

SELF - ASSESSMENT REPORT FOR AUN - QA



BANKING UNIVERSITY OF HOCHIMINH CITY FACULTY OF FINANCE



ACADEMIC PROGRAM:

BACHELOR OF FINANCE AND BANKING

CONCENTRATION: FINANCE



The AUN Quality Assessment at Programme Level

FEBRUARY, 2019



**AUN-QA SELF-ASSESSMENT REPORT
OF THE BACHELOR OF FINANCE AND BANKING,
FINANCE CONCENTRATION**

We hereby confirm to approve this AUN-QA Self-Assessment Report of the Bachelor of Finance and Banking, Finance Concentration programme for assessment according to AUN-QA Criteria (V3.0)

A blue ink signature of Dr. Le Tham Duong, written in a cursive style.

Dr. Le Tham Duong
Dean of the Faculty of Finance

A blue ink signature of Dr. Ong Van Nam, written in a cursive style.

Dr. Ong Van Nam
Head of Quality Assurance Unit

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LIST OF ABBREVIATIONS

No.	Abbreviations	Definition
1	AUN	ASEAN University Network
2	BUH	Banking University of Ho Chi Minh City
3	CDIO	Conceive-Design-Implement-Operate
4	CLOs	Course Learning Outcomes
5	DAA	Department of Academic Affairs
6	DITM	Department of Information Technology Management
7	DPA	Department of Personnel Affairs
8	DTQA	Department of Testing and Quality Assurance
9	ELOs	Expected Learning Outcomes
10	FPF	Fire Prevention and Fighting
11	FTE	Full-Time Equivalent
12	IRT	Institute of Research and Technology
13	MOET	Ministry of Education and Training
14	PLOs	Program Learning Outcomes
15	QA	Quality Assurance

PART 1: INTRODUCTION

1.1. Banking University of Ho Chi Minh City

Banking University of Ho Chi Minh City (BUH) is one of the leading universities in training, research, and technology transfer in economic and finance - banking sectors in Vietnam. Over the period of 40 years of establishment and development, the University has trained thousands of bachelors, masters, and PhDs for banking and economic sectors, which significantly contributes to the socio-economic development of the country.

The University is currently offering 10 undergraduate programs, 03 post-graduate programmes (02 master's degree programmes and 01 doctoral programmes) with the following details:

- Undergraduate programs: (1) Finance; (2) Banking; (3) International economics; (4) Marketing; (5) Business Administration; (6) Economics laws; (7) Accounting - Auditing; (8) Commercial English; (9) E-commerce; (10) Enterprise information system.
- Master's programmes: (1) Finance and Banking; (2) Business Administration
- Doctoral programmes: Finance and Banking

With these contributions to the banking sector and the economy of the country, BUH has been honorably awarded many noble prizes by the Vietnamese Party and State, including Third Class Independence Medal (2006), Third Class Labor Medal (1987), Second Class Labor Medal (1994) and First-class Labor Medal (2001), Second Class Independence Medal (2016) and other noble awards of the Government, many ministries, many people's committees of provinces and the State Bank of Vietnam.

1.1.1. Vision, mission statements of the University

The vision and mission statements of the University have been declared as follows:

