturers), 09 doctorates (31%), and 19 masters (65.5%).

Figure 0. 1. Organization chart of IEF



(Source: Regulation on organization and operation of the International Economics Faculty, 2020)

Now, IEF is pursuing the following mission, vision, and educational philosophy:

Vision

By 2030, International Economics Faculty will become a pioneer faculty with application orientation at the Banking University Ho Chi Minh city.

Missions

Providing study programs with regional and international accreditation and producing highly skilled graduates who can work in different areas of international business and trade

Promoting applied research in international economics that is aligned with the needs of industries

Being one of the leading faculties of BUH to transfer technology and research results to industries.

Educational Philosophy

Comprehensive education

The study program provides a proper balance between theory and practice as well as equips graduates with knowledge, skills and personal attitudes that match their career needs

Liberal education

The study program provides broad knowledge, transferable skills, and social and ethical concerns.

Practicality and applicability

The study program and delivery methods are up to date, practical and aligned with the development strategies of the Faculty and the University.

PART 2

AUN-QA ASSESSMENT OF INTERNATIONAL ECONOMICS TRAINING PROGRAM

STANDARD 1 - EXPECTED (PROGRAM) LEARNING OUTCOMES

Criterion 1.1: The expected (program) learning outcomes (PLOs) have been clearly formulated and aligned with the vision and mission of the university

Before 2015, the mission of the University was: "Creating and transferring scientific knowledge, meeting the requirements of the cause of industrialization and modernization of the country." After 2015, the University redefined this mission as "Creating and transferring scientific knowledge, meeting integration requirements." As for the overall vision and goals, the School has also changed. Before 2015, the University determined the overall goal to be a research-oriented university - application. However, since 2015, the overall goal has changed, and the University has redefined its vision as an application-oriented University. The goals of the international economics major and the program's output standards adjusted for compatibility *[01.01.01a,b Mission, vision of the University]; [01.01.01c,d Faculty's mission, and vision]*

The international economics major is currently applying the second revised curriculum, issued under Decision No. 1997/QD-ĐHNH dated 16/14/2020. In this adjustment, IEF develops and allocates learning outcomes following the assessment criteria of AUN-QA and applies from the academic year 2020-2021. The curriculum content is concretized from the objectives of the training program for International Economics (Figure 1.1. The objectives and the Program Learning Outcomes for international economics major) *[01.01.02 Versions of the curriculum from 2014-2020.]*

Figure 1. 1. Objectives & Program Learning Outcomes of international economics major

General objectives: To have fundamental knowledge of economics, business – management in general and to have in-depth and modern knowledge of International Economics in particular; have good ethical qualitties, have research capacity and professional skills to meet the demand for human resources of International Economics

Program Learning Outcomes

General

PLO1- Ability to apply basic knowledge of natural and social sciences in the field of economics.

PLO2-Ability to think critically.

PLO3-Ability to organize, work in teams and communicate effectively in international business environment.

PLO4-Ability to study further and do research as lifelong learners

PLO5-Being able to comply with the law, professional ethics and becoming a responsible citizen.

Major

PLO6-Ability to apply general and specialized knowledge to solve problems in the field of international economics.

PLO7-Ability to take part in research projects to develop measures for issues of international economics**.**

PLO8-Ability to identify, respond and adapt to changes in the international economics sector.

(Source: Training Program in International Economics according to Decision No. 1997/QD-ĐHNH dated October 16, 2020)

Criterion 1.2: The PLOs cover both general and learning outcomes

The curriculum of the international economics training program that currently applied is quite comprehensive, showing all the characteristics according to SMART criteria:

The learning outcomes are specifically defined (Simple): Accordingly, 8 PLOs include two groups: (i) 5 general PLOs demonstrating basic knowledge, soft skills, as well as attitudes personal qualities that students need to achieve. These are the standards that learners need to achieve in the context of an integrated economy, defined in the University's mission and vision. (ii) 3 specific PLOs that graduates from international economics major need to achieve to ensure the professional requirements. *[01.02.01 curriculum includes specialized and general outcomes].*

Table 1. 1. PLOs

No.	**Program Learning Outcomes (PLOs)**	**Category**

		General	*Major*
PLO1	Ability to apply basic knowledge of natural and social sciences in the field of economics	X	
PLO2	Ability to think critically	X	
PLO3	Ability to organize, work in teams and communicate effectively in international business environment	X	
PLO4	Ability to study further and do research as lifelong learners	X	
PLO5	Being able to comply with the law, professional ethics and becoming a responsible citizen	X	
PLO6	Ability to apply general and specialized knowledge to solve problems in the field of international economics		X
PLO7	Ability to take part in research projects to develop measures for issues of international economics		X
PLO8	Ability to identify, respond and adapt to changes in the international economics sector		X

(Source: International Economics training program in according to Decision No. 1997/QD-ĐHNH dated October 16, 2020)

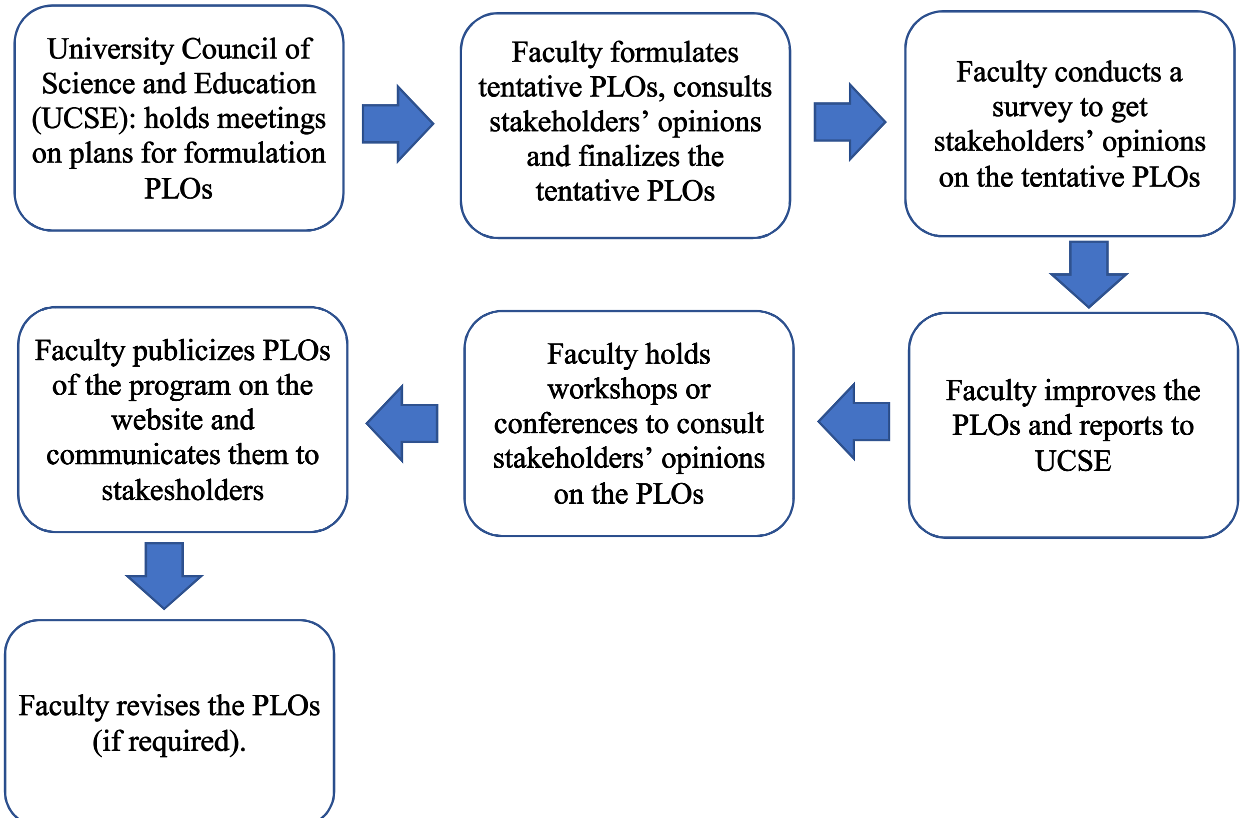
Criterion 1.3: The PLOs clearly reflect the requirements of the stakeholders

From 2014-2015 to 2021, the training curriculum of international economics major, including 03 different versions, has been applied. The first and second version of PLOs were built according to the CDIO approach while the third version released in 2020 follows AUN-QA criteria *[01.03.01 program learning outcomes versions from 2014-2020];*

The process of building and adjusting the PLOs has been increasingly improved. At present, stakeholders' opinions in program development are fully considered *[01.03.02 Set of survey results and stakeholder consultation on the curriculum and the curriculum]*. Stakeholders include (i) Employers; (ii) Alumni; (iii) Experts, and (iv) Students. In the first revision (in 2018), the Faculty mainly consulted experts (lecturers) and students in the University, while the opinions of alumni and employers were not in survey. Those limitations were removed in the second revision in 2020. Stakeholders' opinions are mainly collected via surveys and meetings.

The adjustment of PLOs follows the University plan *[01.03.03 Plans to amend and update the curriculum in 2017 and 2020]*. As a result, the content of PLOs is clearly defined, consistent with the mission and vision of the University and the Faculty. PLOs reflect the requirements of stakeholders, and especially in version 3, PLOs meet training quality standards of the Ministry of Education and Training (MOET), in line with the conditions of resources of the University and the Faculty.

Figure 1. 2. The process of building the PLOs



The stakeholders all agreed with 08 PLOs, which were proposed by IEF, and the Faculty did not make any further changes. Since then, the qualifications of the training program specializing in international economics major have been announced.

Table 1. 2. PLOs reflection with the stakeholder requirements

PLOs	VQF	Alumni	Employers	Lecturers	Students
PLO1: Ability to apply basic knowledge of natural and social sciences in the field of economics	F	M	M	F	F
PLO2: Ability to think critically	F	M	F	F	F
PLO3: Ability to organize, work in teams and communicate effectively in international business environment	F	M	F	F	F
PLO4: Ability to study further and do research as lifelong learners	F	M	M	F	F
PLO5: Being able to comply with the law, professional ethics and becoming a responsible citizen	F	M	F	F	F
PLO6: Ability to apply general and specialized knowledge to solve problems	F	M	F	F	F

PLOs	VQF	Alumni	Employers	Lecturers	Students
in the field of international economics					
PLO7: Ability to take part in research projects to develop measures for issues of international economics	F	M	F	F	F
PLO8: Ability to identify, respond and adapt to changes in the international economics sector	F	M	F	F	F

F: Fully fulfilled (4,5: 80-100%) M: Moderately fulfilled (4,5:61- 80%) P: Partially fulfilled (4,5: 40-60%)

(Source: Stakeholders' survey)

STANDARD 2 – PROGRAM SPECIFICATION

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

The 2020 training program specification has the following information:

(i) Name of degree-granting institution (University), training unit (Faculty), degree level, major (International Economics), code (52.31.01.06), course format;
(ii) Objectives of the training program;
(iii) Program Learning Outcomes (PLOs);
(iv) The matrix integrates the PLOs and CLOs;
(v) Career opportunities after graduation;
(vi) The volume of knowledge of the whole course;
(vii) Admission;
(viii) Training process – Graduation requirements;
(ix) Reference training program – comparison;
(x) Evaluation methodologies;
(xi) Program structure;
(xii) Educational Plan;
(xiii) Implementation Guide.

The description of the training program is usually issued simultaneously as the new issuance and the modification and change of the training program. The latest version is the 2020 one *[02.01.01 Description of the curriculum version 1,2,3]*

Criterion 2.2. The information of the course specification is comprehensive and up-to-date.

All subjects in the curriculum have a subject description. The subject description of the training program is standardized according to the regulations of the University (as evidenced by the subject outline). Information in all subject descriptions includes:

(i) General information about the subject and requirements for taking the class
(ii) Description of class target
(iii) Class materials include primary documents and references
(iv) Course Learning Outcomes (CLOs), the degree of satisfaction of the PLOs allocated to the subject.
(v) Detailed teaching plan. It is a detailed design of each chapter/section's content in chronological order and clearly states the teaching and learning activities of lecturers and students to achieve the CLOs.

(vi) Methods of course assessment. This section clearly shows the methods and methods that the lecturers use in the subject to achieve the CLOs, which are compatible with the teaching and learning activities of the lecturers and students.

(vii) General provisions of the course

(viii) Name of the subject/faculty in charge of the subject

(ix) Date of issue/modification of course description

In order to ensure updating, the course description is also periodically reviewed and revised along with the time of review and revision of the curriculum. Thus, from 2014 to October 2020, the course descriptions have undergone 02 revisions. With each revision, the course description has been more complete with helpful information for stakeholders. *[02.02.01 Course Description Version 123]*

Below is a comparison table of the changes in the course description across versions:

Table 2. 1. Comparison of course descriptions over the period

CRITERIA	VERSION 1	VERSION 2	VERSION 3
1. Name	Course outline	Unchanged	Unchanged
2. General information about the subject	Subject name, subject nature (required or elective), amount of knowledge (calculated by credit), subject code, subject name prerequisite	Unchanged	Unchanged
3. Course Description	Brief description of course content	Description of course objectives, with coding for each objective	Unchanged from version 2
4. CLOs	Description of CLOs, however unencrypted and no connection to PLOs	Description and coding of CLOs; There is a connection to the PLOs assigned to the course	Description and coding of CLOs; There is a connection to the PLOs assigned to the course and the codified course objectives
5. Content of the teaching plan	A detailed list of chapters in the subject, allocation of time according to theory and practice, associated with CLOs, and evidence of assessment	List in detail the chapters in the subject, allocate time according to theory and practice, attach to CLOs and associate with teaching and learning activities to achieve the goals of each chapter (expected learning outcomes) along with proof of the evaluation	List the chapters in the subject associated with CLOs, teaching and learning activities, and assessment methods and introduce references for each chapter.

6. Method of course assessment	List evaluation components (process and final); List the evaluation methods associated with CLOs, the weight of each evaluation method	Unchanged	Unchanged
7. General provisions for the subject	Requirements for effective coursework	Regulations on the minimum number of hours to class, handling problems related to the test	Unchanged from version 2
8. Confirm	Signature of the editor, confirmation of the Faculty and the University, date of issue/modification	Unchanged	Unchanged

(Source: Summary of the Faculty)

Criterion 2.3: The program and course specification are communicated and made available to the stakeholders.

To provide full information for learners, employers, alumni, and experts, description of the training program and of the each course was publicly, clearly and fully published via some channels as:

- On the University's website [Add a link after completing the website]
- On the Faculty's website [Bổ sung đường link sau khi hoàn tất website]
- Student Handbook [2.3.1b]
- Talks and seminars on training programs [2.3.1c]
- Meetings with students in the division [2.3.1d]

In addition, the course information is also clearly delivered to students at the sesson and these information is saved on E-Learning system [MC – Screenshot LMS]. Furthermore, every year, the University issues media publications to introduce courses and career guidance to high school students [2.3.1d]. Important information in the program description such as Professional associations, admissions criteria, and academic activities and movements are published via the University's official admissions portal (http://tuyensinh .buh.edu.vn/), social media campaigns, and enrollment counseling livestreams (https://www.facebook.com/tuyensinhdaihocnganhang).

STANDARD 3: TRAINING PROGRAM STRUCTURE AND CONTENTS

Criteria 3.1: The curriculum is designed based on constructive alignment with the PLOs

The PLOs are the basis for the Faculty to design teaching and learning methods, which are consistent to assessment methods for learners, and are demonstrating compliance with the principles of CA (Constructive Alignment-CA). All subjects have their own CLOs, teaching and learning activities, and assessment methods to achieve the CLOs *[03.01.01 –Description of the course curriculum for the 2020 curriculum].*

The curriculum is designed in accordingly to the compatibility between PLOs, teaching methods, and assessment methods. The crriculum consists of 03 levels: basic, intermediate, and advanced level in the Bloom scale. At a basic level, students are required to recognize and apply basic knowledge of natural and social sciences in economics. At a higher level, students need to think critically and work in groups. Finally, the advanced level requires students show initiative, positivity, and ability to synthesize and evaluate problems in learning and researching.

Criteria 3.2: The contribution made by each course to achieve the PLOs is clear

In developing curriculum and designing course descriptions, the Faculty held a meeting after the PLOs were officially announced. The Faculty assigned the PLOs for each subject, ensuring that each subject has a particular role, contributing to the overall PLOs. Appendix 4.2 is a matrix describing the subjects' contributions to the PLOs of the 2020 curriculum. Each subject participates in the PLOs shows to a certain extent according to the scale. It also depends on the achievement of knowledge, skills, or the degree of autonomy and responsibility (referred to as attitude) to use the appropriate Bloom scale. *[03.02.01 – Dossier for allocation of PLOs for 2020 - 2021].*

The level of contribution of each module to the PLOs is assessed at different levels according to the Bloom scale. In BUH, the scale from level 2 to level 4 will be uesed. Specifically, for definitions, concepts, or specialized terms, learners must achieve level 2, corresponding to understanding those concepts and terms; level 3 corresponds to the ability to apply learned knowledge to specific situations; and level 4 represents the students' analytical ability. In addition, the allocation of the level of qualification for each subject depends on which stage the subject belongs to in the training program. For example, courses at the general stage must meet the learning outcomes at level 2; those at the specialized stage must meet the outcomes at levels 3 and level 4.

We can look at the detailed course outline of the Foreign Trade Operations course *[02.01.01c(40) – Course Syllabus of Foreign Trade Operations - Version 2020] in tables 3.1 and 3.2* to see the correspondence between the statements of the outcomes with the selection of teaching methods and assessment methods to be able to achieve the PLOs allocated to the subject.

Table 3. 1. The compatibility between the outcomes with teaching and learning methods and assessment of Foreign Trade Operations in achieving PLOs

CLOs	TEACHING METHODS	ASSESSMENT	ALLOCATED PLOs
CLO2 - **Present** and **explain** the concept, characteristics, commercial conditions, and terms of the international trade contract; select suitable commercial terms and trading conditions in international trade contracts.	- Explain and discuss theoretical content. - Provide and organize individual practice exercises and group discussion situations for students	- Diligence - Personal test - Final exam	PLO5 – Being able to comply with the law, professional ethics and becoming a responsible citizen.
CLO4 - Identify and analyze problems occurring in drafting,	- Provide and organize individual practice exercises and	- Diligence - Discussion groups	PLO6 – Ability to apply general and specialized

CLOs	TEACHING METHODS	ASSESSMENT	ALLOCATED PLOs
negotiating, and signing international trade contracts, thereby proposing measures to solve the above problems.	group discussion situations for students	- Final exam	knowledge to solve problems in the field of international economics.
CLO6 - Practice organization and implementation of import and export activities; analyze and solve problems occurring during the implementation of import and export activities.	- Practice in the machine room - Apply electronic customs declaration software and conduct discussion and analysis of situations	- Diligence - Individual exercises	PLO7 – Ability to take part in research projects to develop measures for issues of international economics.

(Source: Syllabus of Foreign Trade Operations – 2020 version)

Table 3. 2. Matrix of Subject Contribution to PLO

PLOs / CLOs	PLO5	PLO6	PLO7
CLO1	3		
CLO2	3		
CLO3		3	
CLO4		3	
CLO5			4
CLO6			4

(Source: Syllabus of Foreign Trade Operations – 2020 version)

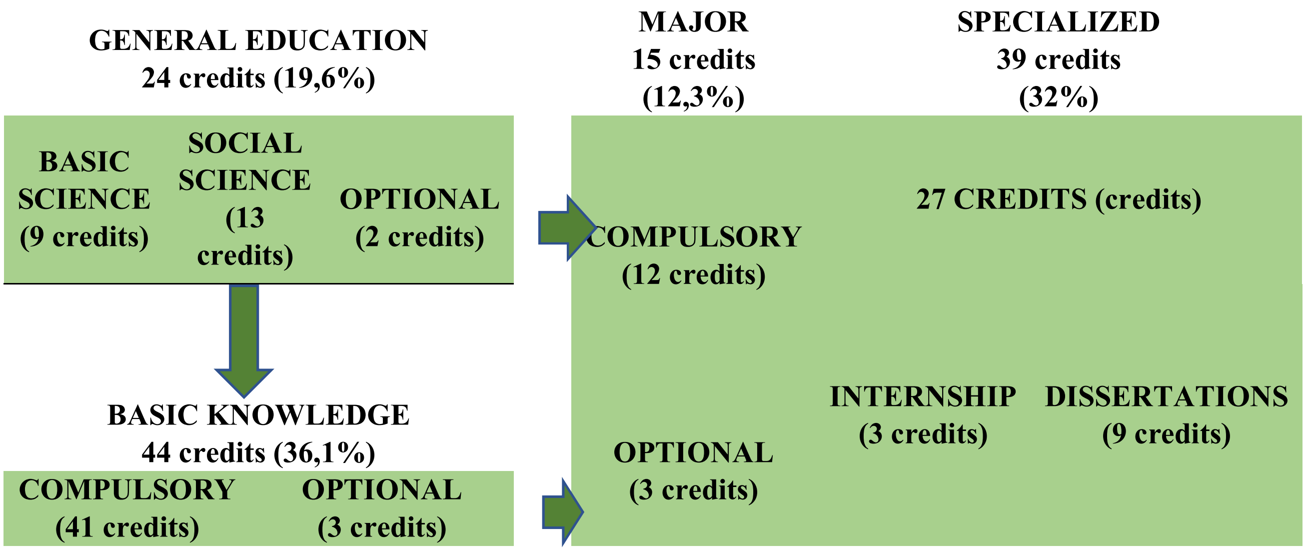
Criteria 3.3: The curriculum is logically structured, sequenced, integrated and up-to-date.

In building the curriculum structure, the proportion of general, primary and specialized knowledge in the training program are greatly influenced by way of enrollment and the division of major of the University. Specifically, for many years (starting from the 2014-2015 school year), BUH advocated general admission for the economics, business and management sectors, without majoring right from the start as some other universities. Therefore, students majoring in economics and business management, including international economics major, studied together for the first 03 semesters of general and basic subjects (about 20 modules, with nearly 60 credits); from the fourth semester, the students came to their major. That is why the percentage of subjects in the fundamental knowledge in the curriculum was relatively high, compared to other universities. *[03.03.01 – Structure of the curriculum].*

By the 2017-2018 school year, the University enrollment policy changed significantly (no more general admissions for the whole university, but separate admissions and sub-specialties right at the beginning of enrollment). For that reason, along with the limitations of the old curriculum (version 1), the IEF has revised the curriculum (version 2) to accommodate the change.

Along with the development of the University towards the goal of integrating and standardizing training activities and complying with the University's regulations on reviewing and editing training programs every 02 years, the Faculty conducts a survey and a meeting to edit and complete the training program version 3 (2020). Figure 3.1 shows the structure of the curriculum in 2020.

Figure 3. 1. Structure of training program in 2020



(Source: The curriculum for International Economics according to Decision No. 1997/QD-ĐHNH dated October 16, 2020)

When comparing the curriculum for International Economics major through the periods from the 2014-2015 school year to the 2020-2021 school year, it is possible to notice changes and updates in the structure of the training program as shown in Table 3.2 below:

Table 3. 3. Structure of training program through periods

CRITERIA	2014		2018		2020	
	CREDITS	%	CREDITS	%	CREDITS	%
1. Total credits						
2. Knowledge						
• General education	55	42,6	25	19,4	24	19,6
• Major base	21	16.3	51	39,5	44	36,1
• Major and Specialization	53	41,1	53	41,1	54	44,3
Total	**129**	**100**	**129**	**100**	**122**	**100**
3. Compulsory and optional knowledge						
• **General education**						
- Compulsory	50	38,8	23	17,8	22	18
- Optional	5	3,9	2	1,6	2	1,6
• **Major base**						
- Compulsory	21	16,3	48	37,2	41	33,6
- Optional	0	0	3	2,3	3	2,5
• **Major and Specialization**						

- Compulsory	47	36,4	41	31,8	36	29,5
- Optional	6	4,6	12	9.3	18	14,8
Total	**129**	**100**	**129**	**100**	**122**	**100**

(Source: A curriculum for the period from 2014 to 2020)

Data in Table 3.2 shows that the structure of the training program version 2 (in 2018) and version 3 (in 2020) did not change too much. However, compared to version 1 (in 2014), there is a significant difference in version 2 and 3. The changes are that the proportion of general education sharply reduces while there is an increase basic knowledge of major subjects. The proportion of specialized knowledge is almost unchanged in all 03 versions of the curriculum. To create the flexibility and diversity for students when choosing supplementary subjects, the number of optional courses in version 3 is more than in versions 1 and 2.

The subjects in the curriculum are designed by the Faculty in a reasonable sequence, with cohesion between subjects. The number of credits is distributed relatively evenly by semesters, ensuring feasibility in terms of time *[03.03.02 Order of subjects in the curriculum]*

In summary, from 2014-2015 to 2020-2021 school year, the training program specializing in international economics major has undergone two adjustments of the curriculum. The structure and content of the training program are up-to-date, objective, and subjective. According to a PDCA process, the Faculty have followed this process, including all P - Plan steps; D – Do; C - Check; A - Act.