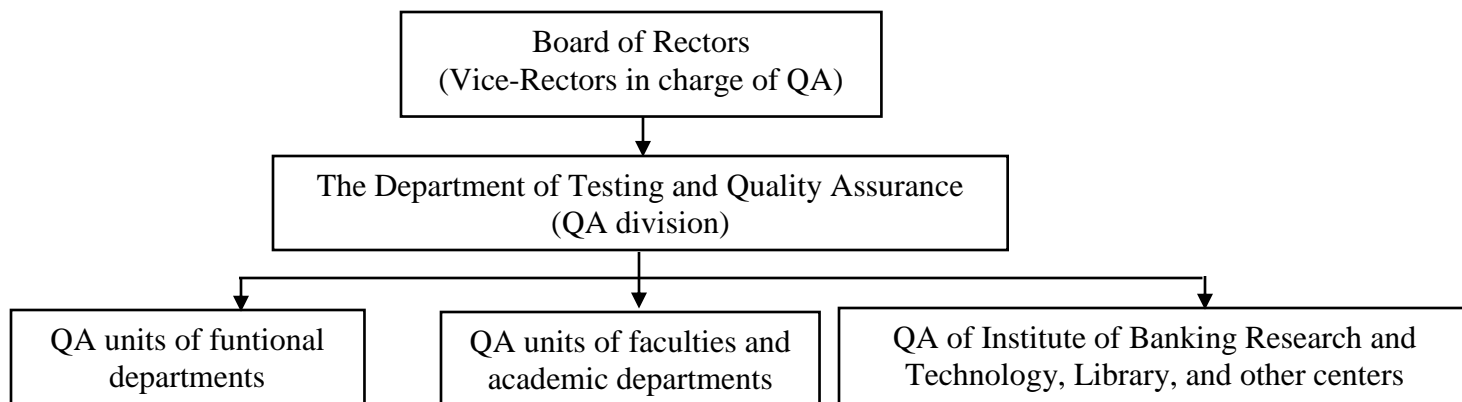
- *Mission:* Creating a modern educational environment, maintaining the country's identity so that learners can promote their potential, creativity and critical thinking; training high-quality human resources for the society; promoting the creation and transfer of scientific knowledge to meet the requirements of the international integration; receiving, researching, developing and transferring scientific and technological achievements in the training fields of the University.
- *Mission:* Creating a modern educational environment, maintaining the country's identity so that learners can promote their potential, creativity and critical thinking; training high-quality human resources for the society; promoting the creation and transfer of scientific knowledge to meet the requirements of the world integration; receiving, researching, developing and transferring scientific and technological achievements in the training fields of the University.

1.1.2. Quality assurance policy

The University's quality policy has been built based on the various strategic plans dependent on different development stages of the University. The policy aims at assuring and improving the quality of training in order to meet the mission, vision and quality objectives of

the University as well as requirements of related parties. The Department of Testing and Quality Assurance (DTQA) was established in 2008 in compliance with the Ministry of Education and Training (MOET). The unit is responsible for developing internal quality assurance systems and implementing quality evaluations. It also supports the process of external assessment for national and international recognition at the institutional and programmatic levels. The QA and Testing Department has six employees who regularly take part in annual QA training courses to further improve the University's QA system. As regards QA, currently, the University has built internal QA (IQA) and has been recognized by the MOET, compliant with 85% of the MOET's standards in 2017. In the same year, the University also received ISO 9001: 2015 certificate by the Afnor Organization, France.

The organizational structure of the QA System at the University



1.2. Faculty of Finance

Faculty of Finance is one of the first faculty of the University, established in 1976, one of the prestigious training institutions in finance concentration of finance and banking major in Vietnam. The Faculty of Finance provides a positive learning environment and encourages students to participate in professional and social activities. More than 220 lecturers are teaching in the program with over 2,000 students. The Faculty of Finance trains high-quality financial, monetary and banking human resources for commercial banks, other financial organizations, and businesses. Graduates of the program can work at the State Bank, commercial banks, stock exchange, securities company, securities investment fund, insurance companies, tax agencies, other financial institutions, government agencies in money, banking, and finance, research institutions in these aspects, financial management in businesses. [<http://khoatc.buh.edu.vn/>].

The Faculty of Finance is one of the two faculties of the University which provides educational programs at all three levels in higher education: undergraduates, master's and doctoral programs in finance – banking, awarding degrees for about 300 bachelors, 200 masters and 10 doctors annually.

The educational philosophy of the Faculty: "Student-centered".

Vision: "Faculty of Finance - the Banking University HCMC, is a specialized training organization for Finance according to international standards".

Mission: "Providing human resources to meet the international integration requirements in the field of Finance".

1.3. A brief overview of the program

1) Program title: Bachelor of Finance and Banking – Finance Concentration;

2) Awarding institution: Banking University of Ho Chi Minh City

3) Objectives: Graduates of Finance – Banking major, Finance concentration will master the foundation knowledge of economics, management, accounting and profound, modern knowledge of finance and banking in general and also finance in particular. Furthermore, they have the competencies to build and implement domestic and international financial plans or projects, start-up the company, self- study and research.

4) Expected learning outcomes (ELOs): Graduates in Finance will achieve the following ELOs:

- Knowledge:
 - + Natural and social sciences: Understanding the theory of politics and law, mathematics, information technology and statistics, research methods
 - + Economics, business, and management: Understanding fundamental knowledge of economics, the basic knowledge of management and marketing, accounting, the principles of finance-monetary, public finance, financial institutions, and markets;
 - + Finance - banking: Understanding in-depth knowledge of econometrics, in-depth knowledge of banking and insurance, in-depth knowledge of corporate finance and financial investment.
- Personal and professional skills:
 - + Personal skills: Presentation, communication, and teamwork skills; Tasks organization and time management skills; Critical thinking
 - + Professional skills: Skills of searching, synthesizing, and analyzing economic and financial data; Problem-solving skills in finance; Forecasting skills, serving for analysis, valuation, and decision-making on financial investment; Skills of using foreign languages and informatics in finance.
- *Attitudes and professional values:*
 - + Be careful, honest, compliant with professional ethical standards and having a sense of community;
 - + Proactive, passionate, committed to work, and positive thinking;
 - + Persevering, serious and cooperative spirit at work
- *Professional competencies:*
 - + Be able to evaluate the financial market;
 - + Be able to evaluate the financial situation of the enterprise;

Figure 1.1: Process of developing ELOs

The 2018 program of the Faculty has 25 ELOs [H1.1.1.9], which were developed from the viewpoints of many different stakeholders, including employers, alumni, lecturers, and students to ensure that the ELOs of the program can meet the societal requirements [H1.1.1.10], [H1.1.1.11], [H1.1.1.12], [H1.1.1.13], [H1.1.1.14], [H1.1.1.15], in compliance with the MOET's requirements for undergraduate programs [H1.1.1.16].

The ELOs of the 2018 program have been constructively aligned with the contents of all courses, based on which textbooks and teaching and learning materials for the program have also been compiled, assessment methods have been designed [H1.1.1.9], [H1.1.1.17]. These ELOs have been widely published through various channels to related parties [H1.1.1.9], [H1.1.1.18], [H1.1.1.19], [H1.1.1.20].

Each ELO has been developed applying the SMART principles: Specific, Measurable, Achievable, Realistic and Time-bound. Bloom (2001)'s educational taxonomy, Dave's (1975) and Krathwohl's (1973) ones are used to measuring the learning outcomes related to knowledge, skills, and attitudes. In addition, MIT's taxonomy for CDIO is used to determine the professional competence level of students' performance (Table 1.1).

Table 1.1: 2018 Study programme's ELOs

(See Appendix 4.1 - Item 1.2)

1.1.2. The expected learning outcomes cover both subject-specific and generic (i.e. transferable) learning outcomes

Based on the vision and mission of the University which have been widely published to academic staff and students of the University [H1.1.1.21], the Faculty has developed the vision and mission of the Faculty [H1.1.1.22], [H1.1.1.23]. Then, the Faculty developed the objectives and ELOs for 2018 program [H1.1.1.8]. The objective of the program is that graduates of the program will master the in-depth knowledge of the finance and are able to integrate internationally. This is in line with the vision of the University to be an applied-oriented and multidisciplinary university in business-management sector with a focus on finance – banking and trains students to become well-rounded citizens with comprehensive knowledge - ethics – creativity and global citizens. (Table 1.2).

Table 1.2: Comparison of the mission vision of the University and the Faculty

Vision, the mission of the University	Vision, the mission of the Faculty	Objectives of the program
<i>Mission:</i> Creating a modern educational environment, maintaining the country's identity so that learners can promote their potential, creativity and critical thinking; training high-quality human resources for the society; promoting the creation and transfer of scientific knowledge to meet the requirements of the international	<i>Mission:</i> "Providing human resources to meet the international integration requirements in the field of Finance"	Graduates of Finance – Banking major, Finance concentration will master the foundation knowledge of economics, management, accounting and profound, modern

integration; receiving, researching, developing and transferring scientific and technological achievements in the training fields of the University. <i>Vision:</i> Banking University of Ho Chi Minh City is an applied-oriented and multidisciplinary university in business-management sector with a focus on finance – banking and trains students to become well-rounded citizens with comprehensive knowledge - ethics – creativity and global citizens.	<i>Vision:</i> "Faculty of Finance - the Banking University HCMC, is a specialized training organization for Finance according to international standards"	knowledge of finance and banking in general and also finance in particular. Furthermore, they have the competencies to build and implement domestic and international financial plans or projects, start-up the company, self- study and research
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1.2. The expected learning outcomes cover both subject-specific and generic (i.e. transferable) learning outcomes

The 2018 program consists of 18 generic ELOs and 11 specific ELOs, with 4 ELOs addressing both generic and specific outcomes. In particular, generic ELOs are mainly outcomes related to the knowledge of natural and social sciences, economics, business and management, and personal skills, whereas specific ELOs focuses on in-depth knowledge of finance, professional skills, professional attitudes and qualities and competencies (Table 1.3) [H1.1.1.8].