However, the results show that the Faculty has the proper awareness of building and adjusting the learning outcomes and curriculum. The training program in the later stage are improved and more complete than the previous periods.

In addition, the design of optional subjects is to create the most favorable conditions for students to choose their favorite subjects, which can promote their knowledge and skills. Other knowledge rather than international economics may assist students in choosing their career as well as in meeting the diverse needs of employers.

STANDARD 4 - TEACHING AND LEARNING APPROACH

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

Before 2020, although there was no clear written statement of educational philosophy, learning activities were carried out on the principle of student-centeredness. Still, they ensured the Faculty's training goals: "Students graduates of international economics major have mastered the modern basic knowledge of economics in general, in-depth knowledge of international economics in particular, have good qualities, and are capable of effective research and application in the context of international integration." Since then, the PLOs have been built according to the motto of the Faculty, which is that the graduates of the IEF are comprehensively aligned with the goals of the training program and contribute to achieving the mission of the Faculty/University.

In 2020, the Faculty officially discussed and agreed to build its educational philosophy. Specifically*, "Comprehensive - liberal - practical education"* is based on the mission and vision of the University.

Comprehensive education build a training environment that balances theory and practice, attitudes, skills, and knowledge. Comprehensive education is demonstrated through the curriculum and each teaching area of each subject. Firstly, from an overview perspective of the training program, the International Economics program is built, including the general knowledge, the basic knowledge, and the specialized knowledge. The general knowledge includes foundation subjects to equip students with essential knowledge and skills in economics - politics - culture - national defense - physical training, sports - foreign languages. The general knowledge also contributes to the continuation of the knowledge from the high school level (Advanced Mathematics, General Law, Scientific Research Methods) so that the students can catch up to the university level and prepare for students to participate more deeply in the basic subjects and major later. For the basic knowledge of economics, the curriculum is diversified in including foundational modules such as Microeconomics, Macroeconomics, Management, Marketing Principles, Business Law, International Economics, Financial Theory, and Corporate Finance. Various economics fundamentals train students to think systematically about common issues and how the economy works. For specialized modules, the comprehensive training philosophy is reflected in five international business and economic modules including International Finance, International Investment, Applied econometrics in economics, International Trade Policy, and International Business. These modules enhance students's thinking of finance, economic policy, and enterprises. Secondly, the lecturer combines a variety of teaching methods from theoretical lectures, students group discussion, direct discussion with lecturers to real situation lectures. Students can access learning materials through the standard library system. In addition, lecturers always create online groups to enhance exchange amongs students and lecturers. Students can join clubs to promote their skills for extracurricular activities. Some student clubs at the Faculty can be named as International Business and Economics Club (IBEC) and International English Club (IEC), International Chess Club (ICC). Extracurricular events are also regularly organized to comprehensively practice knowledge, skills, and attitudes (tours to multinational companies, transportation companies, seaports, tournaments, and intra- and inter-school sports competitions).

Liberal education is a teaching and assessing method that focuses on training open and systematic thinking. The curriculum provides a broad fundamental knowledge, highly adaptive skills, and the ability to perceive values ethically and socially. Overall, the curriculum provides learners with many options in macro-thinking at the level of international economic policy contributions (for example, courses in Macroeconomics, International Economics, International Trade Policy, International Finance), to micro-thinking at the administrative level of businesses involved in international trade (subjects include International Business, International Business Strategy, Foreign Trade Operations). At every stages in the curriculum (general knowledge, basic knowledge, and specialized knowledge), students can select different courses according to their career orientation, personal interests, and the need to expand knowledge. More specifically, in the general course and the foundational subjects of politics, mathematics, statistics, and law, International Economics students can choose other diverse subjects such as Vietnamese cultural foundations, Psychology, Logic, and Mathematical models in economics. In addition, students have course options in the foundation course, including History of Economic Thought, Development Economics, and Public Economics. In the specialized module, optional subjects are divided into specialized orientations, including Management and policy analysis, and International trade and governance orientation. With the diversity, thoughtfulness, and improvement in the design of training programs, graduates of the IEF are always equipped with an open mind, liberated from a solid knowledge base, and can participate in diverse economic and business activities.

On the narrow side, each subject provides open topics for students to discuss and give presentations. Learners' assessment is also diverse and liberal, such as periodical and final exams with diverse forms of multiple-choice questions, thinking questions and practice exercises, essays, group discussions, and presentations.

Practical education is the program and teaching method associated with the practice, consistent with the application orientation of the University. The curriculum focuses on a balanced ratio between theoretical and practical training in the whole program and each module. Practical training is organized in the following forms: Practical simulation of each subject (typical example: a laboratory simulating logistics work of a service company in the subject of

Foreign Trade Operations); Visiting/learning during the learning process; Graduation internship at the end of the course; Orientation and career skills exchange (welcome sessions for first-year students and career orientation exchanges for students after one year of general education); Organizing extracurricular visits to multinational companies (multinational company corporate tours including Yakult, Heneiken, Tân Cảng); Organize extracurricular events to learn about the cultures and habits of other countries (for example, the program of cultural festivals of ASEAN+ countries, the training program to take pictures with experts).

The Faculty's educational philosophy has been disseminated to learners, lecturers and service staff, and administrators to understand and pursue through websites, boards, and orientations. *[04.01.01 Dossier of building and announcing the educational philosophy of Faculty]*

Criteria 4.2: Teaching and learning activities are built on the principle of "directed compatibility" to ensure PLOs

Since applying the educational approach towards achieving the learning outcomes, teaching and learning activities at the Faculty have been designed according to the principle of "directed compatibility" with the learning outcomes of each module *[04.02.01 training program] 2014, the revised curriculum in 2018 and teaching and learning activities].* In general, the teaching and learning activities of the Faculty have been appropriately designed to achieve the PLOs. Table 4.2 shows that lecturers diversely design the Faculty's teaching and learning methods to help students achieve the output standards of the International Economics major.

Table 4. 1. The relationship between teaching and learning methods, assessment methods, and PLOs

PLOs	Teaching and learning method	Corresponding subject	Evaluation methods
PLO1: Ability to apply basic knowledge of natural and social sciences in the field of economics	Explaining Discussion groups Brainstorm Q&A Direction Review	Microeconomics Macroeconomic Scientific Research Methods International Economics Development Economics Public Economics	Group homework Research proposal Personal check Quiz Essay
PLO2: Ability to think critically	Discuss Group exercise + presentation Discuss the situation	Microeconomics Macroeconomic Scientific research methods Applied Econometrics for International Economics International Economics Development Economics Emerging Market Economies	Group homework Research proposal Quiz Essay
PLO3: Ability to organize, work in teams and communicate effectively in the international	Practice Discuss the situation Problem-solving	International Economics International Business Strategy International Logistics	Group homework Research proposal Quiz Essay

business environment			
PLO4: Ability to study further and do research as lifelong learners	Practice Case studies	Microeconomics Macroeconomic Scientific Research Methods	Group homework Research proposal Quiz Essay exam Essay
PLO5: Being able to comply with the law, professional ethics, and becoming a responsible citizen	Lecture Discuss Training	Introduction to International Economics International Project management Internship Dissertations	Practice report Internship report Essay Dissertations
PLO6: Ability to apply general and specialized knowledge to solve problems in the field of international economics	Practice Discuss the situation	Applied Econometrics for International Economics Introduction to International Economics Development Economics International Finance International Investment International Trade Policy	Group homework Quiz Essay
PLO7: Ability to take part in research projects to develop measures for issues of international economics	Practice Discuss the situation	Applied Econometrics for International Economics International Finance International Investment International Trade Policy	Group homework Research proposal Quiz Essay
PLO8: Ability to identify, respond and adapt to changes in the international economics sector	Practice Discuss the situation	Applied Econometrics for International Economics International Finance International Investment International Trade Policy	Group homework Quiz Essay

(Source: International Economics training program and course outline)

Firstly, following to the PLOs of International Economics, corresponding modules were identified and added in the curriculum. Depending on of each module, teaching and learning activities are designed to ensure compatibility with their CLOs and thereby contribute to the PLOs. Department and lecturers are responsible for designing teaching and learning activities in the detailed course syllabus. Most teaching and learning activities reflect the compatibility with the achievement of the CLOs and the PLOs. Table 4.3 describes an example of the compatibility of the PLOs, the CLOs of International Trade Policy (under the specialized), Teaching and Learning Design, and Assessment Methods. A more specific example with the key value is

"Ability to participate in building and developing application solutions in International Economics." Therefore, the lecturers design teaching activities of this module basing on the actual commercial dispute situations of enterprises (dumping and imposition of anti-dumping duties, export subsidies, and countervailing duties). Students are divided into a group, collect data and build a system of arguments to support the trade policy positions that businesses are pursuing.

The teaching and learning activities of the International Economics training program ***are diverse and flexible***, ranging from lectures, documents, presentations, group discussions, translation of policy documents and research papers, and debate of real situations which help students achieve the CLOs. In each subject, students must perform various classroom activities (speaking, homework, presentation, assessment of other students, and self-assessment) and self-study. Traditional methods such as lectures will help students understand the primary content of specialized theoretical and conceptual foundations. In addition, lecturers also apply modern methods such as requiring students to read study materials in advance; in class, students must discuss in groups, present and answer questions. To meet the applied skills, students are required to participate in role-playing, solving real-life profile simulation situations, and performing exercises in the practical machine room. In addition, lecturers also interact indirectly with students through school emails, forums such as social networks (Facebook, Zalo) and provide students with readings from prestigious magazines or links to teaching clips. *[04.02.02: Pictures of primary course teaching and learning activities]*

Table 4. 2. Course design of International Trade Policy to meet the PLOs

PLOs	**CLOs**	**Teaching and Learning methods**	**Evaluation methods**
PLO6: Ability to apply background and in-depth knowledge to solve professional problems in International Economics	CLO1: Role analysis, classification of policy groups, and international trade policy tools.	Lecture, Reading documents, Group discussions, Individual exercises	Homework (diligence), Midterm writing test
	CLO2: Explain and practice international trade practice exercises associated with the theoretical basis learned.	Lecture, Individual exercises, Personal exercises	Homework (diligence), Midterm writing test
	CLO3: Outlining, classifying, and illustrating the corresponding theoretical basis for sample situations to solve and implement case exercises related to international trade policy, indicating the theoretical basis and illustrating the current status of the international trade policies of Vietnam.	Lecture, Reading documents, Group discussions, Individual exercises	Group presentation, Final writing test
PLO7: Ability to participate in building	CLO4: Debate issues of development context	Lecture, Reading documents, Group	Group presentation,

and developing application solutions in International Economics	and international trade policy associated with that context; analyze and infer policy scenarios and outcomes.	discussion, Grouping according to subjects arguing a commercial dispute	Midterm writing test, Final writing test
PLO8: The ability to recognize, grasp, and adapt to changing trends in International Economics	CLO5: Contrast theory to practice calculating, measuring, and considering a specific policy situation in the past or the application.	Lecture, Reading, Presentation/Group Essay	Group essay, Final writing test

(Source: Syllabus of International Trade Policy)

Second, learners are guided and supported to have easy and complete access to teaching and learning activities at the Faculty right from the first days of the course. Routine activities are organized from the University to the faculty level. These activities are held annually at the beginning of each semester to help students access the curriculum and teaching activities at the Faculty. At the University level, a meeting program between the Board of Directors and Faculty representatives and students is held periodically during the school's first month. Every year, the Faculty organizes welcome and orientation sessions for first-year students to introduce the curriculum as well as to orient students on the knowledge and skills that students need to be prepared to cultivate in order to have a good approach to the curriculum for their years at the University. Academic advising activities are regularly maintained twice/semester (at the beginning and the end of the semester). The content related to teaching and learning is discussed with the students to help them fully take the initiative in the study plan and grasp the requirements. As a result, students can design their appropriate learning schedule. In addition, right at the end of the general course, an introductory course is provided for all students, introducing them the objectives, learning orientations for coming school-years.

Third, the teaching activities of the lecturers are closely supervised by the Faculty Council and the Department. Via academic activites such as meetings and group discussions, lecturers can exchange and share their experiences on selecting teaching and learning activities to meet the orientation compatibility with the PLOs. The teaching activities are assessed via student surveys and feedback by the Dean's Council to improve teaching quality. Faculty members are always encouraged to use various teaching methods to help students learn actively and creatively. Student's participation is regularly assessed during one course and this will encourage students to think independently as well as to promote teamwork skills, and presentation skills. Understanding the importance of assessment methods throughout the learning process, the training program specializing in International Economics continuously updates the syllabus and assessment methods. For example, most of the subjects in the period 2014-2017 were designed with assessment methods with the proportion of 30% of the course score and 70% of the final exam score. However, in 2018-present, the proportion is increased to 50% to assess student effort and progress more closely.

Fourth, students' learning activities are expanded in many different forms, not only encapsulated in classroom sessions. Students can exchange knowledge by participating in academic clubs, competitions, and professional skills within and outside the Faculty.

Students are *encouraged to participate in extracurricular activities to achieve the learning outcomes* focusing on the skills in curriculum. Firstly, the University and Faculty organize scientific research activities such as research projects or professional seminars to support students to improve their professional skills as collecting and processing information skills, presentation skill, pursuasing skill. Secondly, students can participate in academic competitions such as School-level Scientific Research Project, Youth Union level, BUH young logistics talents, which are organized to create opportunities to promote their research skills, organizational skills, and teamwork. Third, students are also join clubs such as life skills, sports, and English to achieve the allotted achievement of communication skills and foreign language proficiency suitable for international working environments. *[04.02.03: Pictures of extracurricular teaching and learning activities]*

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

Life-long learning is an active process that continuously develops learners' knowledge and skills after receiving formal education, both in breadth and depth. Along with the change, strong development of science, technology, and new knowledge, learning is not limited to fixed places and time frames such as schools or workplaces. However, it has expanded into a continuum through interactions with the environment and society. Therefore, the IEF identifies learning in the new era as a lifelong activity.

Students are trained to ensure lifelong learning through ***self-study and self-research***, foreign languages, and internship programs.

First, to help students form their self-study and self-research ability: The University and Faculty regularly organize workshops on self-study and research skills, organized in extracurricular activities to help students improve their ability to study and research independently. Moreover, the training program with the implementation of a credit training system promotes students to actively plan appropriate study plans while the e-learning online training system trains students with self-study skills and self-directed learning. Scientific research activities that help students practice problem identification, search documents, access to multi-source information, use references, and write reports. This also contributes students to have the correct orientation for lifelong learning.

In addition, the necessary tool to support this self-study process ***is English*** which is the common language used in learning and researching. Therefore, to improve English skills, students are encouraged to participate in English extracurricular activities at English clubs. The English club was established by students of the IEF. It hosts special activities with community activities to improve foreign language skills for the students of faculty and the whole university. During the learning process, learning materials in English are provided to students and this supports the self-study process to access international documents after finishing the program. English proficiency demonstrated through English certificates is also a prerequisite for university graduates.

Besides that, to promote future learning, students are encouraged and required to participate in internship programs which supply students a view in real work. Extra activities such as visiting enterprises and practicing operations at international shipping ports are organized to help students expand their knowledge and understanding of actual work. These activities will motivate students to upgrade their knowledge regularly, and they can use them in life long after graduation. *[04.03.01: Skills and critical thinking activities that support lifelong learning goals]*

After graduation, students can choose whether to work or to take part in a training program at enterprises. In addition, students can choose a relevent master program at any universities.

STANDARD 5 – STUDENT TESTING AND ASSESSMENT

Criterion 5.1. The student assessment is constructively aligned to the achievement of the PLOs

In order to ensure students achieve PLOs of International Economics major, assessment forms are used consistently and continosly throughout the curriculum, including entrance examinations, level diagnostic assessment, course attendance assessment, end-of-course assessment, graduation internship assessment and graduation thesis assessment.

First, about enrollment, students must participate in enrollment according to regulations of MoET and submit an application at the University for admission. Each academic year, the University has a specific enrollment plan. The University has a clear regulation related to enrollment for students nationwide. The University accepts International Economics major students based on 3 channels: (i) Priority admission (according to MoET's regulations); (ii) admission based on the results of the national high school examination and (iii) based on the results of competency assessment examination organized by Viet Nam National University of Ho Chi Minh City. For the method based on the results of the national high school exam, the admission of the Economics - Business group (including International Economics major) of the University is based on the scores of groups of the subjects: A00 (Math, Physics, Chemistry), A01 (Math, Physics, English), D01 (Math, Literature, English), D07 (Math, Chemistry, English). The admission score is the total scores of three subjects in each group plus the candidate's priority score (if any) according to MoET regulations.

The principle of admission is to take the admission score from high to low until the enrollment quota is met. Table 5.1 shows that the admission criteria of the A00 combination of subjects to the International Economics major of the University have increased gradually over the years. Compared to the International Economics major entrance exam scores of the Ho Chi Minh City University of Economics and Law and the Diplomatic Academy, although the school's standard scores are lower, in general the difference is not too big. *[05.01.01: Entrance Admission]*

Table 5. 1. Admission basic score for International Economics major (A00 combination)

School year	Admission basic score		
	BUH	UEL	DAV
2015-2016	21.75	25.5	24.00
2016-2017	20.5	24.50	24.25
2017-2018	22.75	27.25	26.25
2018-2019	20.60	23.60	22.90
2019-2020	22.80	25.70	24.85
2020-2021	25.54	27.45	26.70

(Source: Summary from the Training Department)

With diagnostic assessment, the school applies this assessment to foreign language and computer literacy, essential skills that support students' learning throughout the training process. *[05.01.02: Foreign language, computer entrance assessment]*

During the training: The curriculum of international economics major has 122 credits with 42 modules. For each module, students are assessed through two forms: assessment of the learning process (including assessment activities such as mid-term tests, participation in class lessons with many different assessment methods) and assessment at the end of the course. *[05.01.03: curriculum program description schema International Economics major]*

According to the general regulations of the University, the assessment of the learning process accounts for 50% of the course score and the assessment at the end of the course accounts for 50% of the course score. *[05.01.04: Academic regulations on organization of training, examination and recognition of graduation under the credit system]*

Table 5.2 has shown that the assessment methods of International Economics major subjects are designed in a variety of ways corresponding to the PLOs allotted for the subjects to aim at improving student capacity. In addition, many assessment methods have been put into use, such as individual tests, multiple-choice exams (microeconomics, macroeconomics), implementation of SR outlines (SR Methods), practical internships and group reports (Introduction to International Economics major). The question bank for the end-of-term multiple-choice exam of the subjects (Macroeconomics, International Finance, International Economics…) is built on a 4-level scale, with level 1 knowing, level 2 understanding, level 3 applying and analyzing and level 4: synthesizing and evaluating. *[05.01.05: Sample of assessment methods]*. Each subject uses different assessment methods that are compatible with the outcomes allocated to that subject. For example, the International Business module is allocated 3 program-level outcomes: PLO6, PLO7 and PLO8. The course has built 3 CLOs for the course, namely CLO1, CLO2, and CLO3, respectively, corresponding to the 3 PLOs allocated to the course. To evaluate the three CLOs, the module uses different assessment methods such as individual exercises, multiple-choice questions, essays, and case studies (Table 5.2)

Table 5. 2. Assessment methods used in the International Business module

Assessment elements	**Assessment method and percentage (%) in subject score**	**Percentage (%) of outcome score by each assessment method**			**Percentage (%) of outcome points in subject scores**		
		CLO1 (PLO7)	CLO2 (PLO7)	CLO3 (PLO8)	CLO1 (PLO6)	CLO2 (PLO7)	CLO3 (PLO8)
Midterm assessment	Diligence (**10%**)	30	30	40	10	q	
	Individual assignments in 7 lessons **(20%)** Examine the analysis of opportunities and risks from the context of the international business environment as well as apply knowledge to identify international business strategies appropriate to the environmental context. Individual assignments are built as a real-life case exercise on a 10-point scale with a specific score for each question.		50	50			30
	Midterm test on sixth lession **(20%)** Multiple – choice questions, essay questions and case study.	25	50	25	5	10	
Final assessm	A2.1 Final written exam	25	50	25	15	20	

ent	after studying **(50%)** Case study						
TOTAL					**30**	**40**	**30**

(Source: International Business course outline –– Curriculum 2020)

Of the above three PLOs, PLO7 is the most important one because of the ability to participate in building and developing application solutions in the field of international economics is the main goal of the course. Therefore, the PLO7 accounts for the highest proportion in the subject scores. For PLO8, the module uses individual exercises through 7 lessons as assessment method to test the proficiency in professional skills in international business activities of multinational companies. The individual assignment is built as a real-life situation exercise on a 10-point scale with a specific score for each question. The PLO6, PLO7 and PLO8 are assessed through the midterm exam and the final written exam. The mid-term and final written exams are also on a 10-point scale while multiple-choice questions, essay questions and case studies are assement methods. For PLO6, the module uses the essay method in the midterm exam and the multiple-choice method in the final exam to assess the ability to identify and analyze differences in the international business environment. For PLO7, the module uses multiple-choice methods and case studies in both the midterm exam and the final exam to test the ability to relate to each other and apply international business knowledge to specific situations in the operations of multinational companies. For PLO8, to assess the ability to recognize, grasp and adapt to changing trends in the field of international business, the module uses case study methods both midterm exam and final exam.

Thus, different assessment methods are appropriately applied to evaluate the CLOs and PLOs. *[05.01.06: Subject score sheet]*

Graduation stage: The internship report and thesis are also used to assess students if they qualify for graduation or not. The prescribed standards to be achieved before taking part in the Internship course and thesis are clearly published. The internship course and thesis is opened 4 to 5 times per year. *[05.01.07: Graduation assessment]*

All students are required to participate in the Internship module. The internship module is an important course for students to achieve the outcome of professional practice. The evaluation of the Internship module is based on three comments from (i) the internship unit based on the student's internship diary; (ii) The lecturer's guides through the interaction during the internship and when writing the internship report; (iii) The quality of the internship report, which shows the students' ability to apply learned knowledge and promote their professional practice capacity. In 2020, the internship assessment rubric was developed to ensure greater compatibility between the assessment and outcomes. *[05.01.07: Graduation internship assessment sheet]*.

For the thesis, students have the right to choose between doing the thesis and studying alternative subjects which are clearly shown in the curriculum. Thesis or alternative courses are directed to outcomes about students' professional practice capacity. If doing the thesis, students are guided by a lecturer. Students must publicly defense their thesis in front of a group of three-examiners. The thesis is evaluated with clear criteria for instructors, reviewers, and three examiners. *[05.01.03: Curriculum]; [05.01.08: Graduation thesis assessment].*

In addition to completing all modules in the curriculum, students also need to meet the prescribed standards of foreign language/informatics proficiency as well as physical education and defense education announced in the curriculum. English standard is the minimum English level 3/6 according to the 6-level Foreign Language Competency Framework for Vietnam, or have a certificate English only equivalent (IELTS 4.5, TOEFL iBT 45, TOEIC 450, etc…). The physical education module is undertaken by the Department of Physical Training and the University grants a physical education certificate to each qualified student. For the defense education module, the University invites the Viet Nam National University of Ho Chi Minh City Center for Defense and Security Education to teach students right from the beginning of the first year. Based on the written assessment results of the Center, the University issues certificates of completion of the National Defense Education module to students. *[05.01.09: Standards for foreign languages, informatics and special courses].*

Whenever qualified with PLOs, students are ready to graduate. *[05.01.10: Achieving graduation standards]*

Criterion 5.2: Information on testing and evaluation activities is publicly announced and disseminated to students, including: timelines, testing and assessment methods, score distribution ratio, assessment criteria table and scale

For entrance enrollment, all information about annual enrollment is publicly announced to students on the Univesity website. Details of admission criteria, admission criteria, application form and deadline, deadline and method of notification of results are announced. *[05.02.01: Publicly announced entrance admissions]*

First year students are tested for entrance foreign language and computer skills. Information about the test and the test results are publicly available on the University website. *[05.02.01: Testing for computer and foreign language entrance examination publicly announced]*

During the school time, assessment activities of all modules are always publicly announced to students, including::

(i) Time of end-of-course assessment is shown in the course schedule and final exam published by the Training Department at the beginning of each semester on the University website. *[05.02.02: Class and exam schedule announced publicly]*

(ii) Time to conduct the assessment of the learning process, testing and assessment methods; The score distribution ratio of the course assessment and the end-of-course assessment is shown in the course descriptions publicly available on the faculty's website and in the course materials published by the faculty to students when they begin the first period of the term. *[05.02.03: Public forms of assessment activities]*

(iii) The evaluation criteria table and grading scale for the Internship module and the thesis are also made public to students during the student Q&A meeting before the internship and thesis begin. *[05.01.07: Graduation Assessment]; [05.01.08: Graduation thesis]*

(iv) In addition, the ratio of points distribution between the learning process and final exam as well as the grading scale are published in the Regulation of formal university training system which is mentioned in "Student Handbook". *[05.02.04: Student Handbook]*

The University and Faculty use a criteria-based rating scale system as shown in Table 5.3. If the course score is from 4 (for a 10-point scale), the student will achieve the OUTCOMES that each module sets out. Based on the 10-point scale that the Faculty evaluates, the University will automatically convert to a 4-point scale and a letter scale to classify students' academic performance. *[05.01.06: Subject transcripts]*

Table 5. 3. The 10-point scale is converted to a 4-point scale and letters

CLASSIFICATION	SYSTEM SCOPE 10 (first)	SCOPE ONLY (2)	SYSTEM SCOPE 4 (3) = (1)/2.5	EDUCATION (4)
Obtain	9.3 - 10.0	A+	3.7 – 4.0	Excellent
Obtain	8.5 - 9.2	A	3.4 – 3.6	Very good
Obtain	7.8 - 8.4	B+	3.1 – 3.3	Pretty good
Obtain	7.0 - 7.7	B	2.8 – 3.0	Good
Obtain	6.3 - 6.9	C+	2.5 – 2.7	Fairly good

Obtain	5.5 - 6.2	C	2.2 – 2.4	Average
Obtain	4.8 - 5.4	D+	1.9 – 2.1	Below average
Obtain	4.0 - 4.7	D	1.6 – 1.8	Weak
Not achieved	Below 4.0	F	Below 1.6	Poor

(Source: Regulation on formal university training according to the credit system (2018 – p.16-17)

Criterion 5.3: Methods of examination and assessment, including assessment criteria table and scoring scale, are used to ensure that assessment activities have validity, reliability and fairness.

In order to help assess the validity, reliability and fairness of the assessment activities of the modules, the students' scores in the modules are statistically and classified. The statistics and grades provide valuable information on the effectiveness of teaching and student support to the University and the Faculty. *[05.03.01: Course score statistics]*

Previously, each lecturer made his own questions for final exam. There were many lecturers in charge of the same module, so the assessment methods may be different. The Univesity has developed a test bank for each modules since 2012 and this has been documented to ensure the fairness. Since 2017, the assessment method basing on the question test bank with the classification of questions according to the levels of outcomes has been implemented and applied. The tructure of test bank is built to ensure the assessment of the CLOs. In order to further increase the validity, reliability and fairness of this method, the test bank is checked and re-evaluated by two evaluation boards at faculty and University levels. The construction, management and use of the test bank create favorable conditions, ensure objectivity and science, improve the quality of exam activities, check and evaluate students' learning results. At the same time, the test bank promotes professional activities of teaching units, and improving training efficiency. The lecturers who are in charge of the same subject, can work in a specialized group to exchange, discuss and issue exam questions. Such exchange and discussion process help lecturers to hone and learn more professional knowledge, improve pedagogical skills and SR abilities. In addition, teachers are also more responsible for the subjects they are assigned to teach and the exam questions they have built.

In particular, the test bank and the question test bank have clearly divided the questions according to the levels of outcomes. The questions closely follow the teaching content, course outline, and training program that help students learn and review the lessions. Practice shows that, when students have to learn a large amount of knowledge and the subjects are spread out, students will not absorb deep knowledge. Students becomes superficial, even feeling depressed because there is no clear direction in learning. If this happens, students will easily give up, thereby reducing the quality of the training process.

From 2014, computer-based multiple-choice exams were implemented in some modules to further ensure objectivity and fairness. *[05.03.02: Assessment method according to Exam Bank]*; *[05.03.03: Assessment method by computer-based exam]*; *[05.03.04: Assessment method according to the Exam Question Bank]*

In 2018, board evaluation criteria and scale under the rubric for a number of assessments like essays/projects, group assignment as well as the Internship module, and thesis was also built to further improve the reliability and fairness of the assessment. *[05.03.05: Rubric for Evaluation Methods]*

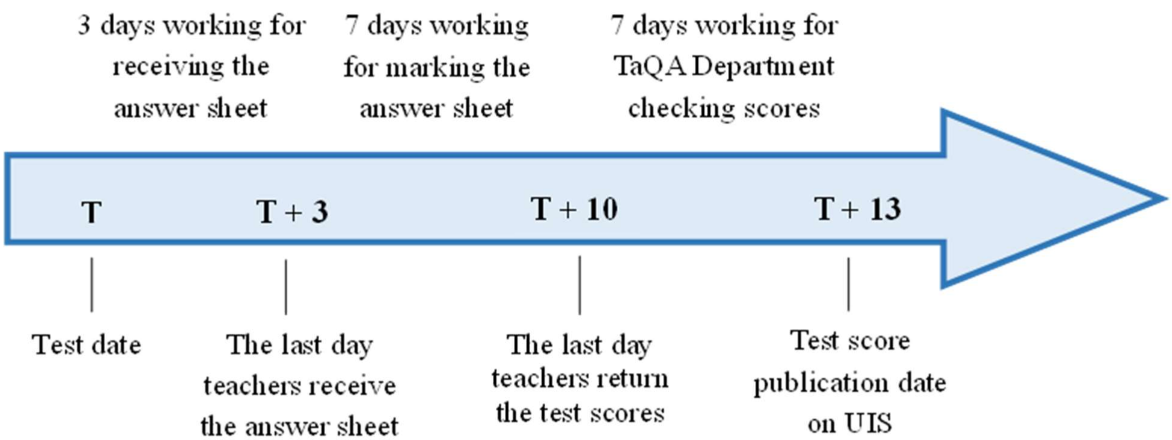
Criterion 5.4: Feedback on test results is sent on time and helps to improve learning quality

The results from testing and assessing are generally feedbacked on time to students. According to the general regulations of the University, all modules of the training program have an assessment of the learning process (50%) and an assessment of the end of the course (50%) *[05.01.04: Regulations on credit-based training: score ratio component in the course score].*

For the assessment of the learning process, depending on the assessment methods, the time for lecturers to respond to the evaluation results is different. For example, if a student presents a report, a project, or a short class assignment, the lecturers will respond to the assessment results immediately after the assessment. If the evaluation is of all paper-based tests as the midterm examination, the lecturers will announce the student's assessment score at the latest at the end of the course according to the regulations *[05.01.04: Regulations on credit-based training: time to announce the learning process score], [05.02.02: Forms of publicity of evaluation activities]*

For the end-of-course assessment, the University has issued a regulation on organizing the end-of-course exam which clearly outlines the grading process and timely announcement of scores, examination day, etc with the timelines shown in Figure 5.1 *[05.03.05: Regulations on organization of the end-of-course exam]*

Figure 5. 1. Timeline in grading process and announcing grades for students



(Source: Compiled from the regulations on organization of the end-of-course exam)

The time to mark and submit the test scores of the lecturers is also reminded on the test bag and is tracked by the log book of receiving and returning the test to the Laboratory for Testing & Quality Assurance (QA). *[05.04.01: Evaluation form response time reminders]*

After checking the scores, the Department of Testing and Quality Assurance will notify the student's account destination immediately by the student's score tracking software system. *[05.04.02: Student Score Tracking System]*

The entire grading process and score announcement mentioned above are published on the website of the Department of Testing and Quality Assurance for easy access by students. Regulations may also represent guidelines for students to retake and improve their grades. *[05.04.03: Regulations on responding to publicly available assessment results,* http://phongktdbcl.buh.edu.vn/quy-che/quy-che-khao-thi.html*], [05.01.04: Regulations on credit-based training: A guide to re-learning and improving grades].*

Criterion 5.5: A reasonable complaint process about test and assessment results for students to access easily

The University has a process for students to complain about test and assessment results. It is shown in Article 25. Complaint, review and correction of grades of the Regulation on formal university training under the credit system No. 2181/QD-ĐHNH dated October 4, 2019; Decision No. 1578/QD-QDNH dated August 9, 2017 on promulgating the process of reviewing the final exam; The process of reviewing the final exam scores of the module No. KTDB-QT/15 and Decision No. 1075/QD-QDNH dated May 8, 2019 on the promulgation of the Regulation on score management on the Training Management Software System. *[05.05.01: Process of reviewing final exam scores]*

For the score assessment, the process scores are shown in Article 6. Regulations on entering process scores of Decision No. 1075/QD-QDNH dated May 8, 2019 and Article 25. Complaints, review and correction of grades Decision No. 2181/QD-ĐHNH dated October 4, 2019. The progress score is given by the lecturer in charge of the class, who is responsible for notifying, receiving and responding to complaints, and entering the scores into the system no later than 5 working days after the last day of school. After the lecturer in charge of the class publishes the progress score on the training portal http://online.buh.edu.vn, students have 3 days to check and ask questions about the progress score if there are any errors. After the above time, the student no longer has the right to complain about the progress score. *[05.05.02: Regulations on formal university training under the credit system: Regulations on complaints and appeals]*

For the final exam scores, which is shown in Article 25. Complaints, re-examination and correction of scores of Decision No. 2181/QD-ĐHNH dated October 4, 2019 , students must submit an application for re-examination within 10 days from the date of the notice of receipt of the application for re-examination of the Department of Testing and Quality Assurance in order to request a review of the final exam score. In the case of students taking the oral exam, complaints about scores are made directly with the teaching staff (or the Examination Board) right after announcing the exam results at the end of the subject exam.

An application for a review of the final exam is made according to the University's form KTDB-QT/06.01 to facilitate the request for review. The review exam at the end of the course is assigned by the faculty of subject management with two other lecturers. Therefore, the minutes of re-evaluation are also according to the form KTDB-QT/06.02 so that the two lecturers can agree on the grading method, ensuring a quick review process and protecting the interests of students. If the re-evaluation score of the end-of-course exam increases or decreases by 0.5 points or more, the two teachers who mark the review and the two teachers who score the first time are required to agree to sign the minutes of the review. The minutes of re-evaluation of the final exam must be certified by the Head of the unit or an authorized person. After 10 days from the date of receiving the final review exam, the subject management department returns the results to the Department of Testing and Quality Assurance. The Department of Testing and Quality Assurance updates and announces the re-examination results on the training portal and on the students' personal pages (3 days after receiving the review results from the Faculty of Subject Management). *[05.05.03: Procedure for review of final exam scores*: Application, minutes, review exam*]*

Decisions on the issuance of the review process for the end-of-course exam and related samples are published on the website of the Department of Testing and Quality Assurance. Regulations on exam review are also clearly stated in the "Student Handbook" for easy access by students. *[05.05.04 Regulations on review: publicly available, http://phongktdbcl.buh.edu.vn/quy-che/quy-chekhao-thi.html], [05.02.04: Student Handbook: regulations on review].*

STANDARD 6 - LECTURER QUALITY

Criterion 6.1: Develop a plan to develop the teaching staff (succession, promotion, promotion, reassignment, contract termination, retirement) to meet training and research needs and community service

As of December 31, *2020*, the faculty has 29 lecturers *[06.01.01: List of International Economics faculty members; Statistics on age structure, gender and qualifications of International Economics faculty]*. Compare the structure of faculty qualifications of the faculty with the Faculty of Business Administration and Faculty of Economics and Economics as follows:

Table 6. 1. Comparison of the structure of faculty qualifications of International Economics faculty with other faculties

Classify	International Economics Faculty		Business Administration Faculty		Accounting and Auditing Faculty	
	Quantity	Ratio	Quantity	Ratio	Quantity	Ratio
Master	19	66%	18	64%	20	63%
Doctor	9	31%	9	32%	11	34%
Associate Professor	1	3%	1	4%	1	3%
Professor	0	0%	0	0%	0	0%
Total	**29**	**100%**	**28**	**100%**	**32**	**100%**

(Source: Personnel Department)

Based on the development strategy of the university's teaching staff, the faculty develops a plan to develop the teaching staff to meet the needs of teaching, scientific research and community service, including a plan for further teacher training and the faculty's job placement project *[06.01.01: School strategy (2016-2020); The Faculty's human resource development plan: Teacher training plan; Scheme of employment position]*. Sources of teacher development include internal and external. For the permanent teaching staff, the school and faculty have policies to encourage teachers to improve their qualifications. The faculty expects that by 2024, the department's doctoral rate will reach at least 51.2% of the faculty (of which at least 15% have associate professor titles), 100% of qualified lecturers (with pedagogical certificates, computer science and foreign languages according to regulations of the Ministry of Education and Training). Therefore, every year, the faculty registers the need for teacher training with the University, on that basis, the University organizes for teachers to participate in appropriate training courses *[06.01.02: Demand survey report training of teachers of International Economics faculty]*. For external resources, the school also has a policy to attract teachers with high degrees to participate in teaching (recruiting new teachers with PhD degrees or higher and inviting a team of qualified and experienced visiting teachers). *[06.01.03: Human resources policies of the school (financial and remuneration policies): Regulations on internal expenditure, Regulation on early salary increase]*.

For leadership, management and executive positions, according to the job position scheme of the faculty, the faculty is expected to have 10 positions: dean (01), deputy dean (03), department head (03), deputy head of the department (03) and every year the faculty has a succession plan approved by the university. *[06.01.04: Proposals for the Faculty's successor team]*

Criterion 6.2: Teacher/student ratio and workload are measured and monitored to improve teaching, research and community service quality

The University has issued regulations on teachers' working regimes to evaluate the teacher's workload converted to standard and measurable hours *[06.02.01: Regulations on lecturers' working regime],* specifically It can be seen in Table 6.2:

Table 6. 2. Norms of teachers' work performance time

Position	Teaching	SR	Other jobs	Total rating
Head of Department and equivalent	67.5	49	121	237.5
Deputy Head of Department and equivalent	81	58.8	121	260.8
Dean	189	137.2	121	447.2
Associate dean	216	156.8	121	493.8
Head of section	216	156.8	121	493.8
Deputy Head of Department	229.5	166.6	121	517.1
Full-time teacher (not holding a position)	270	196	121	587
Teacher in the first year after completing the internship	135	98	121	354
Trainee teacher	0	196	121	317

(Source: Working regulations of teachers)

To measure and evaluate the workload of teachers to determine the number of teachers needed to meet the needs of the training program, the faculty used the Full-time Equivalent (FTE) index and the percentage teacher/student. For the FTE index for teachers, it is calculated based on the amount of time invested in the program, including time spent on teaching and scientific research. *[06.02.02: Workload statistics including teaching hours and SR of International Economics program teachers]*. To calculate the student's FTE, the faculty is based on the student's learning load *[06.02.03: Statistics of the number of credits registered by the student's academic year]* (Details on how to calculate the FTE of teachers and students are shown in Appendix). Appendix 4.3). Based on the FTE of teachers and students, the ratio of teachers to students over the years is shown in the following table 6.1 *[06.02.04: Teacher/student ratio]*:

Table 6. 3. Teacher/student ratio over the years

School year	Total FTEs of teacher	Total number of FTEs of students	Teacher/student ratio
2015 - 2016	278.49	419	0.66
2016 - 2017	243.73	603	0.40
2017 - 2018	278.71	801	0.35
2018 - 2019	289.91	950	0.31
2019 - 2020	321.38	977	0.33
2020 - 2021		1119	0

(Source: Science and Technology Research Institute For Banking, Personnel Department)

The teacher/student ratio of the International Economics curriculum tends to decrease in the period from the 2015-2016 school year to the 2019-2020 school year. The reason for the decrease in the ratio of teachers/students is that the FTE of students increased during this period (the number of students increased over the years). On the other hand, FTE of GV also tends to increase, but the increase of FTE of GV is lower than that of FTE of students. The teacher/student ratio of the International Economics program is higher than that of the Business Management and Accounting programs and is shown in the following table:

Table 6. 4. Comparison of teacher/student ratio of the International Economics program with other programs over the years

School year	Teachers/students ratio of Accounting program	Teacher/student ratio of International Economics program	Teacher/student ratio of Business Administration program
2015 - 2016	0.20	0.66	0.20
2016 - 2017	0.15	0.40	0.16
2017 - 2018	0.19	0.35	0.15
2018 - 2019	0.19	0.31	0.15
2019 - 2020	0.22	0.33	0.15

(Source: Science and Technology Research Institute For Banking, Personnel Department)

Every year, the faculty makes statistics of the teacher's workload through general reports on teaching, scientific research and other works to serve as a basis for faculty evaluation *[06.02.05: Statistics of evaluation results] Teacher of International Economics]*. In addition, based on faculty resources of the faculty, the faculty adjusts the workload of the lecturers through assigning lecture schedules and registering for scientific research each semester and school year *[06.02.06: Assigning schedules lectures and the annual registration of scientific tasks of the faculty]*.

Criterion 6.3: Recruitment and selection criteria for appointment, assignment and promotion, including standards of ethics and academic freedom are well defined and communicated to stakeholders

About recruitment: The school has a clear recruitment process and criteria for teachers *[06.03.01: Standards, recruitment process]*. Based on the proposal of the faculty's teacher needs, in balance with the general needs, the University will set targets and announce recruitment *[06.03.02: Signing recruitment needs of the faculty; Recruitment Notice]*. Standards for recruiting lecturers include: (i) Qualifications: Master's degree or higher relevant to the field of application, priority given to Doctorate; (ii) Age: no more than 35 for MSc, 45 for PhD and 50 for Assoc. (iii) Have English level 3 (B1) European Framework – CEF or equivalent; (iv) Having a certificate of Informatics meeting the standards of basic information technology skills according to the State's regulations; (v) Having pedagogical capacity and ability to do scientific research and serve the community. Candidate lecturers need to pass an entrance exam or entrance exam in order to be hired. The recruitment notice, which clearly states the recruitment criteria and the form of recruitment, is published on many means such as the school's website and newspaper. *[06.03.03: Recruitment notice; The website of the Personnel Department has posted recruitment information, Emails send relevant information about recruitment to units in the school]*.

About assigning work to teachers: The Faculty is responsible for assigning teaching subjects and teaching schedules to teachers on the basis of ensuring that it is suitable with the expertise and capacity of teachers and sufficient teaching norms for lecturers as prescribed. Lecturers with doctorate degrees are often selected to teach specialized subjects. In addition, lecturers must also participate in compiling the subject outlines they teach, developing the faculty's training programs, guiding students to practice, and making theses to ensure the workload. *[06.03.04: List of faculty's teaching assignments for subjects in the International Economics curriculum; Tasks of teachers (Regulations on working of lecturers)]*. Lecturers are free to choose SR topics to carry out, but must ensure academic integrity during the research process and report the results to the SR Institute. *[06.03.05: BUH Academic Integrity Policy]*

About promotion: The school applies the conditions for upgrading under the guidance of the State Bank. The criteria for consideration for promotion include criteria for training and retraining qualifications: specialized degrees, certificates of pedagogy, certificates of foreign languages, and informatics that meet the requirements of the State's regulations; Standards of professional and professional competence: such as the number of SR works that meet the requirements of each title, the minimum time holding the title is lower *[06.03.06: Standards for upgrading for teachers]*. The criteria for consideration for promotion are disseminated to teachers through the announcement of the Department of Finance and Management. Teachers who meet the criteria will send their documents for consideration or take the exam for promotion. *[06.03.07: Notice on the implementation of the promotion, Email sending relevant information about the promotion to the units in the school]*

About planning and appointment: Every year, the Finance and Banking Department will send a notice on staff planning with planning conditions and standards under the guidance of the State Bank for each key position to the units; units will conduct planning proposals for each location and Personnel Department will summarize and submit to the Board of *Directors* for approval *[06.03.08: Notice of implementation of the planning (2016-2020); Website of Personnel Department, Email to send relevant information about planning to units in the school]* . The planning period is for a 5-year term and there will be an annual adjustment to the planning to match the actual situation. Planning standards include standards of political quality, ethics, practical capacity, reputation, health, development prospects *[06.03.09: Guidelines on planning work of the State Bank]*. Planning is an important step before appointing key positions of the faculty. *[06.03.09: Regulation on appointment of the State Bank]*

Criterion 6.4: Competencies of teachers are well defined and assessed

For newly recruited lecturers: Teachers' competence requirements are determined from the input (recruitment) of lecturers in the recruitment regulations and recruitment notices of the University. Teachers need to have professional competencies, foreign languages, informatics, classroom skills, SR *[06.04.01: Requirements for teachers' competency profiles in recruitment announcements]*.

For current lecturers of the faculty: In addition to the required capacity requirements as prescribed by law, lecturers need to have the capabilities to perform tasks according to the job position *[06.04.02: Circular [06.04.02: Circular No. 36/2014 on standards of teachers; Working regulations of teachers (Chapter II: Tasks of teachers), Project position and job position K. International Economics]*. Lecturers and faculty, based on the competencies they need, propose training and retraining courses to achieve those competencies *[06.04.03: Proposing annual refresher training courses for International Economics Taculty]*

The capacity of the lecturer is assessed through the work results of the lecturer. Once every 6 months (July and January of the following year), teachers self-assess the level of task completion according to the University's *grading assessment regulations [06.04.04: Regulations on assessing the completion of tasks BUH]*. Lecturers need to ensure the norms of teaching, scientific research and a number of other conditions as prescribed such as: (i) the chairperson or secretary of the topic, scheme or project; (ii) First author of journal article or 02 journal articles (ISI, SCOPUS, ISSN); (ii) First author or 02 International Conference Papers (ISBN); (iv) Heads or secretaries of the committees that compile and edit the curriculum and the curriculum to be assessed as having successfully completed the task. *[06.04.05: Results of assessing the level of task completion of International Economics faculty every year]*.

In addition, the school manages the quality of teachers' teaching by attending scheduled hours each semester and collecting student opinions for each class in which the teacher teaches. *[06.04.03: Timetable; Minutes of attendance; Survey results of Faculty's teachers.]*

Criterion 6.5: Training and professional development needs for teachers are identified and appropriate activities are implemented to meet these needs.

Based on the development strategy of the University, every year, Personnel Department surveys the learning needs and improves the qualifications of teachers to issue training and development plans for teachers. *[06.05.01: Training needs survey form of teachers; The annual training and retraining plan of the University; Process of identifying training and retraining needs (criteria).* In addition to the training courses according to the list sent with the annual training demand registration notice, the faculty can propose training courses according to the arising needs *[06.05.02: Statistics of long-term teacher training of the* Faculty of Science and Technology *of Vietnam. school 2016-2020]*. For long-term training needs, teachers often register for domestic and foreign TS courses. In addition, International Economics faculty members also participated in seminars, conferences and short-term training courses such as: "Regional Network Annual Meeting on Combating Poverty (RENPER)"; "Swiss Association for Learning and Teaching Annual Meeting - ASEAN (SALT)"; the course on "Macro prudential policy"; the course on "SeaNZA Central Bank Operations"; Training program for young staff on "Comprehensive and sustainable green economy"; training courses on building and designing training programs to meet output standards organized by the school.

The school always creates conditions and encourages teachers to improve their professional qualifications. The school has a policy of supporting in cash for teachers participating in learning to improve their qualifications such as obtaining certificates and degrees in foreign languages, informatics; support for school fees for training courses raise the level of specialization or to meet the needs of professional work *[06:05:03: Regulation on internal expenses (Allowances improve - Article 10); Proportion of the school budget spent on refresher training 2016-2020]*. Information about training courses of external units or the State Bank sent to teachers is sent to teachers via email. *[06.05.04: Announcement of organization of training courses and professional retraining for teachers and decision-makers sent to school (some samples)]*.

Every year, the university makes statistics on the content, form, and duration of training courses and refresher courses at the request of the State Bank and serves to adjust training activities and develop lecturers to meet the needs of teachers. of the faculty and the school *[06.05.05: Statistics of training and retraining courses for International Economics faculty teachers]*.

Table 6. 5. Statistics of the number of International Economics faculty members participating in the training course

	2016	2017	2018	2019	2020
Short-term	12	8	8	4	1
Long-term	0	2	1	0	1

(Source: Personnel Department)

Criterion 6.6: Performance-based management of trainers (including reward and recognition) is implemented to encourage and support training, SR and community service activities

The work results of teachers are evaluated 6 months and 1 year through the following levels: Self-assessment by teacher, assessment by Dean and by the principal according to the school's regulations *[06.06.01: Regulation on assessing the level of completion into the BUH mission]*. Before promulgating this regulation, all teachers are consulted. In the course of implementation, there are inappropriate points will be conducted to collect opinions to adjust and improve in the next year. *[06.06.02: Notice of collection of comments on regulations on assessing the completion of BUH tasks; Summary of comments on the draft Regulation on assessing the completion of BUH tasks]*

Every 6 months and 1 year, teachers will self-evaluate the results of their work, then the faculty will meet, collect opinions from faculty members, and the leaders will give the evaluation results to each teacher and send them back to them. Personnel Department to submit to the principal for recognition of the assessment results. Teachers will be evaluated on 3 criteria groups: (i) Evaluation of the implementation of general regulations including compliance with regulations, full participation in meetings, seminars, seminars... on request. ; (ii) Performance evaluation including completion of teaching norms, SR and quality of other assigned tasks; (iii) Assess the learning spirit, attitude, style, and skills including attitude, working style, spirit of cooperation with colleagues, sense of responsibility and creativity at work and positive attitude. actively participate in community activities, serving the community. This assessment result is the basis for income distribution and also the basis for the faculty to propose training and professional development needs for teachers *[06.06.03: Evaluation results, classification of International Economics faculty members]*.