Table 1.3: Generic and specific PLOs

Themes	Program learning outcomes (PLOs)	Generic PLOs	Specific PLOs
1. Knowledge			
1.1. Natural and social sciences	1.1.1. Understanding the theory of politics	x	
	1.1.2. Understanding the theory and law	x	
	1.1.1. Understanding mathematics	x	
	1.1.2. Understanding research methods	x	
1.2. Economics, business, and management	1.2.1. Understanding fundamental knowledge of economics	x	
	1.2.2. Understanding basic knowledge of management and marketing	x	
	1.2.3. Understanding fundamental knowledge of accounting	x	
	1.2.4. Understanding the principles of finance-monetary, public finance, financial institutions, and markets	x	
1.3. Finance - Banking	1.3.1. Understanding in-depth knowledge of mathematical economics	x	
	1.3.2. Understanding in-depth knowledge of banking and insurance		x
	1.3.3. Understanding in-depth knowledge of corporate finance and financial investment.		x
2. Personal and professional skills			

2.1. Personal skills	2.1.1. Presentation, communication, and teamwork skills	x	
	2.1.2. Tasks organization and time management skills;	x	
	2.1.3. Critical thinking	x	
2.2. Professional skills	2.2.1. Skills of searching, synthesizing, and analyzing economic and financial data	x	x
	2.2.2. Problem-solving skills in finance		x
	2.2.3. Forecasting skills; serving for analysis, valuation, and decision-making on financial investment		x
	2.2.4. Skills of using foreign languages and informatics in finance	x	
3. Attitudes and professional values			
3.1. Attitudes and professional values	3.1.1. Be careful, honest, compliant with professional ethical standards and having a communal sense	x	x
	3.1.2. Proactive, passionate, committed to work, and positive thinking	x	
	3.1.3. Persevering, serious and cooperative spirit at work	x	x
4. Professional Competencies			
4.1. Professional Competencies	4.1.1. Be able to evaluate the financial market	x	x
	4.1.2. Be able to evaluate the financial situation of the enterprise		x
	4.1.3. Be able to evaluate financial products		x
	4.1.4. Be able to plan and implement financial governance for entities in the economy		x

1.3. The expected learning outcomes clearly reflect the requirements of the stakeholders

The ELOs of the 2014 program was developed based on the MOET's framework. So, the ELOs of the 2014 program might not meet the needs of other stakeholders [H1.1.3.1], [H1.1.1.1]. Knowing this weakness, in 2016 the University decided to review and revise the program with a Decision stipulating the regulation and the process of revising the program [H1.1.3.2].

The ELOs of the 2016 program was developed applying the CDIO approach based on the MOET's program framework, the views of academic staff and educational experts [H1. 1.1.2]. However, the development of the 2016 ELOs was not based on the views of employers, alumni, and students of the program.

In 2018, with the objectives of being recognized by the AUN-QA, the Faculty of Finance reviewed the 2016 program and issued the 2018 program. Therefore, the ELOs of this program was developed considering the views of related stakeholders, including the MOET's requirements of program development, the views of academic staff, students, alumni and

employers, benchmarking with the programs from other universities in and outside the country [H1.1.1.16], [H1.1.3.3], [H1.1.1.10], [H1.1.1.11], [H1.1.1.12], [H1.1.1.13], [H1.1.1.14], [H1.1.3.4], [H1.1.1.15], [H1.1.1.8].

The survey results show that there is an agreement among these stakeholders for the 2018 ELOs: employers (70.5%), lecturers (77.8 %), alumni (71.6%) and students (74.8%) (Table 1.4).

Table 1.4: The survey results of related stakeholders about the 2018 program's ELOs

Participants of the surveys	Quantity	Ratio of agreement
Employers	60	70.5%
Lecturers	110	77.8%
Alumni	73	71.6%
Students	195	74.8%

CRITERION 2. PROGRAMME SPECIFICATION

2.1. The information in the programme specification is comprehensive and up-to-date

The 2018 program specification has been designed in compliance with the MOET's regulations on higher education, in line with the vision and mission of the University and the Faculty.

The program specification consists of five parts:

- **Part A:** General information about the program and awarding institution
- **Part B:** Objectives of the program, ELOs, and the teaching methods
- **Part C:** Program structure and the ELOs' matrix
- **Part D:** Assessment methods of student learning
- **Part E:** Other issues such as career opportunities, learning opportunities, and the availability of the program.