Table 6. 6. Statistics of assessment and grading results of teachers of International Economics major

	2016	2017	2018	2019	2020
Excellent completion of the task (Category A)	6	6	15	15	10
Complete the task well (Type B)	12	13	5	8	15
Complete the quest (Type C)	12	9	2	2	0
Failure to complete the quest (Type D)	0	0	5	0	1

(Source: Personnel Department)

Teachers with outstanding achievements in teaching, Scientific Research and other jobs also received commendation titles such as: Grassroots emulation soldier, Banking sector emulation soldier, National emulation soldier. In addition, teachers are also rewarded with awards when they have good achievements in a number of professional works such as awards on SR, guiding SR students or mentoring lecturers... Rewarded teachers will receive an accompanying sum of money. For example, Lecturers are rewarded from VND 5,000,000 to VND 44,000,000 when having international scientific articles in the Scopus, ISI list; Prizes ranging from VND 20,000,000 to VND 40,000,000 for State-level SR projects; reward from 1,000,000 *VND to 2,000,000 VND* for guiding SR students to win prizes *[06.06.04: Statistics of awards/rewards of teachers]*.

Table 6. 7. Statistics on achievements and awards of International Economics faculty members

Emulation/Reward title	Number of teachers receiving awards				
	2016	2017	2018	2019	2020
Grassroots emulation warrior	5	5	3	2	4
Industry-level emulation warrior	1	1	0	0	0
Governor's Commendation	3	0	0	0	0
Certificate of Merit at ministerial,	3	0	0	0	0

branch, provincial, mass organizations, central level					
Principal's Commendation Certificate	0	1	2	3	5

(Source: Personnel Department)

The results of the evaluation, grading or emulation before the official announcement will be sent to the teachers for comments. If there is unsatisfactory, the teacher will give feedback to the Finance Department to explain or adjust. *[06.06.05: Notice of review of annual classification assessment results]*

Criterion 6.7: Types and quantities of research activities of teachers are clearly defined, monitored and compared to improve quality.

The strategy for malaria activities is part of the overall strategy of the University emphasizing the development of malaria activities through improving the research capacity of lecturers, linking research activities with teaching and serving the needs of students. socio-economic development needs *[06.07.01: School strategy on teacher's malaria]* .Types of malaria are specified: (i) By management level and funding source, malaria activities include: international level, national level, ministerial level and grassroots level (school level); (ii) Based on recognized malaria results, malaria activities include: Scientific articles published in foreign scientific journals, Scientific articles published in domestic scientific journals, Scientific articles Studies published in ISI journal, Scientific articles published in Scopus magazine, Books for seminars, Scientific reports at conferences, ... *[06.07.02: Teacher's Scientific Research Regulations]* . SR activities of teachers are supervised by the Institute of SR & Technology. Each semester, teachers must declare the results of their malaria activities with the Institute. The results of teachers' CSR are managed and used by the Institute of SR to evaluate work results, propose rewards for teachers and compare over the years or the proposed SR plan to consider and make improvements in terms of performance. quantity and quality of school's malaria activities *[06.07.02: List of scientific research works, domestic and foreign articles of teachers in the period of 5 years, Commendation in teacher's SR, Table of achievements statistics Teacher's SR is applied in teaching and community service]*

The number of Scientific Research activities of International Economics faculty (as of May 2020) is shown in the following table 6.8:

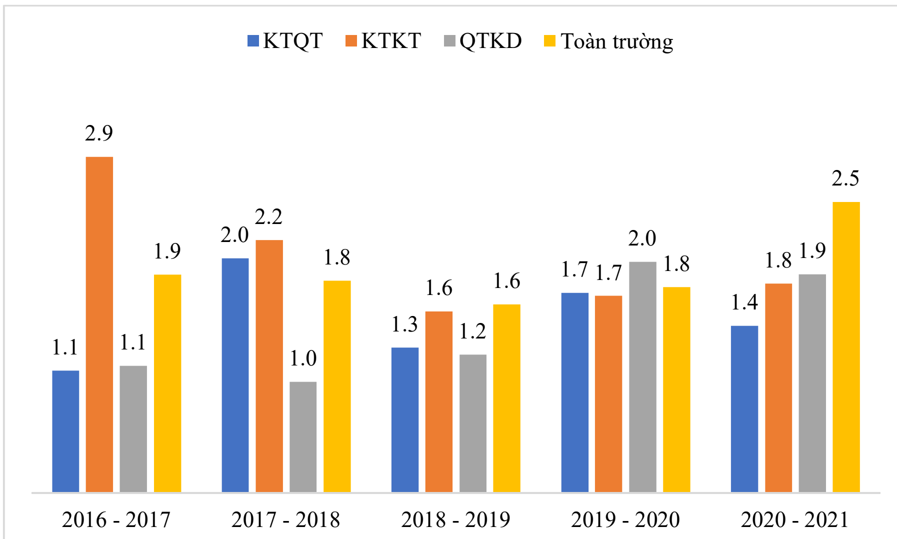
Table 6. 8. Statistics of scientific research activities of International Economics faculty

Year	Scientific publication category						total	Scientific publication/teacher ratio
	Domestic				International level			
	Article	Seminars	Topic Scientific Research	Book	Article	Seminars		
2016 - 2017	8	15	1.06	1	0	8	35	1.06
2017 - 2018	24	26	2.03	3	10	1	65	2.03
2018 - 2019	19	110	1.26	0	7	2	39	1.26
2019	23	18	1.73	1	6	1	52	1.73

Year	Scientific publication category						total	Scientific publication/teach
	Domestic				International level			
- 2020								
2020 - 2021	12	23	1.45	1	5	0	42	1.45

(Source: Science and Technology Research Institute For Banking)

Figure 6. 1. Comparison of the ratio of scientific publications / lecturers of International Economics and other faculties



STANDARD 7 - QUALITY SUPPORT STAFF

Criterion 7.1: The planning of support staff (working in libraries, practice rooms, information technology and other student support units) is implemented to meet training needs, research and community service

The development strategy of staff support is part of the university's organizational and human resource development strategy. Accordingly, the goal of the school is to develop a support team with professional qualifications to meet the needs of the job position, reduce the number and increase work productivity *[07.01.01: School development strategy 2021-2025 on human resource organization]*. The University has issued the regulations on organization and operation of the units under the University, the assignment of support staff duties of each unit and is in the process of finalizing the job placement scheme for support staff, in order to help support staff. the planning of supporting staff is better implemented *[07.01.02: Regulations on organization and operation of supporting units; Assignment table of some support units (IT Management Department, Department of Quality Assurance & Auditing, Library, Center for HTSV, Training Department, Student Affair Department, International Economics Faculty).*

Support staff for International Economics training program are not under the management of the faculty, but belong to different units in the school. Faculty has only 1 support staff under the management of the faculty, that is the department secretary. As of December 31, 2020, the support staff for the training program has 144 people, as shown in Table 7.1. *[07.01.03: List of support staff of International Economics Program]*

Table 7. 1. Statistics of number of support staff of International Economics program

Support officer	Highest degree				Total
	Below Bachelor	Bachelor	Master	PhD	
Library monitor	2	4	7	0	13
Information technology officer	0	5	3	0	8
Administrative officer at the faculty	0	0	1	0	1
Office	20	1	4	1	26
Trainning department	0	7	8	1	16
Admissions and Brand Development Consulting Department	0	2	4	0	6
Department of Testing and Quality Assurance	0	4	6	2	12
Student Button Room	0	1	3	1	5
Financial Accounting	0	3	7	0	10
Property Management Department	12	7	3	0	22
Student support Center	1	7	3	0	11
Banking Science and Technology Research Institute	0	2	5	4	11
Medican	2	0	1	0	3
Total	37	43	55	9	144

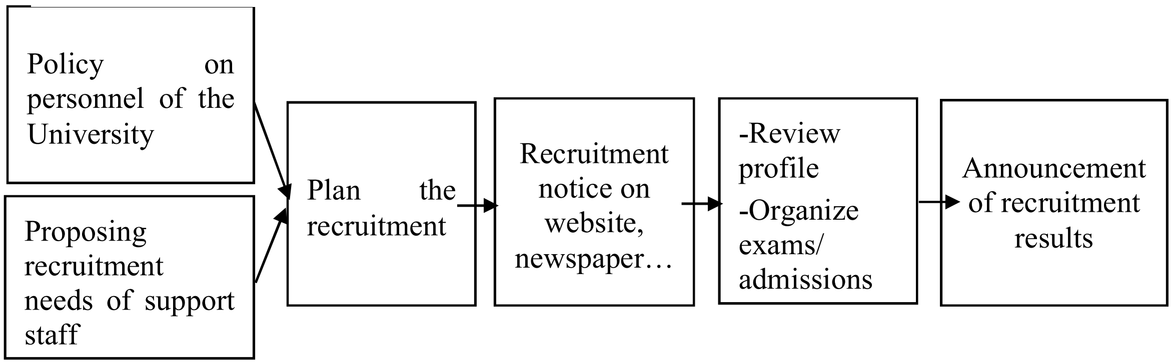
(Nguồn: Phòng TCCB)

Every year, based on the registration of training and retraining needs of the supporting staff, the University conducts training and retraining plans for the professional development of the support staff. On that basis, the University has notices and request forms for supporting staff to participate in periodic professional training sessions according to the policy, because of unexpected needs (new requirements at work) or from personal wishes. *[07.01.03: Regulations on training and fostering cadres and civil servants; Plan for training and fostering support staff; Registration form for training and retraining; Proposal of the unit on training and retraining needs]*

Criterion 7.2: Criteria for recruitment, appointment and promotion are clearly defined and widely disseminated

Regarding recruitment: Criteria for recruitment of support staff are prescribed according to Decision No. 1494/QD-ĐHNH dated July 20, 2016 and are specific and disseminated to stakeholders through recruitment notices. In addition to meeting the prescribed standards, the supporting staff needs to meet the requirements of the job position. For example, for the position of a quality assurance specialist, the requirements for the training major are Measurement and Evaluation of Education, Education Management or Education; The position of specialist, the position of admissions consultant in charge of the website segment will give priority to candidates with experience in programming and website design, knowledgeable about SEO. Units base on the actual situation and the school owner on the school's human resources to propose recruitment needs. In the proposal on recruitment needs, clearly state the number and recruitment criteria suitable for the position to be recruited. *[07.02.01: Recruitment Regulation 1494/QD-ĐHNH; Notice of recruitment of supporting staff; Recruitment process of supporting* *staff; Proposing the need to recruit CBs to support the units]*. The recruitment notices are disseminated to the units and interested parties via email, website posting, newspaper publication. *[07.02.02: Email to send recruitment notices; Website posting recruitment notices, advertising contracts for recruitment information CB support in newspapers, media]*

Figure 7. 1. Recruitment process of supporting staff



Regarding leveling up: The upgrade is carried out under the guidance of the State Bank and the Ministry of Home Affairs. The ranks of administrative support staff from high to low include: Senior Specialist, Main Specialist, Specialist, Officer, Employee. Criteria for promotion include professional standards, working time in the current position and standards of training and retraining (degrees, certificates of foreign languages, informatics and professional refresher courses). services, skills). These criteria are notified to the SUPPORTING STAFF through the announcement of the organization of the evaluation and promotion exams and sent by the Finance Department to the supporting staff via email. *[07.02.02: Regulations on professional standards of civil servants; Notice of organization of examination/examination for promotion]*

Regarding planning and appointment: The appointment of supporting officers is carried out in accordance with regulations of the State Bank. Stemming from the policy on personnel, the requirements of the unit's tasks and the planned support resources, the University will hold meetings to collect opinions and propose personnel to be appointed. Before that, the Personnel expected to be appointed must meet the standards of expertise, experience and training and fostering and a number of other criteria such as age, health, actual capacity and development prospects. develop. *[07.02.03: Regulations on appointment, re-appointment, resignation, dismissal, transfer, secondment; Appointment Decision]*. Planning standards are the premise for implementing the appointment of support staff. This standard is disseminated through notices and instructions on implementation of the plan sent from personnel department. *[07.02.04: Guidelines for the implementation of the SBV's planning; Email sending notice of planning implementation from personnel department]*

Criterion 7.3: Capacity of support staff is well defined and assessed

For the capacity of support staff, when recruited, they need to meet the requirements stated in the recruitment notice. In addition to the general standards of ability to use information technology and foreign languages, support staff need to meet specific requirements for each job position stated in the recruitment proposal *[07.03.01: Topic] export and recruit staff to support a number of units]*.

During the working process, staff capacity is determined based on the requirements of the working position and assigned tasks. If the job position has new requirements, the support staff or the unit leader will propose appropriate training courses. *[07.03.01: Assigning tasks of support staff at a number of units (IT Management Department, Department of Accounting & Quality Assurance, Center for Student Affairs, Library ,...)]*

The capacity of support staff is considered and evaluated through the results of work performance. The leader of the unit is the person who directly records and evaluates monthly, 6-monthly, annually according to the school's regulations on assessment and classification. *[07.03.02: Regulation on assessment and classification of employees, evaluation process, evaluation process. support CB ratings]*.

In addition to evaluating the results of periodic work, the capacity of staff is also evaluated through surveys of units in the university, surveys of students for support work *[07.03.03: Report [07.03.03: Report] room evaluation survey results; Support board from teachers, Report on survey results to evaluate rooms, support board from students]*. In addition, based on the recommendations of AUN-QA during the evaluation of the Banking and Finance program, the University implemented a survey of supportive CBs on the working environment to serve as a basis for improving the working environment including: including policies and regimes for support staff to encourage and motivate support staff *[07.03.04: Report on survey results of support staff on working environment]*

Criterion 7.4: Training and professional development needs for support staff are identified and activities are implemented to meet these needs.

Training and professional development needs for support staff are determined through the annual registration of training and retraining needs. The support staff can register their needs according to the list of annual training courses of the State Bank or can register according to the arising requirements of the job. Based on the registration of training and retraining needs, strategies on training and development of support staff and actual requirements for job positions, the University will issue a training plan. The training and retraining plan is the basis for implementing the annual training and professional development for the support staff. *[07.04.01: Process of training and retraining; Annual training and retraining plan (including budget estimates)]*

For the training course registered under the list of the State Bank, when it comes time to organize the training and retraining course, the Personnel Department will make a decision to send the support staff to study. For additional training courses, the supporting unit will make a report and submit it to the Rector for approval through Personnel Department. After completing the training session, the supporting staff submits a certificate of training and retraining on Personnel Department. *[07.04.02: Decision to appoint support staff to participate in training and retraining; Certificate of professional training]*. Short-term training courses that support staff participate in every year such as: quality assurance and education accreditation; quality management system according to ISO; communication skills, document drafting, planning, task management, time management, analysis, synthesis, report writing; clerical and archival services, library operations, enrollment, accounting, ... Personnel Department is the focal point for making periodical reports on in-house training and fostering of in-house support staff. school. *[07.04.03: Funds for training and fostering support staff every year, List of training courses for support staff in years (2016-2020)]*

Criterion 7.5: Performance management, including reward and recognition, is implemented to promote and support training, research and community service.

The school evaluates the work results of support staff through linking work results with income and rewards. The school promulgates regulations on assessment and classification of task completion as a basis for evaluating the effectiveness of support staff's work *[07.05.01: Regulation on assessing the level of task completion BUH]*. The results of the support staff's work are evaluated according to the following contents: (i) Evaluation of the implementation of general regulations including compliance with regulations, full participation in meetings, seminars, seminars... as required; (ii) Evaluation of work performance, including the completion of the assigned professional workload and the quality of that work; (iii) Assess the learning spirit, attitude, style, and skills including attitude, working style, spirit of cooperation with colleagues, sense of responsibility and creativity at work and positive attitude. actively participate in short-term activities, serving the community *[07.05.02: Evaluation form of teacher's task completion level]*. Before promulgating the regulation, the draft regulation is sent to the support staff via email, the comments by unit are sent to the Personnel Depratment's office to summarize and adjust the draft regulation accordingly. After promulgation, every year during the implementation process, if any points are not appropriate, Personnel Department will be the focal point to synthesize comments and make corrections to ensure suitability for the evaluation of implementation results. the work of the support staff *[07.05.03: Notice of comments on the classification assessment regulation, Summary of comments on the Regulation on assessment and classification]*. Based on the University's Regulations on evaluation of work results, monthly, 6-monthly and 1-yearly, the support staff will self-evaluate the work performance, then the unit leader will evaluate on the basis of their knowledge. consult colleagues. Evaluation results will be forwarded Personnel Department summarizes and submits to the principal for the expected classification assessment results. This result is consulted by everyone before the official announcement of the results *[07.05.04: Results of the Annual Classification Review]*

Table 7. 2. Statistical results of annual classification assessment of supporting staff

	2016	2017	2018	2019	2020
Excellent completion of the task (Category A)	23	13	12	28	31
Complete the task well (Type B)	123	134	133	114	111
Complete the quest (Type C)	9	4	3	1	1
Failure to complete the quest (Type D)	0	0	0	0	0

(Source: Personnel Department)

The support staff with good job evaluation results and some outstanding achievements such as having initiatives, having SR topics applied in work are awarded the title of "Emulation Soldier" 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 enrollment work, quality assurance work, cultural and sports work, ... For each title of emulation and commendation, supporting staff will receive 1 bonus *[07.05.05: Results of annual emulation and commendation of supporting staff]*

Table 7. 3. Statistics of emulation and commendation achievements of supporting staff

Emulation/Reward title	Number of teachers receiving awards				
	2016	2017	2018	2019	2020
Grassroots emulation warrior	20	11	7	6	17
Industry-level emulation warrior	2	0	1	0	0
Governor's Commendation	9	0	1	1	0
Certificate of Merit at ministerial, branch, provincial, mass organizations, central level	9	0	0	0	0
Principal's Commendation Certificate	3	1	23	40	23
Armorial	1	0	0	0	0
Medal		1	0	3	4

Source: Finance Department

The school also conducts a survey of teachers and students' opinions on the quality of management and training services of the service units. Feedback criteria focus on attitudes, work efficiency, etc. This is a channel for evaluating the work results of support staff indirectly, and also a tool for the school to adjust policies for the supporting staff team. *[07.05.06: Process of surveying the quality of support staff through teacher evaluations]*

STANDARD 8 - QUALITY OF STUDENTS AND SUPPORT ACTIVITIES

Criterion 8.1: The admissions policy and criteria are clearly defined, promulgated, disseminated and updated

Every year, based on the enrollment regulations issued by the Ministry of Education and Training, the school develops an International Economics major enrollment project and sends it to the Ministry of Education and Training for approval. The enrollment policy and criteria are specifically defined in the enrollment scheme, including enrollment subjects, scope of enrollment, enrollment methods (direct recruitment and admission priority, admission based on the national high school exam results) or admission consideration based on the results of the ability assessment test), enrollment criteria, entrance quality assurance threshold for each enrollment method, conditions for receiving application for admission. The school has a direct admission policy for people with disabilities, people in poor localities, ethnic minorities or foreigners who have the ability to learn Vietnamese. *[08.01.01: Regulations on enrollment of the Ministry of Education and Training; School enrollment scheme]*

The School and Faculty implement enrollment counseling through channels such as enrollment counseling sessions, career guidance in localities or high schools, the University's website, the Faculty, the School's fanpage, the faculty, and the university's youtube channel, brochures and promotional publications. In addition, starting in 2020, the College of Education and Training and the Education Department will preside over and coordinate with the Faculty, including the International Economics Faculty, to organize livestreams to bring enrollment information to interested subjects *[08.01. 02: Enrollment consulting plan 2016-2021; Summary of recruitment consulting work; Enrollment announcement, enrollment website, fanpage, photo illustrations of the university's enrollment news; BUH Enrollment Manual, Portal of the Ministry of Education and Training]*. In each enrollment period, the school's basis and actual situation has adjusted on the recruitment method; enrollment criteria of each selection method or additional recruitment organization in order to ensure the diversity of enrollment criteria and ensure the quality of the entrance. Each change or adjustment of the school is notified to interested parties through various channels such as website, enrollment fanpage, consulting livestreams *[08.01.03: Notice of adjustment of enrollment quotas (admission selection method); Announcement of additional admission every year]*. Every year, the University organizes a conference on admissions work to learn from experience and offer solutions to better improve the enrollment policy and criteria for the following year. Every year, the school sends a report on enrollment to the Ministry of Education and Training. Admission policies and criteria are adjusted and updated over the years depending on the current regulations of the Ministry of Education and Training and the actual situation. *[08.01.03: Minutes or conclusions of the enrollment conference]*

Table 8. 1. Statistics of International Economics students entering 2016-2020

Year	**Number of candidates**			**Admission rate/Number of admissions**	**Note**
	Number of people applying for admission	**Number of people admitted**	**Enrollment/enrollment number**		
2016	5499	3434	1823	53%	General

					Admissions
2017	11069	1798	1608	89%	General Admissions
2018	3789	301	291	97%	
2019	2610	315	304	97%	
2020	3091	301	281	93%	

(Source: Training Department)

In 2016, *The admission rate / pass rate is not high because this year's admission policy stipulates that candidates can apply for and be admitted to 2 different schoolsb, so the number of students entering the school must meet the recruitment quota. students, the school has increased the number of admissions. However, the admitted students still meet the quality assurance threshold of the school. In 2017-2020, the admission rate of successful students is stable at 89-97% thanks to the flexible application of admission methods. [08.01.04: List of students admitted to international accounting major].*

Table 8. 2. Statistics of International Economics students

Year	Number of students					Tổng số
	1st year	2nd year	3rd year	4th year	More than 4 years	
2016-2017	200	200	203			603
2017-2018	206	192	200	203		801
2018-2019	291	202	192	196	69	950
2019-2020	361	260	171	113	72	977
2020-2021	281	331	251	171	85	1119

(Source: Training Department)

Criteria 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 University's enrollment scheme and in accordance with the regulations of the Ministry of Education and Training.

Table 8. 3. Criteria for the selection of students of International Economics cirriculum from 2017-2021

	2017	2018	2019	2020	2021
Admission methods	- Based on the results in national high school graduation exam - Priority admission based on the regulations of Ministry of Education and Training	- Based on the results in national high school graduation exam - Priority admission based on the regulations of Ministry of Education and Training	- Based on the results in national high school graduation exam - Priority admission based on the regulations of Ministry of Education and Training	- Based on the results in national high school graduation exam - Priority admission based on the regulations of Ministry of Education and Training	- Based on the results in national high school graduation exam - Priority admission based on the regulations of Ministry of Education and Training

				- Based on the results of competency exam	- Based on the results of competency exam
Admission target	The total taget of Finance-Banking, Accounting, Business Administration, International Economics major is 1600 students.	280 students	300 students	- Based on the results in national high school graduation exam: 235 students - Based on other admission methods: 15 students	- Based on the results in national high school graduation exam: 230 students - Based on the results of competency exam: 40
Input assurance level	Equal to the quantity guarantee prescribed by the Ministry of Education and Training	The accepted admission score is 15 points	The national high school exam result for admission registration is 15.5 points	The national high school exam result for admission registration is 16 points	The national high school exam result for admission registration is 17 points

(Source: Enrollment scheme in the period 2017-2021)

Before 2020, the admission method is based on priority and the results of the national high school exam. From 2020, the school has 3 admission methods for International Economics Faculty: Priority admission (according to regulations of the Ministry of Education and Training), admission based on the results of the national high school exam and HCMC National University SAT Examination. The variety of admission methods aims to increase proactive in admission (not entirely subordinate to the Ministry of Education and Training) and create more enrollment opportunities for candidates. However, the admission criteria based on the results of the national high school exam account for the highest percentage because of the high rate of virtual profiles of other admission methods. The school considers the results of the national high school exam rely on a set of subjects: A00 (Maths, Physics and Chemistry); A01 (Maths, Physics and English), D01 (Math, Literature and English); D07 (Maths, Chemistry and English). The school takes the amount of candidates enough according to the order of score of a set of subjects in descending order. To make sure the input quality, the school will implement a supplementary admission in case of the number of students passed in the previous time does not meet the expected benchmark of the school *[08.02.01: Regulations on enrollment of the Ministry of Education and Training, admission scheme of the school; Supplementary Admission Announcement].*

During and after each enrollment batch, in order to judge the criteria and methods of student selection, the school consults with the members of the admissions committee to make timely adjustments. Based on the statistical database of enrollment results, the school organizes an admission conference to evaluate and learn from experience on the organization as well as the criteria and methods of selecting students for the next admissions. *[08.02.02: Minutes of the school Admissions Council Meeting 2016-2021; Report on analysis, comparison of entrance* *scores of the standard program woth the other program with the admission based on the results of the national high school exam; Summary report on admission activity].*

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

According to credit training regulations, the minimum number of credits per semester is 15 credits for normal average students, 10 credits for weak students; the maximum number of credits per semester does not limit to fairly good students onwards, 21 credits for average students and 14 credits for weak students *[08.03.01: Regulations on credit training].* The monitoring of student learning progress, learning results and workload is implemented through the following channels: software to keep track of student learning progress, system to monitor student learning progress include: Training Department, Student Affairs Department, student management department and advisors. *[08.03.02: UIS software picture].* For software to monitor students' learning progress, students can use student accounts to register, adjust or cancel courses; Student's learning results are also shown on student accounts and Training Department, Student Affairs Department , Faculty and teachers can also track student's learning results on this *software [08.03.02: Photograph of student account to track learning progress; Photograph of the account of the advisor monitoring the student's learning results; Picture of UIS software to track student learning results of Training Department, Student Affairs Department ; Data on student learning outcomes].* Student Affairs Department has the function of monitoring, evaluating, disciplining, and rewarding students for their observance of the practice regulations of Training Department, Faculty and advisors have responsibility to judge, notify learning results and advise students on the registration of subjects in the next term *[08.03.03: Minutes of class meeting to assess the learning situation of advisors; Functions and tasks to track the learning progress of Training Department, Student Affairs Department , Faculty and advisors].* In addition, for weak or poor academic results students, Training Department will transfer the tentative list of academic warnings in each semester to the International Economics Faculty to find out the cause, the school will conduct a meeting of the Academic Warning Council, issue a notice of academic warning and give measures to coordinate between the Faculty and other related units to support students to improve their academic results *[08.03.04: Academic warning notice (2016-2020); Academic warning council meeting minutes].*

Criteria 8.4. Academic advice, co-curricular activities, student competitions, and other student support services are available to improve learning and employability

Academic advices, support services for students in learning process include::

(i) Advice learning information: consulting on building and completing study plans, registering subjects, managing students' learning results, considering and granting bachelor's degree, regarding school, review cases of absence or off school, taking the final exam, announcing, review exam results, guide to write internship report, thesis. [08.04.01:Standard university training management process, Considering and granting bachelor's degree process, Reviewing results process, Process of Implementing final exam]

(ii) Advice and support on internships and jobs: connecting with businesses, recruiting information through job portals sites, internships, visiting for practise, organizing annual job fairs. [08.04.01: Website announcing recruitment and internship of student support center and faculty; Job fair profile; Job portal*]*

(iii) Financial support, policy, emulation - reward and scholarships regimes: considering and granting scholarships, considering emulation and commendation for eligible students. Students with difficult circumstances can apply for financial support during their studies.[*08.04.03: Scholarship management process; The process of implementing policy regimes for students; The process of implementing emulation-rewarding and disciplining students]*

(iv) Provide knowledge and skills for students: Organize career counseling sessions, seminars, workshops, academic competitions, visits at enterprises, club, team, group activities. *[08.04.04: Summary report of Union - Association activities, List of Clubs - Teams - Groups of the school; Summary report on student support activities of the Faculty of International Economics; List of annual activities to support knowledge and skills for students]*

All student support activities are conducted in 2 levels: School and Faculty. At school level, there are the following units: Student Affairs Department, Student Support Center, Library, Training Department, Department of Accounting & Quality Assurance, Youth Union, Students' Association to help conduct activities to support training information, learning counseling, internships, extracurriculars, emulations and other support services to assist student to improve the quality of their academy and employability. At the faculty level, there are faculty leaders, faculty officers and advisors, they advise and support students in the learning process including monitoring study results, advising on study plans, guide students to complete internship report and graduation thesis. *[08.04.02: Functions and duties of some support units; Regulations of teacher advisors; Assign advisors for classes annually]*

Table 8. 4. Ratio of students to supporting staff of learning program in International Economics in 2016-2020

Academic year	No. of students	No. of supporting staff	Ratio of students to supporting staff
2015-2016	419	164	2,55
2016-2017	603	155	3,89
2017-2018	759	148	5,13
2018-2019	950	148	6,42
2019-2020	977	144	6,78

(Source: Training Department, Personnel Department)

The ratio students to supporting staff of the International Economics program tends to increase over the years because of the decrease in number of teaching staff according to the school's personnel strategy, while the increase in number of students in the international econimics.

Annually, the school organizes to gather opinions of students about the quality of academic support and counseling to make improvements to improve the quality of this activity. *[08.04.03: Student satisfaction survey form with consulting activities; Report on survey results on student satisfaction with consulting activities]*.

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

The school currently has 3 campuses, the office in Thu Duc is the main teaching facility. This office is designed and built in harmony, with an airy environment including: 3 lecture halls, computer lab, library, self-study area, area for sports activities, Multi-purpose gymnasium, main hall (900 seats) creating a comfortable space for learning, sports practice and extracurricular activities. Student dormitory located on campus helps students save transfer time in the process of studying and living. *[08.05.01: Layout plan of the campus, lecture hall, rooms/faculties, main hall, library, practice area, internship... dormitory]*

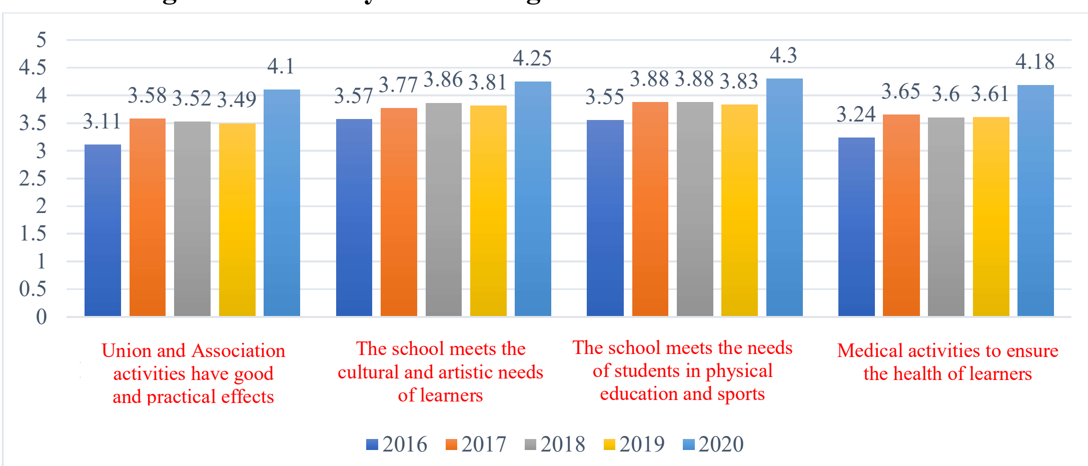
Students need to be assured of the quality and spirit to study, the school has a specialized medical department with medicines to meet the basic requirements for students, teachers and staffs of the whole school. All students participate health insurance in accordance with regulations and get a health check at the beginning of the course. Counseling activities on health, psychophysiology are also organized through seminars with experts, direct consultation with health staffs *[08.05.02: List of materials, equipment, medical room, social insurance regime;*

Notification of health examination for students; List of psychophysiological counseling activities for students]. Security in the school are always concerned in order to guarantee the safety learning and living conditions for students through strict inspection of the implementation of rules in the school and the dorminary area, operate camera systems, closely coordinate with ward security agencies, establish self-managing teams of students, conduct fire drills. *[08.05.03: Security regulations in school, boarding area, Pictures of the dormitory self-management team, Fire drills].*

The activities of culture, performance, sport, seminar, gifted and academic club, academic competitions are organized for students through the Youth Union and Student Support Center provides opportunities for students to practice social skills before graduation. Some typical social activities such as: Seminar "Contingencies arising in the negotiation and signing of international sales contracts"; Workshop: "Logistics and Supply Chain - Career opportunities and development trends, "Electronic customs declaration with ECUS5-VNACCS"; academic competitions: "BUH – Young Logistics Talents 2020", "BUH Start Up Students 2021"; Talkshow "Startup lens", "Creative idea for start-up of youth"; Welcome freshman show; BUH's Miss Contest; "Green Summer" and "Spring Volunteering" activities. [08.05.04: List of clubs, teams, groups; Pictures of performance activities, seminars, contests, green summer activities, spring volunteering]

The school annually gathers feedback from graduates about the psychological environment, school health, and spiritual life. Based on this activity, the School Board and Faculty will adjust and complement more effective activities to support students of having a more comfortable environment for study and research. *[08.05.04: Survey results on environment for students].*

Figure 8. 1. Survey results for graduates about activities and life.



(Source: The Examinations & Quality Assurance Department)

STANDARD 9 - FACILITIES AND INFRASTRUCTURE

Criteria 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 facilities (Ton That Dam, Ham Nghi, and Thu Duc) in which students of the International Economics program are mainly at the Thu Duc campus. The Thu Duc campus has 71 classrooms and lecture halls with a total floor area of 6,236 m2 for learning. The school is completing and early put B lecture hall into operating with the function of classrooms, self-study areas, and some other functions to meet the goal of expanding the school training scale. The facility serving the Faculty's training is located in the area of the school and other facilities are used for students of the Faculty. Theoretical classrooms have an average area of 85 square meters per classroom, with an average capacity of 80 seats with full equipment for teaching and learning: projectors, desks, and chairs, lighting systems, air-conditioner, speaker, microphone, etc. The desks in the classroom can be arranged flexibly depending on the purpose of use such as presentations, teamwork, club activities. In addition, to serve the organization of events, scientific seminars, and academic competitions, the school has 02 halls, one in Ton That Dam campus (100 seats) and one in Thu Duc campus (900 seats). *[09.01.01: List of lecture halls, conference halls, and accompanying equipment]*

The school organizes study for 3 semesters/school year, has software to assist in arranging the lecture schedule and the Training department is the focal point to manage the use of lecture halls and classrooms to guarantee that they are exploited effectively. *[09.01.02: Statistics of usage time of classrooms and lecture halls; Lecture hall management process]*

Every year, the Property Management Department is the focal point for planning and implementing the procurement, equipment, and maintenance of facilities and equipment throughout the school, meeting the demand for learning space and scientific research of students and teachers. Based on the orientation of training, scientific research, and proposals of units as well as of students, the Property Management Department will make a plan to purchase and upgrade facilities and equipment. *[09.01.03: Maintenance plan; Purchasing, upgrading and repairing classrooms plan and associated equipment; List of new facilities and equipment and repair in the period 2016-2020 (actual implementation); Funds for procurement and maintenance of facilities and equipment]*

Annually, the school collects feedbacks from students about the quality of facilities and sends the results to relevant departments. After the survey, the shool asks the units to make a self-assessment report in which clearly stating the following: plans to cary out actions to improve and enhance facilities and equipment for learners' needs *[09.01.04: Student survey results on facilities; Self-assessment report after survey results (including improvement plan)]*.

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

2016	2017	2018	2019	2020
- Renovate the 900-seat Hall - Install of air-conditioning system in Lecture Hall C - Complete the construction of volleyball court, infrastructure, undergrounding the electrical system, tennis court - Move the entire telecommunications wiring system in Thu Duc to the underground system - Complete the construction of the traditional room - Paint, waterproof	- Overhaul A Lecture Hall - Install LED screen at 900 Hall sponsored by Lien Viet Post Commercial Joint Stock Bank - Complete the renovation of the Support star-up students Office	- Arrange the offices of the Units, build more classrooms at 36 Ton That Dam Street and 39 Ham Nghi Street. - Renovate the heading house at Thu Duc campus - Deploy the project of the Sports Complex and the B Lecture Hall project - Complete the 1/500 scale adjustment plan in Thu Duc.	- Renovate the paint and waterproof, anti-crack the exterior of the C lecture hall - Construct a 1,000 KVA substation in Thu Duc to supply electricity to the B lecture hall - Put into operation the Thesis defense room sponsored by Vietcombank - Put into operation the Computer lab sponsored by Nam A Joint Stock	- Put into opporation the items of football field, gymnasium, infrastructure of the sport project - Complete the construction of B Lecture Hall - Renovate main hall; Install refrigeration for 12-storey block of B lecture hall, move and underground electricity and wires before B lecture hall. - Build a smart classroom sponsored by

the K dormitory			Commercial Bank.	Military Commercial Bank is in the process

(Source: Property Management Department)

Criteria 9.2: The library and its resources are adequate and updated to support education and research

The library is set up at Thu Duc campus and invested with massive academic materials. The amount of books for International Economics Faculty is 3.321 Vietnamese books and 2.188 English books (as of December 31, 2020). The school's electronic library is at: http://library.buh.edu.vn/. The library's electronic database includes journal articles specializing in Economics - Finance - Banking, theses, scientific research topics, and learning resources associated with external units such as: data on Vietnamese and English e-books (provided by Ho Chi Minh City General Publishing House and Gale Virtual Reference Library), Vietnam Joint Database of Science and Technology Resources, Mechanical shared database of Vietnam National University, Hanoi, Ho Chi Minh City Science & Technology Information Network, Collection of Database of Multidisciplinary Electronic Journals for Universities, Thomson Database Collection Reuters aims to meet the needs of looking up data, linking databases to serve readers, learning and research of students and teachers. *[09.02.01: List of books, documents and equipment in the library; Statistics on the number of books on each field serving each learning program in the library; Electronic database category]*.

The library purchases materials based on the demands and proposals of the Faculty and the annual development plan of the Library. Relied on the necessary documents to catch up with the requirements of the curriculum, the faculty makes a list of required documents and sends it to the library, then the Library coordinates with the Property Manager Department to purchase materials to serve excellently the requirements of teaching and scientific research activities *[09.02.02: Process of purchasing documents, determining desirables for materials; Proposal for buying materials; Planning to develop and upgrade the library; Funding for Library activities (2016-2018), Annual supplementary list of documents (2016-2020)]*.

Table 9. 2. Statistics on the number of additional documents from 2016 to November 2021

	2016	**2017**	**2018**	**2019**	**2020**	**2021**
Books	1624	414	570	445	481	133
Scientific research project	101	0	0	49	0	25
Thesis - Doctoral Thesis	225	278	204	382	279	518
Multi-media	84	26	3	14	0	2

(Source: Library)

The library works for students and teachers with all of the school's learning programs. The opening time is from 7:30 a.m. to 6:30 p.m. for weekdays and until 3:30 p.m. on Saturdays. Library regulation and search instructions are published on the Library's website and at many places in the library. In addition, in the week of civic activities - Freshman, the school organizes the topic "Guiding to exploiting learning materials" to instruct students on how to use and look up the library's documents. *[09.02.03: Documents on library operations (opening time, service staff, using instruction, ..); Materials to guide students to use the Library in the first week of student activities]*.

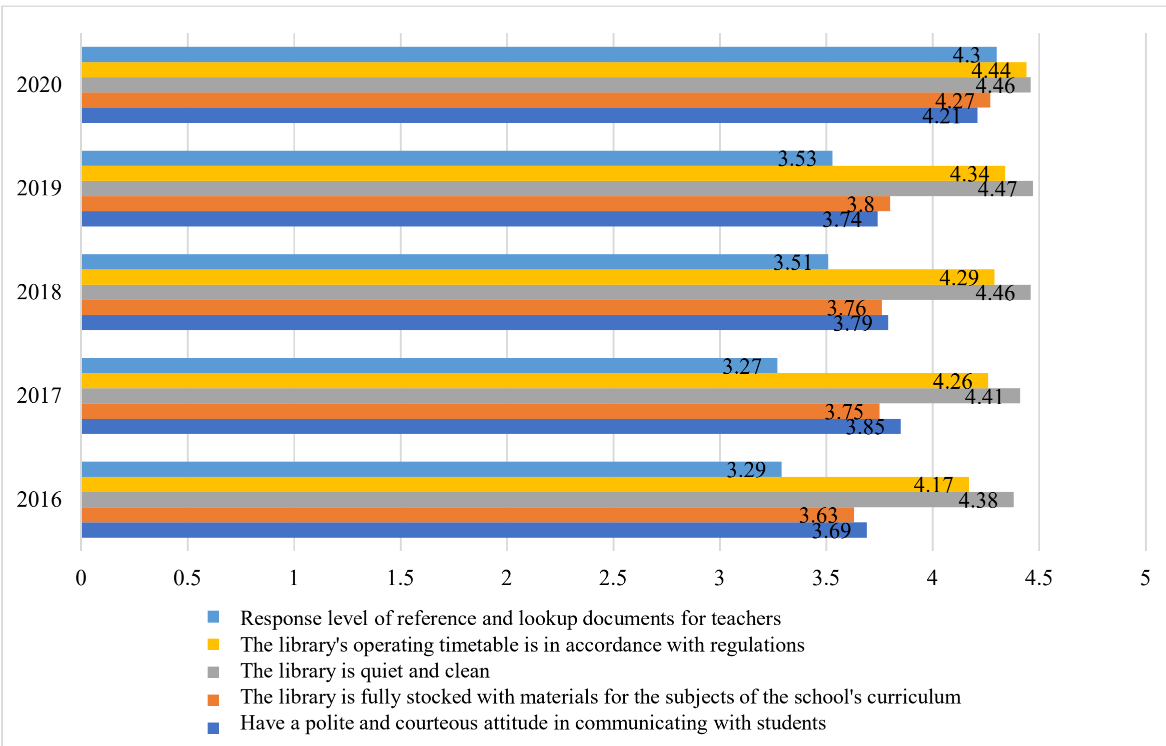
Table 9. 3. Statistics of the borrowing and returning documents times and accessing the database of International Economics students *[09.02.04: Report on the frequency of using libraries and books of the International Economics Faculty*]

No.	Content	International Economics Program
1	The borrowing and returning books times	21.564
2	Database view	
	- Views of electronic documents	1.465
	- Downloads of electronic documents	374

(Source: Library)

Annually, the Library conducts a survey on the satisfaction of students and teachers with the Library to have a basis for organizing improvement activities towards improving service quality and working for readers. *[09.02.05: Survey report on demands and satisfaction of students, trainees, lecturers, staff about Library, Plan to implement work on activities after the survey]*

Figure 9. 1. Survey results on student and teacher satisfaction about the Library



(Source: The Examinations & Quality Assurance Department)

Criteria 9.3. Laboratories and equipment are adequate and updated to support education and research

As of December 2020, the school has 12 computer labs, of which 4 rooms are equipped according to LAB standards with full equipment such as cabins, headphones, Webcams and necessary software for the practice courses in the school's learning programs, including the International Economics program. The International Economics students practice using MS Word, MS Excel, MS PowerPoint, MS Project software, when editing high-quality documents, creating complex spreadsheets, solving some problems in financial analysis, business analysis, project management, handling and visualizing data in Applied Informatics; practicing estimation and forecasting econometric models on Eviews, Stata R software in Applied Econometrics;

practicing simulation on software such as ECUS5VNACCS electronic customs declaration software in International Logistics Subject,... *[09.03.01: Statistics of practice rooms, machineries and software of each room]*

The school has an obvious procedure in using the computer room. The IT management staff and teachers are responsible for supporting students in the process of using the computer lab *[09.03.02: The computer lab regulations]*. The maintenance for the computer labs is carried out every 6 months *[09.03.02: Computer lab maintenance plan],* through the maintenance results or recommendations of the faculty, the IT Management Department plans and upgrades the computer lab to assure the quality and satisfy the training and research requirements *[09.03.03: Proposal for equipping the computer lab; Fees for maintenance and upgrading of computer las 2016-2020]*

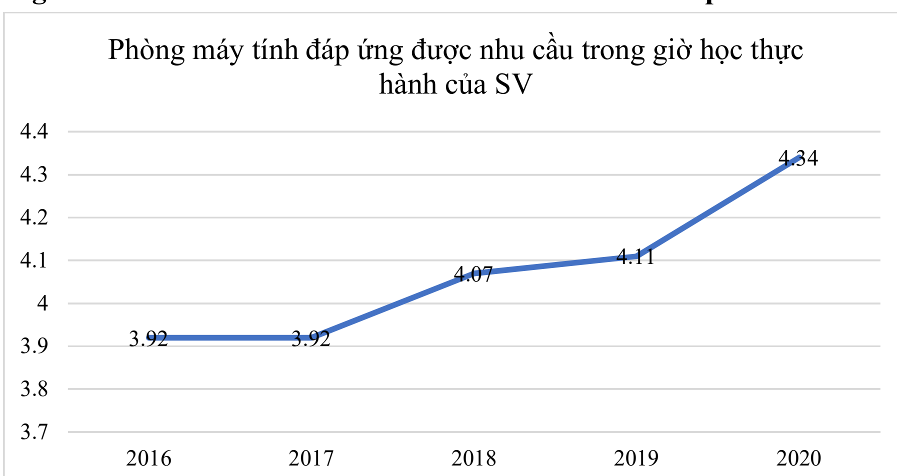
Table 9. 4. Statistics on number of computer labs and computers for practice in the period 2016-2020

	2016	**2017**	**2018**	**2019**	**2020**
The number of computer labs	*9*	*9*	*9*	*9*	*11*
Total of computers in computer labs	*422*	*431*	*441*	*401*	*523*

Source: The IT Management Department

Every year, the school gathers students' feedback on the satisfaction of using the computer labs and practice rooms to have a foundation for upgrading and improving equipment to satisfy the practical needs of students. *[09.03.03: Report on the results of the survey of students and lecturers on satisfaction with equipment in practice rooms; Plan to implement improvement activities after the survey]*

Figure 9. 2. The results of students' satisfaction of computer labs



(Source: The Examinations & Quality Assurance Department)

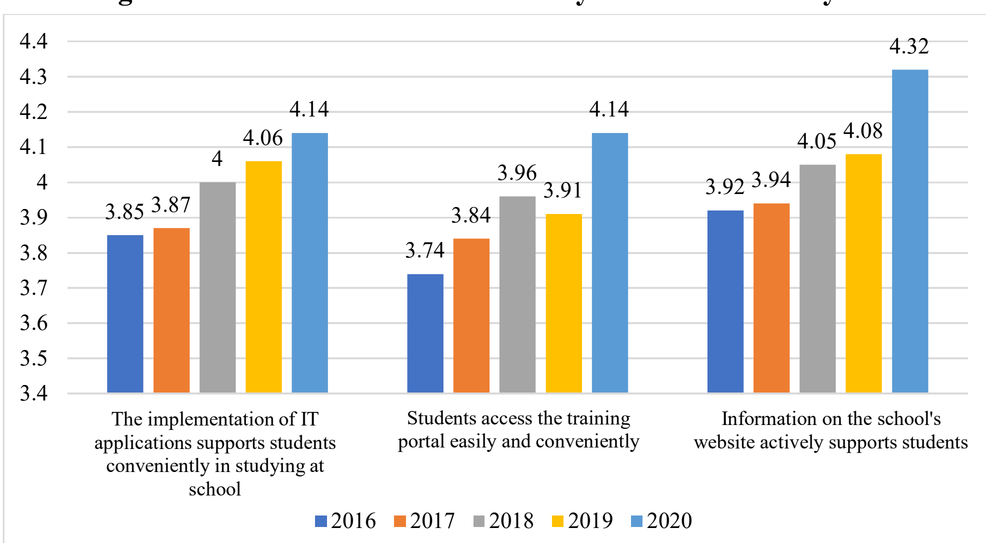
Criteria 9.4: The IT facilities including e-learning infrastructure are adequate and updated to support education and research

The Information Technology Management Department is a specialized department that manages the entire infrastructure and IT equipment system, manages, operates and assures the stable operation of the whole school's IT system. There has more than 500 personal computers for the computer lab system and 283 personal computers for the departments. All computers are connected to a high-speed internet network to work for practice activities and academic management. All lecture halls, libraries, self-study areas are covered by wifi with a speed of 15 Mps for students and unlimited for teachers to guarantee connection and use in the teaching, learning and other activities [*09.04.01: Statistics on the number of computers in the practice* *room; Statistics on the number of computers for employees]*. The school use credit-based training management software (http://online.buh.edu.vn/) as well as other necessary software to hold up management, training and research activities such as Estudent electronic transaction software (http://estudent.buh.edu.vn/), Question Bank software, Survey software (http://khaosat.buh.edu.vn/), scientific research management software (http://quanlykhoahoc.buh.edu.vn/), human resource management software (https://hrm.buh.edu.vn/), etc.. The school has implementing the LMS online learning system (http://lms.buh.edu.vn/) for more convenient use in learning and teaching activities of learners and lecturers, especially in the complicated period of the COVID-19 epidemic, teaching and learning must take place online. From the second semester of the school year 2020-2021, when the COVID-19 situation became dangerous, in addition to organizing teaching and learning on LMS, the school also conducted the online final exam and graduation thesis. *[09.04.02: List of software used for management; Plan to carry out learning on LMS system, Plan to implement final exam on LMS; Announcement about organization of online final exam and thesis defense]*

To make sure safety and security, the school's IT system is periodically maintained and upgraded. The IT Management Department is responsible for setting up and doing the maintenance, upgrading and supplementing of computer systems and software to keep up training. *[09.04.02: Periodic plan for maintenance, upgrading, and supplementing computer systems and software]*

In each year, the school provides a survey about the response ability of the school's IT system for students such as the website, the computer system in the computer labs, the convenience and speed of accessing the training portal of the school. Thereby, promptly overcoming the limitations, give timely solutions and upgrading the IT system. At the same time, making a plan to use, maintain, repair and replace hardware/software for the next period. *[09.04.03: Report on student feedback survey results; lecturers and staff use information technology systems]*

Figure 9. 3. Student satisfaction survey results about IT systems



(Source: The Examinations & Quality Assurance Department)

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

2016	2017	2018	2019	2020
- Survey, upgrade the WIFI network	- Implement phase 2 of the project of	- Build Ajeb magazine website	- Install 202 and 204 computer rooms at 39 Ham	- Complete the construction of 5 computer rooms at C

2016	2017	2018	2019	2020
system at the campuses of the school. - Implement phase 1 of the project of investment and upgrading the IT system. - Build Eoffice system	investment and upgrading the IT system.	system.	Nghi Street campus and a surveillance camera system in computer room to response the requirements of testing conditions for Foreign Language and Informatics Exams according to regulations of the Ministry of Education and Training. - Deploy learner survey system, scientific activity management system, Turnitin anti-plagiarism system	lecture hall, equip with cabins, headphones and webcams. - Implement LMS system, Combined Training - Implement Estudent Transaction System, Online University and Master's Admission Registration System, Electronic Publishing System of English Content on Emrald, Payment system epay.buh.edu.vn

Source: The IT Management Department

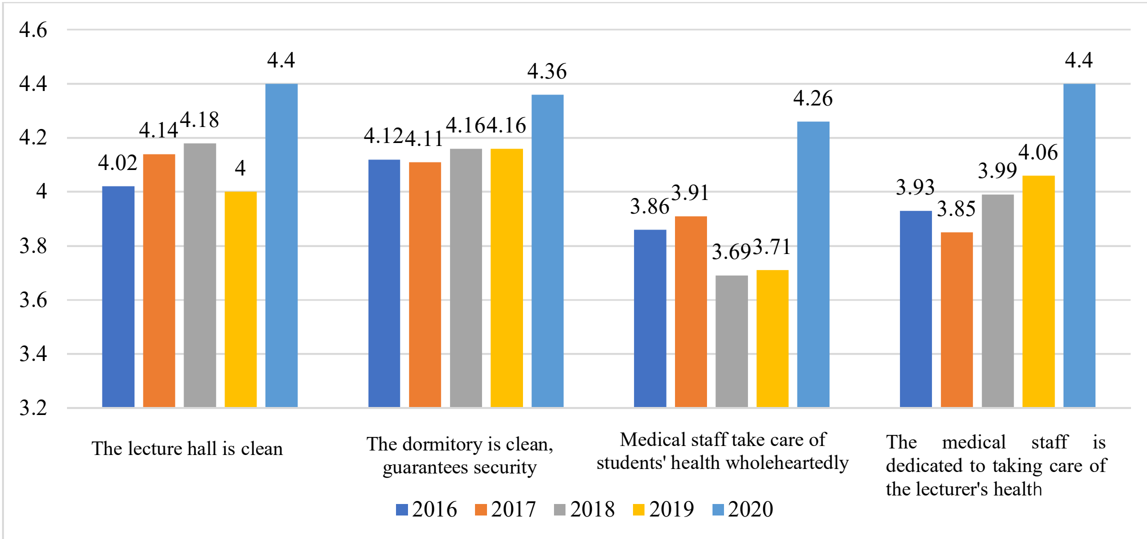
Criteria 9.5: The standards for environment, health and safety are defined and implemented with access for people with special needs

The school builds and maintains a green and clean learning environment with the orientation of the health and safety of learners, lecturers and staff. All areas of the school are required not to be smoking. Standards on fire protection are determined through regulations on fire protection. The school cooperates with firefighters, periodically organizes fire protection drills, inspects fire protection to raise caution awareness, disseminates regulations on fire protection, safety when using electricity, and way to handle electric and fire incidents. *[09.05.01: Regulations on fire protection; Plan of fire protection drills]*. All buildings in the school are fully equipped with safety and fire prevention equipment such as fire extinguishers, surface hydrants, fire protection systems in accordance with regulations and are periodically inspected *[09.05.02: List items of fire protection equipment; Plan for inspection of fire protection]*.