The program specification has multiple purposes. First, the program presents detailed information about the program to help potential students understand the structure and content of the program at the University and compare with other programs. Second, the program specification is a reference for the lecturers and other staff to promote discussion and reflection on the new and existing program and to ensure that there is a common understanding on the expected learning outcomes of the programme. It is also used as a reference point for internal review and monitoring of a programme's performance. Third, the specification is also an important source of information to help employers better understand the knowledge, skills, and attitudes that the University has equipped for finance students. Potential employers could use it to decide suitable job positions for the faculty's graduates or for their human resource strategies. Fourth, the specification is used to collect feedback from newly graduated students for quality improvement as well as on the extent to which they achieve the PLOs. Last but not least, the

specification is also a source of information to help program reviewers and external evaluators understand the objectives of the program and PLOs.

The program specification is brief, concise, and update with major contents [H2.2.1.1], [H2.2.1.2], [H2.2.1.3], [H2.2.1.4], [H2.2.1.5].

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

Attached to the program specification are specifications of all courses in the program. The course specifications were developed based on the content of the program specification. The course specification encompasses six parts: (i) Course title; (ii) Course requirements such as pre-requisite to register for the course, credits, etc.; (iii) description of the course, course's objectives, and Expected learning outcomes of the course in terms of knowledge, skills, attitudes, and professional competencies, the extent to which the course contributes to the achievement of the PLOs; (iv) Teaching, learning and assessment methods to enable outcomes to be achieved and demonstrated; (v) Detailed content and teaching plan; (vi) Course materials: including textbooks, main textbooks and reference materials; (vii) Date on which the course specification was written or revised [H2.2.1.1], [H2.2.1.5].

The course description is reviewed, revised and updated on a semester basis, based on feedback from learners, lecturers, employers, and alumni. Based on the survey results and the revised or new program, the course specifications are reviewed and revised accordingly. The course specifications will be issued after being approved by the Academic Committees of the Faculty, the University and then approved by the Rector Board [H2.2.1.5], [H2.2.2.1], [H2.2.2.2], [H2.2.2.3], [H2.2.2.4], [H2.2.2.5], [H2.2.2.6], [H2.2.2.7].

2.3. The programme and course specifications are communicated and made available to the stakeholders

The updated program specification and course specifications will be publicly announced to the related stakeholders through the website of the University and the Faculty, through the official Facebook and Zalo fan pages of the University, through the University's meetings with related departments/units. In addition, the program specification and course specifications are sent to all relevant departments and all Academic staff in the University through the official email system of the University. They are also communicated to students during orientation week and career counseling as well as on the date the Faculty briefly introduces the major. The program specification and course specifications are considered as important documents used during admission consultancy of the University in some provinces and high schools. The program specification and course specifications are also updated in the annual student handbooks [H2.2.3.1], [H2.2.3.2], [H2.2.3.3], [H2.2.3.4], [H2.2.3.5].

CRITERION 3. PROGRAMME STRUCTURE AND CONTENT

3.1. The curriculum is designed based on constructive alignment with the expected learning outcomes

The undergraduate program of the faculty applied the integrated approach in program design to achieve the PLOs.

The program has 129 credits, divided into 3 knowledge groups: general education with 23 credits (17.8% of the total credits); major foundation with 53 credits (41.09% of total credits); major and concentration knowledge with 53 credits (41.09% of total credits) (Table 3.1).

Table 3.1: The program structure

Qualification	Duration	Total of credits	General education	Major foundation	Major and concentration*	Compulsory and selective courses/modules	
						Compulsory	Selective*
Bachelor	4	129	23	53	53	118	11
		(%)	17.8%	41.09%	41.09%	91.5%	8.5%

Notes: *including internship (3 credits) and dissertations (9 credits); **select 4 out of 16 courses/modules

Source: The Faculty of Finance, 2018

Table 3.2: The ELOs' Matrix [H3.3.1.1]

(See Appendix 4.3)

The curriculum matrix shows the alignment between the structure of the program and the achievement of the PLOs. For example, “Macroeconomics” course equips students with fundamental knowledge of economics, and the course is a prerequisite for students to acquire knowledge about monetary, finance, public finance and financial markets in the course entitled “The Theory of Finance and Money”. Knowledge learned in the “Theory of Finance and Money” course will be the foundation for students to gain in-depth knowledge of corporate finance, a financial investment which will be taught in “Corporate Finance Analysis” and “Portfolio Management” courses. The knowledge, skills, and attitudes from these courses and other courses will ensure that students who are eligible to undertake the end-of-course internship to achieve the expected learning outcomes. By then students are expected to be competent to evaluate financial products.