Areas in the school are washed daily to guarantee a pure working and learning environment. The canteen is inspected by the health authority for food safety. The Health Department periodically sprays insecticides and rat poison in all areas. *[09.05.02: Environmental safety and sanitation inspection plan; Minutes of inspection on food hygiene and safety; Announcement of spraying mosquito repellent and rat poison]*.

Periodically, the function department surveys the satisfaction of learners and lecturers on safety, health, and environmental sanitation. In general, students and lecturers are pleased with the school's safety and environmental sanitation. *[09.05.03: Survey report of student and faculty satisfaction on ensuring safety and environmental sanitation]*.

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



(Source: The Examinations and Quality Assurance Department)

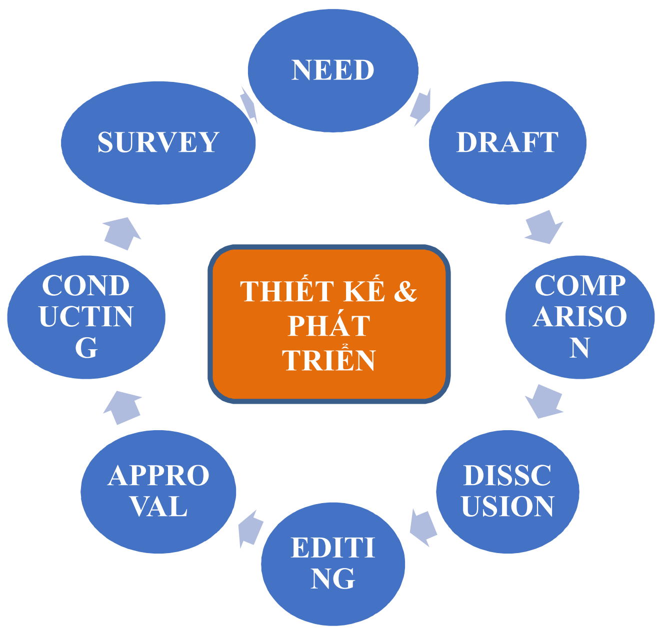
STANDARD 10 - QUALITY ENHANCEMENT

Criteria 10.1. Relevant sides' needs and feedback serve as input to curriculum design and development

To judge and improve the quality of teaching to meet societal needs, the school and faculty have always identified that feedback and desires of related sides are essential in the design and development process of the learning program. This is obviously stated in the documents of the Ministry of Education and Training and the school *[10.01.01: Regulations on building, reviewing and improving learning programs]*. The design and development of the learning program are carried out according to the PDCA cycle and concretized by the ISO process with planning, conducting surveys, analyzing results and proposing actions for improvement. The school also set up a process to collect feedback from related sides including students, lecturers, alumni, and employers on the quality of training and curriculum, the responsiveness of the training support service system *[10.01.02: ISO process for building, reviewing and improving training curriculum]*.

At least every 2 years, the curriculum would be assessd, reviewed and improved relying on regulations of the Ministry of Education and Training, innovation trends of the industry, mission and vision of the School and Faculty, especially the needs and feedback of related side are shown in Figure 10.1

Figure 10. 1. Learning program design and development process



Students judge the teaching quality of lecturers; course quality; give feedback on the learning outcomes, learning programs, and assess the response level of support services through a questionnaire *[10.01.03: Student survey].* Alumni investigation on the job after graduation and employers survey on student quality are also valuable input in the design and adjustment of the Faculty's learning program *[10.01.04: Alumni survey], [10.01.05: Employer survey].* The lecturers play an important role in setting up learning outcomes and curriculum as well as considering the feedback of relevant sides. In professional meetings of the Faculty, lecturers will discuss and contribute relevant information to improve curriculum, teaching, and evaluation methods*[10.01.06: Meeting minutes of the Faculty for learning program upturn]*. Apart from that, in 2020, the Faculty organizes seminars in the process of developing learning programs to make contact with alumni, employers, and experts inside and outside the school and collect their opinions on curriculum and learning programs *[10.01.06: Learning program workshop].*

The Faculty will conduct a meeting to review the results obtained from the feedback of relevant sides through surveys and seminars, then apply in editing Learning Outcomes and Learning Program *[10.01.07: Minutes of relevant sides comments used by the Faculty to edit the Learning Program]*. The receiving feedback and needs of relevant sides has assisted to boost the quality and methods of Learning Program, and the training of graduates meets the actual needs and demands of the labor market. Accordingly, compared with the first version (2015) and the second version (2018), the third version (2020) is increasingly perfect, the Learning Outcomes of the Learning Program is obviously and specifically measured and be allocated to the subject learning outcomes. This assure the coherence with teaching-learning methods, testing and assessment methods so that learners can achieve the learning outcomes of the subject and the learning program. At the same time, the volume of modules and the number of credits per module in the learning program have been adjusted, supplemented and changed to meet the needs of employers and the development trend of the industry *[10.01.08: Compare versions of the curriculum]*.

Criteria 10.2: The curriculum design and development process is established and subjected to evaluation and enhancement

In 2014, aim to keep consistency and efficiency in the process of designing and developing Learning Programs, the school issued Regulations on creating, reviewing and adjusting Learning Programs, comparing the course with the design of Learning output and Learning Programs according to the CDIO approach (Conceiving – Designing – Implementing – Operating). However, the steps of the process are vague and can not measure the Learning output nor specify the frequency of the Learning Programs review. By 2015, the school held a meeting to reconsider this process, based on the opinions of leaders of units, lecturers and staff. The process has many advancements compared to the 2014 process: (1) concretize and detail the implementation steps; (2) identifying the frequency of review the Learning Programs is every 2 years; (3) Emphasizing the importance of relevant sides surveys in the process of adjusting the Learning output and the Learning Programs, expanding the survey subjects and diversifying survey methods; (4) Regulations for comparison with domestic and international advanced Learning Programs; (5) When organizing Learning Programs seminars, it is necessary to invite many reputable experts outside the school; (6) Assigning the Faculty more autonomy in the development of Learning Programs; (7) Defining the responsibilities and powers of the Council to build the Learning Programs; (8) Building viewpoints on the Learning Outcomes and Learning Programs in association with AUN-QA standards. By 2019, the school goes on reviewing the Learning Programs development process and concretizing it with the ISO process. For this review, the recommendations mainly focus on improving the survey form, specifying the responsibility of the individual/unit, the finished time and the attached documents. This is also the document that regulates the process of developing and reviewing the e-Learning Programs issued in the recent time *[10.02.01: Reviewing and evaluating the process of building an e-curriculum]; [10.02.02: ISO Regulations and Procedures for the design and review of learning programs]*.

Accordingly, from 2014 to now, the International Economics Program has through 3 times construction and adjustment (2014, 2018, 2020) as mentioned in criteria 1.3 and 3.3. The Learning Programs version 2 (2018) is adjusted with the total number of credits unchanged from version 1 (2014) of 129 credits. However, the structure of the Learning Programs version 2 has many changes, such as an increase in the percentage of elementary knowledge with 51 credits, accounting for 39.5% and a decrease in the proportion of general knowledge with 25 credits, accounting for 19.4%, the block of particular and specialized knowledge remained at 53 credits, accounting for 41.1%. By 2020, the International Economics Program continue to be improved. Leaders and lecturers of the faculty are responsible for gathering information and evidence related to the significance to adjust the curriculum. Feedback from alumni, employers, prestigious professional organizations in Vietnam, experts, and lecturers in professional seminars is appreciated by the faculty to draft the Learning Outcomes and curriculum *[10.02.03: Relevant sides feedback used to advance the Learning Program]*. This draft will be approved by the Faculty Scientific Council before being submitted to the Training Department for submission to the School-level Science Council. The International Economics Program is also built based on reference, comparing the curriculum in the same field with prestigious domestic and foreign universities, such as 04 foreign universities (UBC, Schiller, Texas, Belmont). and 2 domestic universities (Foreign Trade University and University of Economics and Law) *[10.02.04: Comparing Learning Programs]*. The Learning Programs version 3 (2020) has changed and upgraded in the goals and outcomes of the Learning Programs in line with the change in vision and mission of the school and the Faculty; The learning outcomes of the Learning Programs are specifically measured and allocated to the learning outcomes of the subject, helping lecturers assess the level of achievement of the learning outcomes in the teaching process. The Learning program version 2 with 129 credits is adjusted to 122 credits applied in 2020. The reduction of the number of credits is considered to rise the opportunity to shorten the training time for students but make sure the volume of knowledge, capacity requirements that learners need to achieve after graduation according to the regulations of the Ministry of Education and Training and absorb from the opinions of Relevant sides. The content of the learning program is also modernized, focusing on adding several new modules with high professional practice [*10.02.05: International Economics Program]*. Based on the Learning Outcomes and LEarning Program outline, the Faculty has compiled and adjusted the subject outlines, teaching materials, assessment methods to meet the subject standards and learning program *[10.02.06: Subject outline]*.

Criteria 10.3: The teaching and learning processes and student assessment are continuously reviewed and assessd to secure their relevance and alignment

To insure that teaching, learning, testing, and assessment activities are appropriate and compatible with the learning outcomes, the school has issued ISO processes to control uniformity and continuously improve the curriculum *[10.03.01: ISO process to make sure the quality of teaching and learning]*.

The process of teaching, learning and assessing students is reviewed and evaluated from many different channels for continuous improvement. The supervision of teaching and learning activities is carried out and checked by the Inspection Department according to the published schedule of the Training Department *[10.03.02: Book of monitoring the teaching situation of teachers]*. The Faculty attends classes that lecturers teach new subjects for the first time and young lecturers in order to timely support teaching methods and professional knowledge for lecturers *[10.03.03: Profile of attendance]*. During the learning process in each semester, students are encouraged to take an online survey to assess the quality of teaching for the subjects. At the end of each semester, based on the survey results, the Faculty organizes meetings, reviews and re-evaluates the teaching activities and proposes advanced measures to enhance the quality of teaching and learning for lecturers who has less than 4/5 evaluation points to improve for the next *term [10.03.04: Teaching quality survey results] [10.03.05: Faculty meeting minutes to raise teaching and learning quality]*.

Learning programs and course outlines are regularly improved and adjusted to encounter the needs of relevant sides. The number of credits of the program is reduced from 129 credits to 122 credits in 2020. Lecturers are encouraged to innovate teaching and learning methods to assist students to keep up with the program's output. Lecturers are encouraged to apply many active teaching-learning methods such as student presentations combined with teamwork, solving case studies, doing individual exercises, and essays. Some subjects are required to do group exercises, group essays in which each member contributed to the group's duty in order to raise the students' ability to organize, work in groups, and take responsibility. In each semester, the Faculty also organizes professional meetings to identify inappropriate points in teaching-learning activities, test and assess students, thereby making suitable improvements. To enhance the interaction in the teaching-learning process, the teaching method has been changed by the Faculty. Previously, the theoretical teaching time accounted for 60% and 40% for discussions, giving questions and answers. Now is 50%-50%. In the curriculum, some subjects use English materials, some specialized subjects are taught partly in English. Lecturers require students to translate major documents to boost their English competence. To satisfy the learning output in testing and evaluation activities, the proportion of points for each course has also been altered. Previously, the process assessment score accounted for 40%, the final exam score accounted for 60%. However, from the school year 2019-2020, this ratio is changed to 50%-50%, in which, the process score includes many different assessment activities such as attendance score, group presentation, and discussion, individual essay, short test, ... each form of assessment has a separate rubric. The assessment activities at the end of term are organized by the Department of Auditing and Quality Assurance for all courses *[10.03.06: Improvement of testing and evaluation activities].*

The Examinations and Quality Assurance Department also regularly checks and improves regulations, exam forms, multiple-choice tests software, bank of questions, marking exams, announcing results, and related professional processes. Before 2017, for the end-of-term assessment, the school had built a bank of questions for several courses, however, it can not classify the level of satisfaction with the learning output of the subject. From 2017 to now, the assessment of learners according to the bank of questions has been applied. The exam structure of the question bank is built to make sure that it is close to the subject's learning outcomes, allocating the learning outcomes to each chapter of the subject's knowledge. Every year, the Faculty also reviews, values and improves the question bank to assure that teaching, learning, and assessment activities of students respond to the learning outcomes *[10.03.07: Construction records build an exam question bank].* From the school year 2019-2020, the School actively implements online teaching and learning activities on LMS to create flexibility and initiative for students and lecturers, and at the same time to help enhance students' ability to self-study and research. In the 2020-2021 school year, the school organizes course assessments in an online form to diversify forms of student assessment and promptly deal with unusual situations when offline course assessment is not organized *[10.03.08: Teaching-learning organization, online testing and evaluation].*

Criteria 10.4: Research output is used to enhance teaching and learning

Research results play an important role in improving the quality of teaching and learning activities of a program. Apart from teaching activities, each year, teachers have scientific research norms and this is specified in the Regulations on the working regime of teachers *[10.04.01: Regulations on the working regime of teachers].* Lecturers are encouraged to conduct scientific research in order to consolidate their specialized knowledge as well as enrich their lectures. Many research products have been used to demonstrate and support theoretical teaching. In the past 5 years, the number of scientific research of Faculty has increased significantly and the types of scientific research are also diverse. Articles published in domestic and international specialized journals of the Faculty are increasing both quantity and quality. In addition, the number of scientific articles reported by permanent staff of the Faculty at conferences and seminars published in full text in the yearbook has also increased in the last 5 years (refer to criterion 6.1). The activity of compiling curricula, monographs, reference books, etc. to apply them into teaching has been paid much attention by the Faculty. The scientific researchs, after being accepted and announced, are considered and applied by the Faculty's leadership to improve the quality of teaching activities of lecturers and materials for students *[10.04.02: Research results has been used to improve the quality of teaching and learning].*

In order to promote scientific research activities in teaching and learning, the International Economics Faculty always creates favorable conditions and encourages lecturers and students to participate. In the school year plan, the lecturers always set specific scientific research goals. The school regularly organizes seminars to invite prestigious speakers from domestic and international universities and research centers with many scientific research projects published in famous international journals to guide and share experiences in the field of scientific research activities for teachers and students of the school *[10.04.03: Workshop on guidance and sharing of scientific research experiences].* In order to improve training methods associated with practice, the Faculty also organizes seminars and experience sharing sessions to disseminate and share experiences in applying scientific research results to the teaching-learning program: applying Bloom scale in teaching and learning, case studies, active learning, *...[10.04.04: Improvement in teaching and learning based on scientific research results].*

Criterion 10.5: Quality of support services and facilities (at the libraries, laboratories, information technology systems, and student support services) is subjected to evaluation and enhancement

Support services and facilities for teaching and learning are organized by the University, periodically evaluated, and improved in quality to ensure timely response to teaching and learning activities. The University has issued an ISO process to monitor the puchasing, repairing, and equipment of the University's facilities [10.05.01: ISO process related to facilities and equipment]. Every year, based on the proposals of the units, associate with the general plan of the University, the evaluation opinions of students, lecturers, staff on facilities, The Asset management Department appraises and reviews the status of facilities, usage needs, and capital sources to purchase and equip facilities for teaching and learning. Each classroom in lecture halls A, B, and C is fully equipped with sound, projectors, and electronic devices to support teaching and learning. The staff of the ASD regularly check, maintain, and review the quality of the equipment to have a plan to liquidate and replace the damaged equipment, to propose to purchase additional facilities to create maximum conditions for teaching, learning, and working activities of employees. [10.05.02: Records of purchasing, repairing, and maintenaning facilities].

The University Library has built a portal system to provide documents and online databases for readers. Every year, library conducts a survey to collect readers' opinions on the quality of the library's services. Thereby, the service quality of library is increasingly improved and spacious. Library resources are diverse with the number of books, magazines, e-books, databases in various fields and regularly updated. To have many online databases, library has purchased accounts from the National Administration of Science and Technology Information and linked with other university libraries to serve the teaching, learning, and scientific research for staff, lecturers, and students of the University. 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. All learners have a personal account to access the digital library to search and update information online. Library is equipped with wifi system throughout. In addition, library is arranged reading room with comfortable space with many trees. [10.05.03: List of accounts accessing database and linking library]; [10.05.04: List of textbooks and teaching materials for training programs]; [10.05.05: Library survey results].

The information technology system is focused on all activities by the University. The Office of Information Technology Management invests in upgrading the wifi system to be stronger throughout the university to maximize research, teaching, and learning. The school is also fully equipped with software to effectively support the training management activities of the

University such as training management software, library management software, human resource management software, fingerprint scanning software, software to organize online learning, etc. [10.05.06: Management software for training activities of the University]. The staff of The Office of Information Technology Management regularly check, maintain, repair/replace faulty computers. The upgrading and maintenance of software systems, support for teaching and learning are carried out regularly to best meet the training needs of the University [10.05.07: Annual computer maintenance records]. 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 [10.05.08: Computer Labs].

The Student Support Center was established in 2014, over the years, the Center has made many efforts in supporting students in terms of study, dormitory, supporting students to work part-time, and recreational activities, physical training and sports, life skills and psychological counseling, health, fine arts activities, academic competitions and other activities [http://csb.edu.vn/]. The center is also responsible for mobilizing scholarships, support funds to students with difficult circumstances, to help reduce pressure for students and improve learning efficiency. The Center has carried out many career guidance activities, practical training, internship activities for students, and many other activities during their school years at the University [10.05.09: Student support activities].

To enhance the quality of facilities and support services, every year, the Office of Auditing and Quality Assurance surveys the satisfaction of students, lecturers, and staff. Survey results are then synthesized, analyzed, evaluated, and proposed for quality improvement. Therefore, it can be seen that the level of satisfaction with the quality of services and facilities through the opinions of students and lecturers has also improved in a positive direction as shown in criterion 11.5. [10.05.10: Survey results on the quality of facilities and support services].

Criterion 10.6: Mechanism for collecting feedbacks and suggestions from staff, teachers, students, former students, and employers are systematic and subjected to evaluation and enhancement

The University has always determined that collecting feedbacks and suggestions from stakeholders is a necessary and important element to continuously improve and enhance the quality of the University's activities. Therefore, the stakeholder's feedback mechanisms are operated systematically, evaluated and improved continuously. About the mechanism for collecting opinions from stakeholders, the Office of Auditing and Quality Assurance is mainly responsible for issuing a system of documents regulating quality assurance activities, surveying stakeholders, and following the ISO process for each survey type [10.06.01: ISO process for stakeholder surveys].

Based on the annual quality assurance activities, the Office of Auditing and Quality Assurance initiatively plans on collecting responses from stakeholders and implementing the plan. The mechanism for collecting feedback from stakeholders is carried out scientifically from the planning stage and notifying relevant individuals and units, identifying the survey subjects, organizing the survey implementation, handling the survey results, managing data and writing a report summarizing the survey results, and sending the results to the units for self-assessment and quality improvement [10.06.02: Stakeholder survey], [10.06.03: Improvement report after surveying]. A summary of the survey types is presented in Table 10.6.

Table 10. 1. Statistic the survey types of stakeholder

No.	Types of survey	Survey objectives	Times/year	Time	Method

1.	Survey on teaching quality	All students	2	Final semesters	Online (PSC)
2.	Survey on course quality	Students that are about to graduate	5	Before students register for graduation	Online (PSC)
3.	Survey on alumnus	Students graduating 1 year ago	1	October	Google form
4.	Survey on employers	Coporates	1	October	Google form
5.	Survey on students about management quality and training support	All students	1	November	Online (PSC)
6.	Survey on lectures about management quality and training support	Lecturers	1	November	Online (PSC)
7.	Survey on working environment	All lecturers, staff of the Banking University	1	October	Google form
8.	Survey on PLO and training programs	Students, alumni, lecturers, employers, and experts	Periodically		- Google form - Ballots - Conferences / seminars

(Source: The Office of Auditing and Quality Assurance)

In addition, to evaluate the results of quality assurance activities, every year, the University organizes Review conference on quality assurance activities to assess the results achieved in quality assurance activities of the University, as well as the stakeholder's opinions collecting mechanism to put forward a solution for innovating, improving the quality to continuously meet the development situation of the University [10.06.06: Report of Review conference on quality assurance activities]. Accordingly, the mechanism of collecting stakeholders' opinions has changed: i) The Office of Auditing and Quality Assurance and Faculty cooperate better for surveys with the same goals; ii) The survey form is improved in the direction of concretizing the questions and reflecting the characteristics of the surveyed objectives; iii) Expand the survey scope to fully reflect the opinions of stakeholders; iv) Increasing the number of online surveys; v) Responding to stakeholders' opinions must be more timely. This is the basis for the Office of Auditing and Quality Assurance as well as the Department to renew the survey mechanism, process, content, and method to ensure that this activity is effectively implemented [10.06.10: Innovating survey activities].

STANDARD 11- OUTPUT

Criterion 11.1: The dropout rates and graduation rates are identified, monitored, and benchmarked for improvement

To ensure that learners achieve the expected learning results of the training program, the University not only assess the input quality, process quality but also the output quality as well as graduation rate by identifying, monitoring, supervising, benchmarked for improving the learning results, training scores, and graduation results of students.

The University uses the UIS management application to store student's data, results of the training process, monitor students' scores, considered the pass rates and dropout rates, graduation, scholarships, etc. The centralized data mechanism of training management software helps the University and Faculty statistic, analyze and control the graduation rate, the dropout rate effectively [11.01.01: Education training management software system]. After each semester, the specialized part of the Training Department will statistic the learning results of all students. From that result, determining the percentage of students who meet the score requirement, the percentage of students who are absent and drop out of school. This rate is monitored, compared between semesters, years and reported to the University Administrator periodically [Statistics of International Economics student's learning outcomes]. The Office of Student Affairs also summarizes the results of the students' training scores over the semesters and school years and reports them to the University Administrator periodically [11.01.03: Results of the students' training scores]. On that basis, the University Administrator will give timely instructions so that relevant units can take appropriate measures to improve the graduation rate and reduce the dropout rate.

Every year, the University always monitors the rate of students dropping out of school. The specialized part of the Training Department makes specific statistics on the number of students dropping out of school and the reasons for it. The graduation rate and the dropout rate of the International Economics major are shown in the following table [11.01.04: List of graduate students and dropped out students]:

Table 11. 1. Graduation rate and dropout rate of International Economic major

Academic year	Total students	First-degree graduation rate after			Dropout rate after			
		3 years	4 years	> 4 years	1st year	2nd year	3rd year	>= 4th year
2014-2015*	222	0%	52.25%	33.33%	0%	5.86%	0%	4.95%
2015-2016*	204	0%	64.22%	26.47%	0%	0.98%	0%	2.94%
2016-2017*	203	0.99%	65.52%	13.30%	0.49%	3.45%	1.97%	0%
2017-2018*	192	10.94%	57.29%	0%	0%	0%	0%	0%

**Students of the class 2014, 2015, 2016, 2017 are still pursuing the training program.*

The table above shows that the percentage of students who complete the training program and get the diploma on time is increasing through each recent course. In addition, some students were very initiative in making their study plans, over-studied, and get graduate certificate before the course deadline. This shows that the University and Faculty have closely monitored, improved the training quality as well as the percentage of students completing the program through each academic year and course. The rate of students dropping out of the International Economics major by each course has tended to decrease recently and accounts for a small percentage of the total number of students in the course. This proves that the University and Faculty have closely monitored and provided effective solutions to reduce the rate of students dropping out of school.

The report which analyzes the causes of the dropout situation of the University and Faculty shown that the reason why first-year and second-year students dropped out was mainly because these students had a change in their choice of training schools, study, or change majors; students who dropped out of school in the 3rd and 4th years due to poor academic performance, get academic warnings at level 3, in some cases because students have difficult family circumstances and have to spend most of their time working and so, it greatly affected their academic results, some others do not have foreign language or informatics output certificates. On the Faculty's side, every school year, the Faculty conducts a report analyzing the causes leading to the dropout rates, proposing measures to reduce this rate [11.01.05: Analysis report on the rate of dropout, graduation of the University and the Department]. To improve the dropout situation, the University and the Faculty have researched many solutions to help students complete their study progress. The Training Department announces timely academic warnings on the credit system. Lecturers, academic consultants supervise students' attendance, monitor and remind students during class activities, work directly with students get academic warnings, open classes in the summer semester to students improve grades; regularly organize supplementary classes and many tests of English and Informatics ability for students and thanks to that, students can register to participate and ensure that they are eligible for graduation. Every year, the University organizes dialogue with students, including the University Administrator, leaders of the Department/BM, leaders of professional management units in order to answer, solve, and advise students, help students complete their studying and training process in the best way. Besides, the University also has support policies to exempt tuition fee for students with difficult circumstances [11.01.06: Solutions to improve graduation and drop-out rates].

Criterion 11.2: The average time to graduate is identified, monitored, and benchmarked for quality improvement

In the process of training, the University has reasonably designed training programs and allocated modules suitably, ensuring the mass of knowledge and graduation time for students. For the regular focus training system, the time for each training program is 4 years, depending on ability and personal conditions, students can shorten the training time by a maximum of ¼ or prolong the study time by no more than 6 years. Traning regulations on the credit system allow learners to be initiated in their study plans and to create conditions for students to graduate early. The regulations also provide information related to the conditions to be considered for graduation, recognition of graduation for students, reservation of study results, transfer training programs for students.

Every year, the University statistics the number of graduates by each course, major, and training time to track the student's learning progress. Thereby, the University can assess the appropriateness between the duration of the training program and the actual situation and then have improvement measures *[11.02.01: Statistics on student graduation].*

Table 11. 2. Graduation rate within and over 4 years of International Economics training program

Academic year	2014	2015	2016	2017
Within 4 years	52.25%	64.22%	66.50%	68.23%
Over 4 years	33.33%	26.47%	13.30%	0.00%
Total	**85.58%**	**90.69%**	**79.80%**	**68.23%**

(Source: Training Department)

The statistics show that in recent courses, The average time to graduate of students in International Economics major has been shortened. In particular, a percentage of students study ahead of schedule and receive graduate certificate in the third year of the course. To help students graduate on time or ahead of schedule, in the past time, the University and the Faculty have taken many measures such as disseminating students about studying plans, advising and guiding on reasonable course registration, requirements about outcomes standard of English or Informatics, soft skills, complete Military and Physical Education,… in the first-year activities, class activities, student handbook. Thereby, students can arrange the time, register for courses, actively plan their study to ensure the prescribed learning progress or early progress. The Student Support Center 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 training program is also designed and improved with a reasonable duration and suitable for the learning ability of all students, ensuring that students achieve the learning outcomes of the curriculum.

Criterion 11.3: Employment rate of gradutates is identified, monitored, and benchmarked for quality improvement

Students' ability to seek jobs is a very important scale for the University to assess the quality of each training program. Each year, the Office of Auditing and Quality Assurance deploys online surveys on the employment situation of students after graduation [11.03.01: *Survey of employment situation*]. Table 11.5 shows the employment rate of students after 1 year of graduation from 2018-2019:

Table 11. 3. Employment rate of students after 1 year of graduation

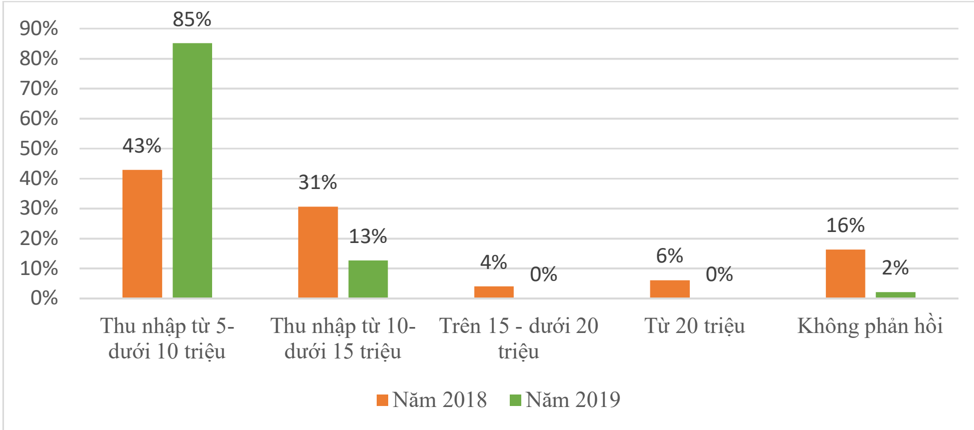
Year of graduation	**Employment situation**			**Time to get a job after graduation**			
	Having a job	Advanced study	No job yet	Under 3months	From 3 to 6 months	From 6 to 12 months	Over 12 months
2018	98,0%	2,0%	0,0%	75,0%	8,3%	4,2%	12,5%
2019	98,6%	0,7%	0,7%	72,1%	25,7%	0,7%	1,4%

Source: The Office of Auditing and Quality Assurance

The survey results show that the percentage of students who have a job after graduation over the years of the International Economics major is at a high rate of over 98%. The majority of International Economics students who graduated from the University worked in private companies and related foreign companies, only a few worked in state agencies. Some students who graduated from school did not immediately go to work but continued to study higher. Some students do not have a job because they have not found a suitable job and this number of students accounts for a very small proportion. The ability of students to get a job after graduation in less than 3 months is quite high.

The newly graduated income level of International Economics students at 5 million or more has also increased over the years, as shown in Figure 11.1:

Figure 11. 1. The average income of International Economics students who graduated after a year



To increase opportunities to find job for students, every year the University cooperates with professional organizations to organize various events such as job fairs, forums with employers, ... (standard 8). Students are encouraged to improve their knowledge and skills through extracurricular activities organized by the University. Many students during their internship at enterprises have met the requirements of enterprises for their ability to work and quickly adapt to the environment, some students are retained to work officially during the internship period. The annual employer survey also shows the satisfaction of employers with graduates from the University. This is a remarkable result and a strength of BUH students. *[11.03.09: Sample form and employer survey results]*.

Criterion 11.4: The type and quantity of scientific research activities by students are clearly defined, monitored and benchmarked for quality improvement

Apart from the scientific research activities of staff, lecturers, students' scientific research activities are also an important factor in the training process. Students at BUH are encouraged to participate in scientific research activities during the academic year. Students' scientific research activities can be a student research project, an academic competition, an academic club, an internship report, a graduation project, or a research project with lectures at the University. Any student can register to participate in scientific research or join a research group under the guidance of lecturers or researchers. Students are supported financially when conducting scientific research. The university also promulgated an ISO process to guide and manage students' scientific research activities *[11.04.01: Guiding and managing students' scientific research]*.

The number of recognized scientific research works of students of the International Economics Faculty from 2016 - 2020 is shown in Table 11.6. It can be seen that although the number of scientific research works by students of the International Economics Faculty is still limited, the number of students participating in scientific research is still modest.

Table 11. 4. Number of scientific research topics of International Economics students from 2016-2020

Year	International Economics major		Accounting major	
	Number of scientific researches	Number of students participate	Number of scientific researches	Number of students participate
2016	1	1	4	6
2017	4	5	3	5
2018	1	5	2	2

2019	2	4	1	4
2020	1	3	1	3

(Source: Science and Technology Research Institute For Banking)

Every year, the Science Research Institute cooperates with Faculty to select high-quality scientific research topics of students to participate in awards at the State or City levels. From 2016 up to now, Faculty's students have also actively participated in many scientific research contests and achieved encouraging results *[11.04.02: Student Scientific Research Awards of the Faculty]*.

Table 11. 5. Scientific research achievements of students of the International Economics Faculty in the period 2016-2020

No	Project	Achievement	Completed time
1	Testing FFVAR model on the Vietnamese stock market by using the percentile regression method	First Prize in the competition “Olympic on Econometrics and Applications”	04/2016
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 the "National Olympic on econometric and applied " competition	05/2017
3	Factors affecting green supply chain management practices in agricultural production of households in An Giang province	Consolation prize of the "National Olympic on econometric and applied " competition	05/2017
4	Factors affecting the brand image of Banking University of Ho Chi Minh City	Consolation prize of the "National Olympic on econometric and applied " competition	05/2017
5	Factors affecting Vietnam's leather and footwear exports to the EU market, thereby proposing some solutions to help Vietnam boost footwear exports to the EU when the EU-Vietnam Free Trade Agreement (EVFTA) take effect	Consolation prize of the "National Olympic on econometric and applied " competition	05/2017
6	Model of factors affecting the content of international visitors' feedback when traveling in Vietnam	Consolation prize of the "National Olympic on econometric and applied " competition	05/2018
7	Impact of Export Diversification on ASEAN Economic Growth	Consolation Prize of the contest "The 20th EUREKA Scientific Research Student"	11/2018
8	The effect of exchange rate on economic growth of Southeast Asian countries	Consolation prize of the "National Olympic on econometric and applied " competition	06/2020

(Source: Science and Technology Research Institute For Banking)

To strengthen the scientific research activities of students, in the academic year plan of Faculty, there are targets on scientific research activities of students *[11.04.03: Plan of activities of students of the International Economics Faculty*]. Lecturers are encouraged to initiatively approach, suggest, instruct students about appropriate scientific research projects *[11.04.04: List of lecturers guiding scientific research for students]*. The Science Research Institute also assigns an expert in charge of students' scientific research activities in order to guide, supervise and support the scientific research activities of students. In addition, the Science and Technology Research Institute summarizes and evaluates the scientific research activities of students in each period and reports to the University Administrator in charge to offer appropriate improvement solutions *[11.04.05: Summary report on scientific research activities of students in the period of 5 years]*. The Department, Youth Union, Student Association coordinated to launch students to participate in scientific research, the information was widely posted on the website and fanpage. The Faculty's Academic Club also organizes academic activities and competitions to help students cultivate professional knowledge, foster creative ideas for students, and contribute to promoting scientific research activities for students *[14.04.06: Academic activities and competitions for students]*. The University promulgates a financial policy, a policy to reward students who participate in scientific research and win prizes at all levels, add training points for students, prioritize scholarship consideration ... *[11.04.07: Policy and regime for participating students research scientists]*.

Criterion 11.5: The satisfaction levels of stakeholders are identified, monitored and benchmarked for quality improvement

Periodically, the University collects comments from teachers, support staff, students, former students, and recruiter to assess the level of satisfaction. Each survey was conducted following ISO procedures and in compliance with the PDCA cycle *[11.05.01: Stakeholder survey planning and regulations]*. Faculty expects that the average points of satisfaction of stakeholders in the surveys are always higher than the average score (>3 points on a scale of 5 and satisfaction rate>60%). Faculty plans to collect information and plans to organize activities such as supporting periodic surveys, faculty meetings, conferences/talks with recruitment units, suggestion boxes, and collecting public comments about the internal regulation to ensure that satisfaction level is recorded regularly. Other focal units such as the Office, the Student Support Center, the Office of Student Affairs are responsible for organizing dialogues, conferences, and seminars with students, lecturers, staff, and employers to collect the level of satisfaction with the general works *[11.05.02: Record comments, collect feedback from stakeholders]*.

For students, the University has set up many feedback channels to survey student satisfaction. Students feedback on the quality of subjects, courses, programs, and exams through online surveys. Survey results will be synthesized, analyzed, and transferred to Faculty for analysis and improvement after each semester *[11.05.03: Student feedback]*. Students can give feedback through a suggestion box, email, hotline number, Q&A on the International Economics Faculty website, social network, etc. Every year, students participate in a dialogue with the University Administrator, Faculty's leaders, and other management units supporting training in order to receive answers, advice, and solutions to complete the process of training and learning *[10.05.04: Dialogue documents between University Administrator and students]*. The results of students' feedback on teaching activities, quality of training courses, and support services from 2015-2020 are shown as follows:

Figure 11. 2. Student's satisfaction with the teaching activities of the lecturers

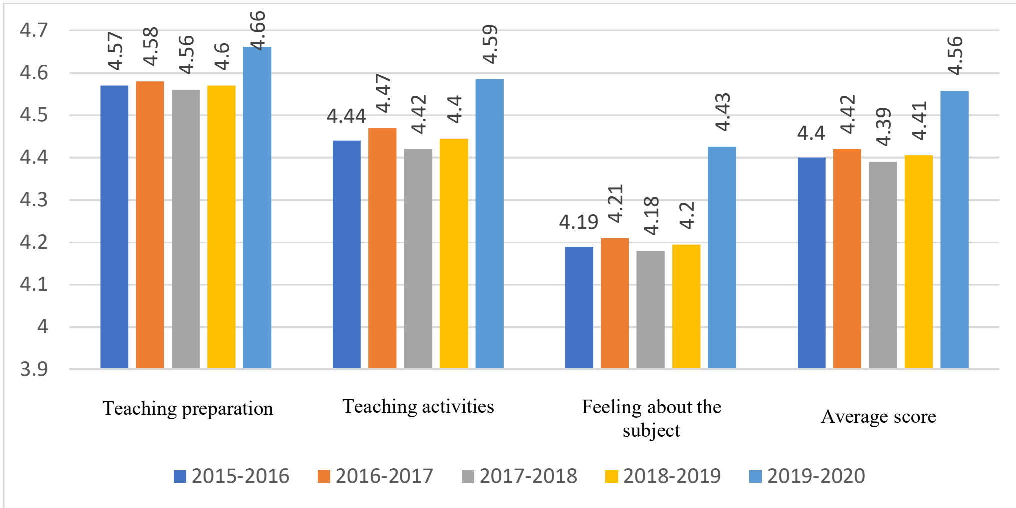


Figure 11.2 shows that the level of satisfaction with the teaching activities of the lecturers of the International Economics Faculty has been increasingly improved and enhanced. In which, the teaching preparation and teaching activities are highly appreciated by the learners. Comparing the survey results with the Business Administration major, the assessment level of the students of the two majors are similar *[11.05.03: Survey students on the quality of lecturers' teaching]*.

Figure 11. 3. Student satisfaction with course quality for the period 2015-2020

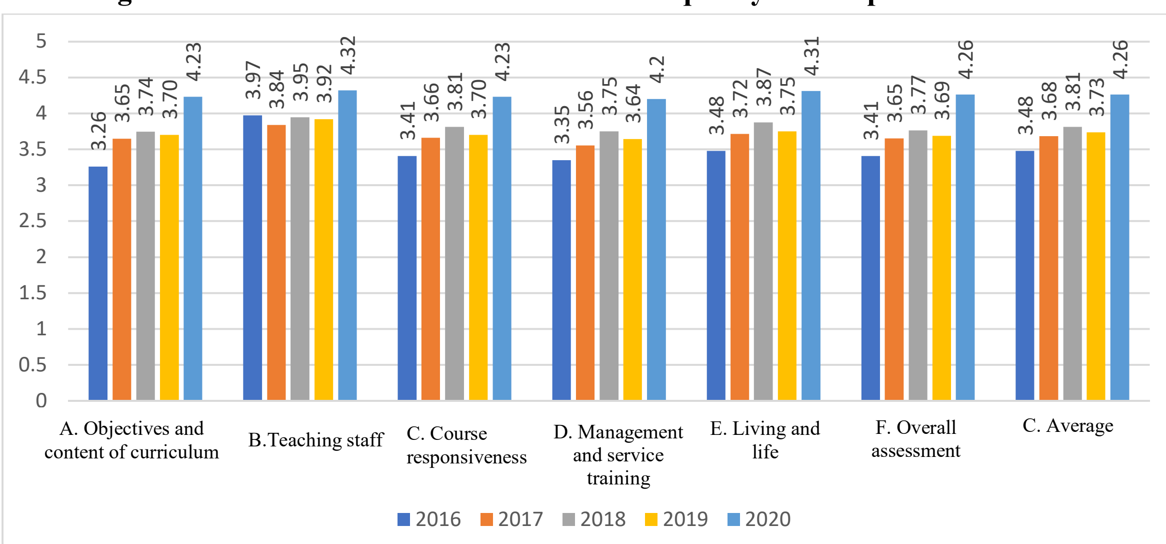


Figure 11.3 shows that the satisfaction level of students who are about to graduate on the quality of training, training support as well as life support services for students of the University is increasing *[11.05.04]: Survey of graduating students about the quality of the course: questionnaire, survey plan, report on test results]*.

Figure 11. 4. Student satisfaction about the quality of management and training support for 2015-2016 to 2019-2020 academic year

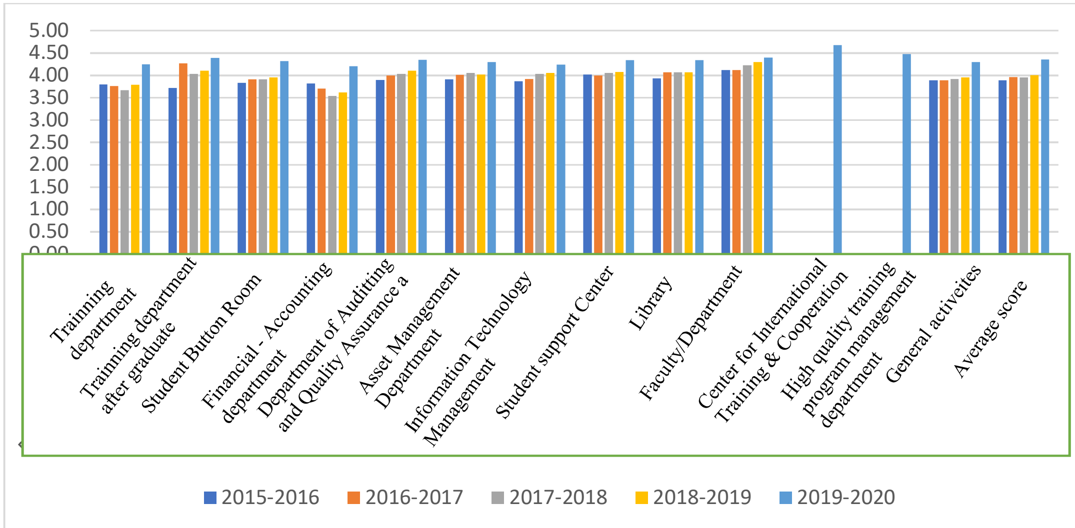
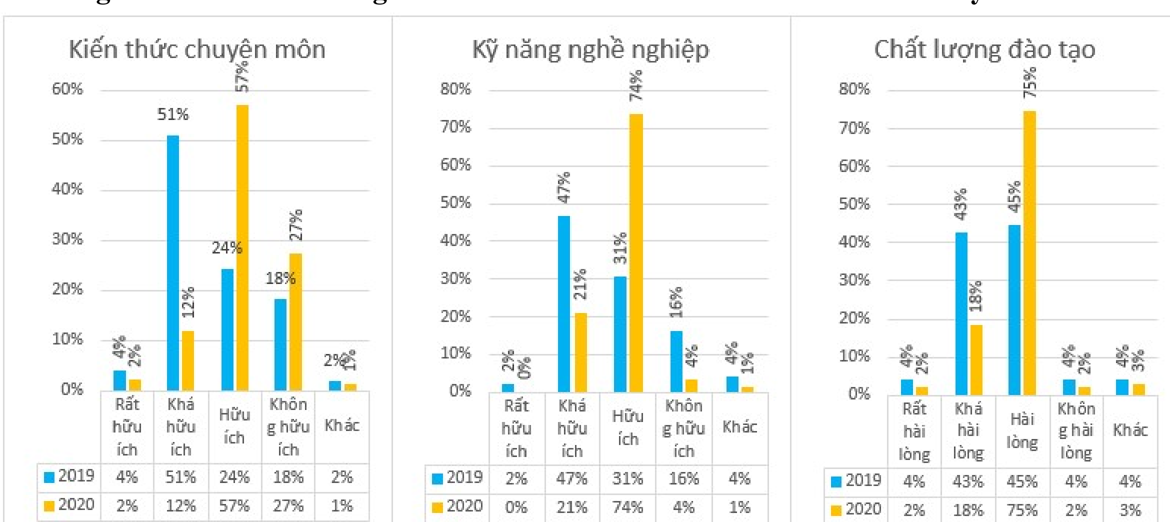


Figure 11.4 shows that learners' feedback on the quality of training management and support has improved and the evaluation score has increased. Learners are increasingly satisfied with the quality of training and training support of the University. *[11.05.05: Student survey results on management quality and training support]*.

Aluminus' feedback is also an important channel for the University and 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 98% of International Economics students have jobs immediately as mentioned in criterion 11.03. Figure 11.5 shows that the majority of graduates from the field of International Economics are satisfied with the training quality of the University *[11.05.08: Sample form, survey results on the employment situation of students after the experiment]*.

Figure 11. 5. Graduating students rate their satisfaction with the ability achieved



Feedback from employers in 2020 in Figures 11.6 and 11.7 shows that employers assess graduates' knowledge, skills, and attitudes - job responsibilities from quite satisfied to higher, the satisfaction level is getting higher. Employers also highly appreciate the job satisfaction of students after being recruited with 75% of the opinions that students can meet the requirements of the job and can be used immediately *[11.05.09: Survey form, employer survey results]*.

Figure 11. 6. Employers assess the knowledge, skills, and attitudes of graduates

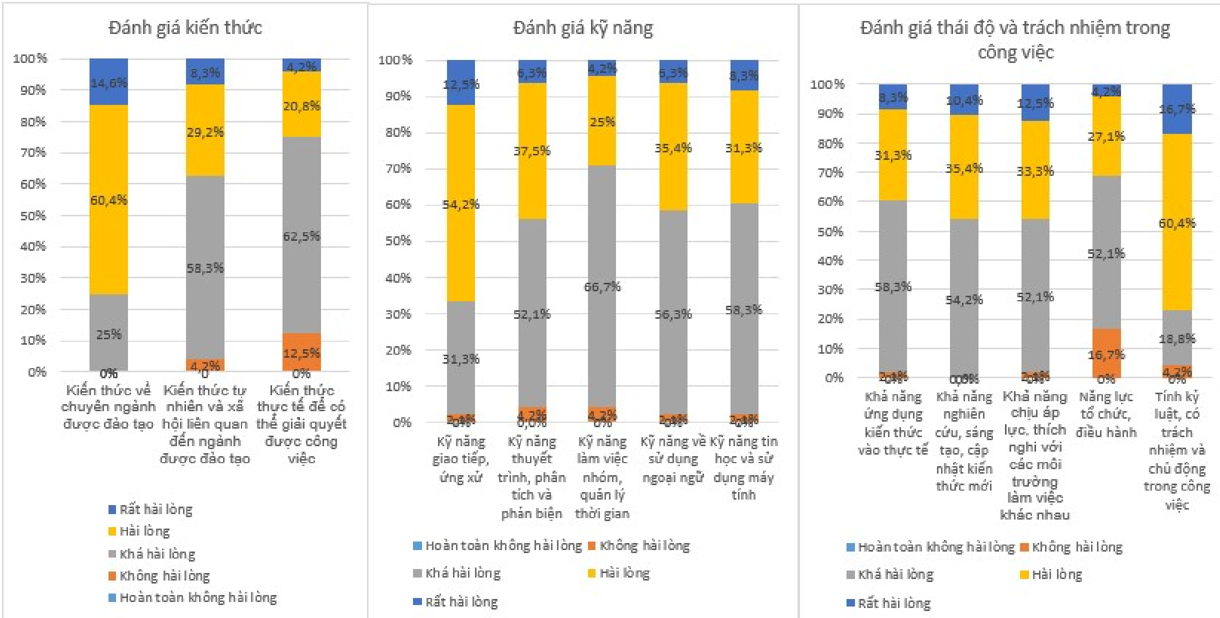
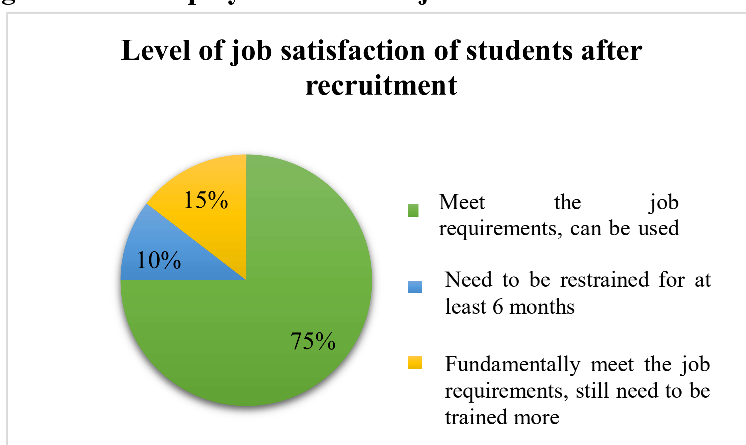


Figure 11. 7. Employers assess the job satisfaction of Graduates



To improve the satisfaction level of lecturers and staff, the University collects feedback from many different channels through an annual teacher survey about organization, management, and training support, and a survey on the working environment. In addition, to receive regular feedback from teachers and staff, the University has issued regulations on citizen reception and the annual citizen reception schedule. Periodically, the opinions of teachers and employees are responsed to the University through key staff meetings, Employee Conferences, and University Trade Union congresses to promote the ownership of the University's employees and contribute ideas for the growth of the University, this is simultaneously an occasion for the leaderships to get a hold of employees' wishes and expectations in order to have satisfactory directions and solutions in the process of implementing the academic year's tasks. *[11.05.10: Channels to receive feedback and improve the satisfaction level of lecturers and staff]*.

From the feedback of stakeholders, many solutions have been proposed to improve the quality of graduates, as well as the satisfaction of stakeholders such as facilities, repairment, and construction of equipments; Online learning system helps lecturers and students interact more easily, for lecturers-staff who are fully equipped with conditions for teaching-learning, income is increasing, several policies are issued to create motivation for teachers to improve their professional qualifications, many training courses are provided, promotion and reward policies for lecturers and staff with excellent achievements at work, ...

PART 3

ASSESS STRENGTHS, WEAKNESSES, AND PLANS TO IMPROVE THE TRAINING QUALITY OF THE INTERNATIONAL ECONOMICS MAJOR

3.1 Assess strengths, points requiring improvement

From the description in part 2, compared with AUN-QA standards, International Economics Faculty analyzes strengths, points that require improvement in training quality of International Economics major as following:

STANDARD 1:

Strength:

The standard learning outcomes are designed according to the PDCA process and the requirements of stakeholders. The PLOs of the Faculty match with the University's mission and vision.

Weakness:

Regulations on the time for editing and updating the PLOs and training program (every 2 years) have not been fully complied with.

Plan:

Comply with the process of checking and editing the PLOs and training program to ensure that changes are updated timely.

STANDARD 2:

Strength:

The description of the LO and the description of the subjects are standardized with necessary, useful information to meet the demand of every object: recruiters, students, lecturers, organizations, and professional management agencíe.

Weakness:

The publication of the descriptions has not been done timely, regular, and effective for stakeholders, especially students, and as a result, students did not receive timely information about the training program, create many difficulties for students to make personal studying plans.

The transmission of the training program to each lecturer is mainly done via email and this may not be effective;

Not complying with the regular updating, reviewing, and editing of the descriptions of training program and subjects.

Plan:

Planning to timely disseminate the descriptions of training program and subjects to students, promoting and improving through the communication channels as well as academic counseling channels.

Comply with the regulations on checking and updating the descriptions of training program and subjects (once every 2 years).

STANDARD 3:

Strength:

The training program is designed and developed according to the PDCA process, subjects are built with an increasingly reasonable structure and sequence, ensuring logic and coherence with each other.

The training program, teaching-learning methods, and students assessment activities are compatible with each other, aiming to ensure the achievement of the standard outcomes of the major and each subject.

Weakness:

Optional subjects in the program are still relatively few, not consistent with the general education philosophy that Faculty is aiming to. Subjects associated with reality are lacking and weak.

The process of editing, updating the learning outcomes and training program are not fully complied with in terms of time, instead of once every 2 years according to the University's regulations, the year 2017-2018 was not implemented in time, and was postponed until the year 2018-2019, as a result, the expected progress was not fulfilled.

Plan:

The Faculty needs a detailed plan and route to step by step innovate the designs of subjects in the recent training program, on one hand, follow the specialized path attached to the group of students' working positions after graduating, on the other hand, also need to expand in the direction of promoting diversity, creating conditions for students to continue to higher education levels in developed countries. In addition, subjects associated with reality should be considered and included in the program to increase students' access to reality.

Faculty needs to initiatively check on the training program every year, plan on editing once every 2 years, comply with the process of editing learning outcomes and training program according to the general regulations of the University.

STANDARD 4:

Strength:

The education philosophy of Faculty is presented clearly, matches with the mission and vision of the University and the education trend in today's background.

Teaching and learning activities, students assessment activities are increasingly innovated in accordance with the learning outcomes and training program.

Weakness:

Although teaching methods are diverse, it is still quite heavy on lectures, there are not many subjects associated with the practice, so "applied orientation" has not been clearly expressed in the designs about teaching and learning.

Plan:

Faculty should persistently propose to promote applicability through connections with import-export or logistics corporates and economic organizations to enhance internships and practice activities for students, strengthening the teaching force who are experts/practitioners.

STANDARD 5:

Strength:

The school and Faculty have taken many synchronous and practical measures to improve student assessment activities according to the input, the whole process, and output stages, such as developing new assessment methods, tables of evaluation criteria, and rubric scales for some modules.

Information about the examination is publicly available, and there is a clear complaint process for the exam results.

Weakness:

The rubrics for assessment activities have not yet been built in all modules so the assessments of learning outcomes for each module are not equally effective. Therefore, the compatibility between the assessment activities and outcomes standard of the training program as well as the validity and reliability of the testing and evaluation activities have not been fully guaranteed and convincing.

The end-of-course assessment has high proportion of grades but the testing methods are not diverse, mainly in form of multiple-choice questions and essay writing.

Plan:

Faculty is coordinating with the University to organize a training program to design a rubric for all teachers in the program, to complete the assessment method in each module, and to ensure the diversity in assessment to ensure the validity, reliability, and fairness of the assessment activities, thereby accurately measuring the outcomes standards of each subject.

Developing more appropriate assessment methods for the end-of-course assessment to further increase the validity, reliability, and fairness of the end-of-course assessment.

STANDARD 6:

Strength:

The staff of Faculty and the University are sufficient in quantity and quality to meet the requirements of the work.

The school has clear regulations on the working regimes of lecturers and regulations on assessing their achievements to measure and evaluate their workload in each semester and academic year.

The university has clear regulations on the type and quantity of scientific research activities of the Department.

Weakness:

The plan for developing Faculty’s staff for the period of 2019-2024 only stops at planning to develop the existing teaching staff through supplemental training but has yet mentioned the development of the teaching staff through recruitment.

The University and Faculty only determine the capacity of teachers for each job position indirectly through the regulations of teachers' duties, so the assessment of teachers' capacity is only done through the results of work performance.

For the process of training and fostering lecturers, the University and the Faculty only stop at reporting on the number of training and fostering courses that have been organized but have not yet assessed the effectiveness of training and fostering activities.

The scientific research works applied in teaching and community service in the training program are still few and have not been fully counted. Some scientific research works of lecturers have been included in the teaching process by lecturers themselves, but have not been recognized by Faculty and functional statistical units.

Plan:

In the academic year 2021-2022, Faculty reviews the staff members and supplement the plan to develop lecturers of the training program through recruitment.

In 2022, finalize the current job positions project of the Faculty. In addition to determining the duties of each job position, the Faculty will add the required competencies of each position to serve as a basis to assess lecturer's capacity.

From the academic year 2021-2022, the University and Faculty evaluate the effectiveness of training and fostering lecturers to serve as a clearer basis to develop a plan for lecturer's development.

Faculty cooperates with the Science and Technology Research Institution to select and apply appropriate scientific research topics in teaching. Every year, lecturers are required to report on their scientific works applied in their teaching process to capture and complete statistics.

STANDARD 7:

Strength:

The University has built a specific strategy on support staff as a basis to build a short-term plan for recruiting and training support staff.

Criteria for recruitment, appointment, and promotion are clearly defined and published by the university to the support staff through many communication channels.

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

Weakness:

The University has not directly assessed the capacity of support staff because there are no specific regulations on the capacity of support staff for each job position.

The University only stops at reporting on the number of training courses that have been organized or the number of support staff participating, but has not yet assessed the effectiveness of training and fostering activities.

Plan:

In 2022, finalize the university's job positions project, which specifies the required competencies of each job position of the support staff as a basis to assess capacity and develop training and fostering plans.

In the coming time, the University will evaluate the effectiveness of training and fostering activities to serve as a clearer basis to build up a plan for the support staff's development.

STANDARD 8:

Strength:

The University's admissions policies and criteria are clearly defined, published, communicated to interested parties through many channels and in many forms, and are evaluated annually.

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

Weakness:

The system to supervise students' learning progress is mostly done manually, there is no automatic warning to students about learning results.

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

Plan:

Develop a process to supervise student learning progress including the maximum application of technology in recording and alerting students about learning outcomes.

Combined assessment of the impact of support activities on improving students' learning quality and employability in the University's current surveys.

STANDARD 9:

Strength:

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

The University always cares and has the policy to upgrade facilities for Faculty.

Weakness:

Some facility items have not taken into consideration the special usage of people with disabilities (toilets, entrances to buildings, elevators, learning aids for people with disabilities, etc.)

The theoretical classrooms of the University have not been arranged in accordance with the group teaching method.

The library's learning resources, especially textbooks and reference materials for the training program of International Economics major are mainly in hard copy form, so they can only be used for direct reference. The sources of electronic learning materials are not diverse, so the reference to online documents for learning and research of students and lecturers is limited.

Plan:

Improve existing facilities to be more disability-friendly.

Upgrade some of the existing classroom systems into several thematic classrooms to fit group teaching.

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

STANDARD 10

Strength:

The design and development of the training program are established, assessed, and innovated periodically according to a unified process with the full participation of stakeholders (including students, former students, employers, experts, and lecturers) with diverse feedback channels: questionnaires, seminars, seminars, scientific council meetings.

The examining and evaluation process is designed and organized in a systematic, synchronous, strict, and serious manner. The forms of examination and assessment are diverse and flexible, suitable for credit training as well as meeting expected learning outcomes.

The quality of support services and utilities (in the library, classrooms, IT, and other support services) is periodically evaluated and improved according to a unified process of the University through diverse information feedback channels.

Scientific research activities of the Faculty are growing in both quantity and quality.

The mechanism for collecting feedback from stakeholders is systematic and evaluated to improve the quality of teaching and learning and develop the training program to meet social needs.

Weakness:

The application of scientific research results to teaching and learning activities is still modest.

The database of recruiters and alumni is not much and is updated regularly to be able to collect information faster and more efficiently.

***Plan*:**

Forming strong research groups, with the defined task of developing and researching topics with high applicability to teaching and learning activities, compiling textbooks and learning materials in order to improve the quality of training.

The Faculty needs to regularly update the database of stakeholders at least once a year; initiatively build a database to manage information of stakeholders to facilitate communication, collect feedback, and link, cooperate to improve the training quality of the University, and support students to find jobs.

STANDARD 11

***Strength*:**

There is a specialized department, credit training software to support the management and supervising of dropout and graduation rates, thereby performing analysing, finding out the causes, and comparing among years. The Faculty and the University have implemented many effective measures to support students in learning and training.

There are departments, tools to track and statistics the average graduation time of students of the courses.

There are departments, processes, tools, and implementation methods to collect stakeholder opinions. Feedback from stakeholders is exploited and used in improving the quality of training activities, supporting learners, and adjusting the training program.

Weakness:

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

Activities of connecting and communicating with former students and employers of the Faculty are still limited; The number of former students and employers is still small to support effective feedback collection.

The review and assessment of the satisfaction of stakeholders have not been paid enough attention to improve the quality of training and support training.

Plan:

From the academic year 2021-2022, the School and Faculty strongly implement communication and counseling activities for students about the role of students' scientific research. At the same time, compare the implementation of scientific research over the years.

In the coming time, the Department will strengthen connection and communication activities with former students and employers; plan to organize seminars between recruiters and students.

From the academic year 2021-2022, assess the unit’s quality improvement after the results of the survey on the quality of management and support training.

3.2. Self-evaluated results

Standard		1	2	3	4	5	6	7
1	**Expected Learning Outcomes**							
1.1	The expected learning outcomes have been clearly formulated and aligned with the vision and mission of the university						6	
1.2	The expected learning results include both learning outcomes of the major and general learning outcomes.					5		
1.3	The expected learning results reflect the requirements of the stakeholders.					5		
Overall opinion						5		
2	**Program description**							
2.1	The information in the description of the training program is comprehensive and up-to-date						6	
2.2	The information in the description of the subject is comprehensive and up-to-date					5		
2.3	The description of the training program and subjects is widely published and the stakeholders can easily access it.				4			
Overall opinion						5		
3	**Program Structure and Content**							
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.				4			
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						6	
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						5		
5	**Student Assessment**							
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes				4			

5.2	Information on testing and evaluation activities is publicly announced and disseminated to students, including timelines; methods of testing and evaluation; point allocation ratio; evaluation criteria table, and grade scale.						6	
5.3	Test and evaluation methods, including the evaluation criteria table and grading scale, are used to ensure validity, reliability, and fairness.					5		
5.4	Feedback on test results and assessments is delivered timely and helps to improve the quality of learning.						6	
5.5	There is a reasonable process for complaints about test results and evaluations for students to easily access						6	
Overall opinion						5		
6	**Academic Staff Quality**							
6.1	Academic staff planning (considering succession, promotion, re-deployment, termination, and retirement) is carried out to fulfill the needs for education, research and community 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 for appointment, assignment, and promotion, including well-defined standards of ethics and academic freedom, are disseminated to stakeholders.					5		
6.4	Competences of academic staff are identified and evaluated				4			
6.5	The needs for training and professionally developing lecturers are identified and appropriate activities are implemented to meet these needs.					5		
6.6	Performance management (including reward and recognition) is implemented to encourage and support training, scientific research, and community service activities.					5		
6.7	Types and quantity of research activities of teachers are clearly defined, monitored, and benchmarked for quality improvement.				4			
Overall opinion						5		
7	**Support staff quality**							
7.1	The support staff planing (working in libraries, practice rooms, information technology, and other student support units)					5		

	has been implemented to meet the needs for training, research, and community service.							
7.2	Criteria for recruitment, appointment, and promotion are well defined and widely disseminated.					5		
7.3	Competences of support staff are identified and evaluated.				4			
7.4	The needs for training and professionally developing of support staff are identified and there are activities implemented to meet these needs.					5		
7.5	Performance management including rewards and recognition is implemented to promote and support training, research, and community service.				4			
Overall opinion						5		
8	**Student Quality and Support**							
8.1	The student intake policy and admission criteria are clearly 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 appropriate system to monitor student progress, learning outcomes, and learning load.				4			
8.4	There are academic counseling, extracurricular activities, competitions, and other support services for students to help improve the quality of their studies and their employability.				4			
8.5	The psychological, social, and landscape environment effectively supports training and research activities as well as creates comfort for students.					5		
Overall opinion						**5**		
9	**Facilities and Infrastructure**							
9.1	The teaching and learning facilities and equipment (such as lecture halls, classrooms, seminar rooms, etc.) are sufficiently equipped and updated to support training and research activities.				4			
9.2	Library and learning resources are fully equipped and up to date to support training and research activities.				4			
9.3	Laboratories and equipment are fully equipped and up to date to support training and research				4			
9.4	The information technology system (including infrastructure for online learning)				4			

	is fully equipped and updated to support training and research activities.							
9.5	Environmental, health, and safety standards are defined and implemented; taking into account the unique needs of people with disabilities				4			
Overall opinion					4			
10	**Quality Enhancement**							
10.1	The needs and feedback of stakeholders are used to serve the design and development of the training program.					5		
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement					5		
10.3	The teaching and learning process, and student assessment activities are regularly reviewed and evaluated to ensure suitability and compatibility.					5		
10.4	Research results are used to improve the quality of teaching and learning activities.				4			
10.5	The quality of support services and equipment (in libraries, laboratories, information technology systems, and student support services) is assessed and improved.					5		
10.6	The mechanism for collecting feedback and suggestions from staff, lecturers, students, former students, and employers systematically and evaluated and improved quality					5		
Overall opinion						5		
11	**Output**							
11.1	The dropout rates and graduation rates are identified, monitored, and benchmarked for quality improvement					5		
11.2	The average time to graduate is determined, monitored, and benchmarked for quality improvement					5		
11.3	Graduate employment rates are identified, monitored, and benchmarked for quality improvement					5		
11.4	The types and quantity of research activities by students are clearly defined, monitored, and benchmarked for quality improvement				4			
11.5	The satisfaction levels of stakeholders are identified, monitored, and benchmarked for quality improvement.				4			
Overall opinion						5		
	Average score	**4.9**						

PART 4

APPENDIX

4.1 List of evidences

4.2 Matrix of the training program's learning outcomes

Semester	No.	Subject	PLOs							
			1	2	3	4	5	6	7	8
I	1	Philosophy of Marxism and Leninism	2	2	2					
	2	Political Economics of Marxism and Leninism	2	2	2					
	3	Mathematical Economics	2	3				3		
	4	Microeconomics	3	3		2				
	5	Macroeconomics	3	3		2				
	6	Fundamentals of Management	3	3		2				
	7	Fundamentals of Vietnamese Culture	2	2	2					
		Psychology	2		2		2			
		Logic	2	2	2					
		Mathematical economics model	3	2				3		
II	1	Scientific socialism	2	2	2					
	2	Theory of Probability and Statistics	2	3				3		
	3	General Law	2	2				2		
	4	Principals of Accounting	3				2	2		
	5	Principals of Marketing	3		2	2				
	6	Theory of Finance and Money			3			2		2
III	1	Ideology of Ho Chi Minh	2	2	2					
	2	History of Vietnamese Communist Party	2	2	2					
	3	International Economics	3		3					
	4	Business Law	2		3		3			
	5	Applied Informatics			3	2		2		
	6	Tài chính doanh nghiệp					3	2		2
	7	English for specific purposes 1			3	3				3
	8	History of Economic Theories	2	2		3				
		Development Economics	2	3		3				
		Public Economics	2	3		3				
IV	1	Scientific Research Method	2	3		3				
	2	Introduction to International Economics					2	2		2
	3	Econometrics								
	4	Microeconomics 2						3	3	3
	5	English for specific purposes 2			3	3				3
	6	International Finance						3	3	3
V	1	Macroeconomics 2						3	3	3
	2	International Investment						3	3	3
	3	Applied Econometrics (For International Economics)		3				3	3	
	4	Economics of International Integration						3	3	3

		Investment Economics	3					3		3
	5	International Trade Policy						3	4	4
	6	International Business						3	4	4
VI	1	Foreign Trade Operations					3	3	4	
	2a	Development Finance						4	4	4
	3a	Emerging Market Economics		4				4		4
	4a	International Macroeconomics						4	4	4
	5a	Managerial Economics	4					4	4	
	2b	International Business Strategy			4			4		4
	3b	International Logistic			3			3		4
	4b	International Business Negotiations	4	4	4		3	3		
	5b	International Payment					4	4	4	4
VII	1	Internship				4	4	4		4
	2	Research Paper				4	4	4	4	4
	3	International Project Management			4			4	4	
		Entrepreneurship in The Digital Age						4	4	4
		Insurance						3	3	3
		Electronic Commerce						3	3	3
		Supply Chain Management				3		4		4

4.3 Caculate FTE of lecturers and students

I. Caculate FTE of lecturers:

Formula to calculate FTE of general lecturers:

$$\text{FTE} = \frac{The\ amount\ of\ time\ classes + Number\ of\ scientific\ researc\ \ lectures}{Total\ amount\ of\ Time\ Required\ for\ teaching\ and\ scientific\ research}$$

Lecturers of the Faculty are used to calculate the FTE based on the 2018 training program of the International Economics majors.

According to the working regulations of lecturers (Decision No. 2719/QD-ĐHNH dated November 30, 2020), the standard working hours of full-time lecturers include 270 hours of teaching, 196 hours of scientific research. The total number of hours for the lecturer is 466 hours.

Calculate FTE for each subject of the training program is as follows:

1. For full-time lecturers of the International Economics Faculty *(not holding a leadership position or concurrently managing tasks)*

$$\text{FTE} = \frac{The\ amount\ of\ time\ classes + Numb\ \ \ of\ scientific\ researc\ \ lectures}{466}$$

2. For lecturers that are not in International Economics Faculty

The lecturers outside the faculty participate in teaching different programs and dedicate a part of the workload to the International Economics training program. Therefore, the workload of the lecturers who are not belong with the International Economics Faculty will have to deduct

270 normative periods for the part of the work that is not intended for the training program of Faculty. The FTE of non-department staff is calculated as follows:

$$\text{FTE} = \frac{The\ amount\ of\ time\ classes - 270\ + Number\ of\ scientific\ researc\quad lectures}{466}$$

If the number of lecturers and scientific researchers is less than 270, the FTE equals 0.

3. For visiting lecturers

Visiting lecturers are said to be part-time lecturers of the University, devoting part of the workload to the International Economics training program, and the teaching norm is calculated as ½ full-time lecturers. FTE of visiting lecturer is calculated as follows:

$$\text{FTE} = \frac{The\ amount\ of\ time\ classes - 270\ + Numb\quad of\ scientific\ research\ lectures}{\frac{1}{2} * Amount\ of\ Time\ Required\ for\ teaching (270) + Amount\ of\ Time\ Required\ for} =$$

$$\frac{She\ amount\ of\ time\ classes - 27\quad + Number\ of\ scientific\ research\ lectures}{311}$$

If the total number of actual lectures and scientific research is less than 270, then FTE = 0.

4. For the lecturers holding leadership positions and concurrently holding management task:

The norm of teaching hours for the lecturers holding leadership positions and concurrently holding management tasks is lower than that of lecturers who do not hold positions. The rate of teaching hours is regulated according to the lecturer's working regulations as follows:

Position	Implementation rate	Total norms of teaching and scientific research
Head of the office and equivalent	25%	263.5
Vice Head of the office and equivalent	30%	277
Head of the faculty that has 40 lecturers or 800 students and above	60%	358
Head of the faculty that has less than 40 lecturers or 800 students	70%	385
Vice head of the faculty that has 40 lecturers or 800 students and above	70%	385
Vice head of the faculty that has less than 40 lecturers or 800 students	80%	412
Head of the subject	80%	412

Vice head of the subject	85%	425.5

FTE of the lecturers holding leadership positions and concurrently holding management task is calculated as follow:

- FTE *(for the lecturers holding leadership positions and concurrently holding management task of The International Economics Faculty)*

$$= \frac{The\ amount\ of\ time\ classes + Number\ of\ scientific\ research\ lectures}{Total\ amount\ of\ Time\ Required\ for\ teaching\ and\ scientific\ research\ (has\ been\ excluded)};$$

- FTE (*for the lecturers holding leadership positions and concurrently holding management tasks outside The International Economics Faculty*)

$$= \frac{The\ amount\ of\ time\ classes - 27\ \ + Number\ of\ scientific\ research\ lectures}{Total\ amount\ of\ Time\ Required\ for\ teaching\ and\ scientific\ research\ (has\ been\ excluded)}$$

II. Calculate FTE for students

According to the regulations of regular focus training following the credit system of the Banking University of Ho Chi Minh City (Decision No. 2181/QD-ĐHNH dated October 4, 2019), the minimum number of credits students need to register in a semester is 15 credits, equivalent to the minimum number of credits per academic year is 30 credits.

Based on the data on the number of student credits registered in a year provided by the Training Department, the average number of credits per academic year is always higher than the prescribed minimum number of 30 credits. So, each student is equivalent to 1 FTE.

FTE of International Economics training program:

Academic year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
The average number of credit	39,9	41,3	39,4	37,3	39,6	38,0
The total number of students in International Economics training program	419	603	801	950	977	1119
Students' FTE	419	603	801	950	977	1119