The knowledge of general education includes courses about general theories on state, law, Marxism - Leninism, Ho Chi Minh Ideology, mathematics, and statistics so that students will have comprehensive knowledge of the state and the laws to solve real-world problems. Concurrently, it helps students to learn foundation knowledge to study other knowledge of this major.

The subject-specific knowledge is divided into two main components: major foundation knowledge with 53 credits (41.09% of total credits), major and concentration knowledge with 53 credits (41.09% of total credits, including 3 credits of internship and 9 credits of dissertations). Major foundation courses are designed to provide students with basic knowledge of economics, management, research methods, quantitative economics, marketing and foundation knowledge related to finance, financial market, international and domestic financial environment. So that they can plan, propose suggestions for policies, build and operate basic issues of business units.

The major and concentration knowledge includes courses/modules that provide more detailed and in-depth knowledge of the major and concentration. By that time, students are expected to acquire professional competencies such as critical thinking, problem-solving, planning and offering quality consultancy service.

In addition, specialized courses also prepare students with presentation skills, teamwork, tasks organization and time management, basic characteristics in the finance such as compliant with professional ethical standards, proactive, passionate and creative.

Dissertations and internship reports are designed with 12 credits (9.3% of total credits) with the aim of assessing students' ability to integrate knowledge and skills, and attitudes to practice at a real business and then complete the internship report, learn more update knowledge and improve the ability to identify problems in a real world. Students who are eligible (accumulation of a sufficient number of credits and other requirements) can select either to write a graduation thesis or to enroll in an alternative course. Dissertations module promotes students' knowledge of research methods to solve a problem. It also helps students to be lifelong learners.

3.2. The contribution made by each course to achieve the expected learning outcomes is clear

The Faculty applies the following educational taxonomies: (1) Knowledge: Bloom (2001), (2) Skills: Dave (1975), (3) Attitudes and Professional Values: Krathwohl (1973), and (4) Professional Competencies: MIT's CDIO (1972) to determine the level of contribution of each course to achieving the expected learning outcomes [H3.3.1.1].

The courses in the group of social, law and maths such as The Basic Principles of Marxism and Leninism, Ho Chi Minh Ideology, Advanced Mathematics, Probability and Statistics, Econometrics, Fundamentals of Management, Scientific Research Method, Business Law - prepare students with wide knowledge of the state, law and surrounding environments to help them develop a diverse perspective and scientific approaches in solving problems later in their life. Courses such as Macroeconomics, Microeconomics, International Economics, Principles of Marketing, Principles of Accounting to help students achieved the PLOs related to fundamental knowledge of economics, accounting, management, and marketing in an organization.

The courses such as Banking Operations, Credit Rating, Insurance, Corporate Finance, Financial Markets and Institutions, Corporate Finance Analysis, Investment Project Appraisal, The Theory of Finance and Money provides students with in-depth knowledge of banking and insurance.

The courses concentrated on finance such as Financial Investment, Investment Banking, Portfolio Management, Behavioral Finance, and Corporate Finance Management prepares students with subject-specific skills and knowledge for future careers.

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

The structure of the Finance concentration program in Figure 3.1 illustrates the logic and linkages of the courses/modules [H3.3.3.1] (See Appendix 4.4 - **Figure 3.1: The curriculum map** [H3.3.3.1]).

The training period of the program is 4 years, divided into 8 semesters. It allows students to accumulate sufficient credits to graduate within the appropriate time period as soon as 3 years and no later than 6 years according to the training regulation of the University under the credits system [H3.3.3.2].

General education courses are taught in the first year by the Faculty as the foundation for students to study basic and specialized courses in the next semesters. Each semester basically arranges the courses that are pre-requisite for the courses of the following semesters. Students will register appropriate courses to ensure the achievement of the PLOs.

The program structure is compatible with other programs in the University (the Faculties of Accounting - Auditing, Business Administration, Economics Laws) in terms of general knowledge, fundamental disciplinary knowledge, specialized knowledge, meaning that students can easily enroll in dual programs [H3.3.3.3].

Table 3.3: The number of Finance students pursuing dual programs

Cohorts/academic year	Total	The number of Finance students pursuing other programs				
		Accounting	Economics Law	Market ing	Commercial English	Business Administration
Cohort 27 (2011-2015)	10	2		1		7
Cohort 28 (2012-2016)	9	6	1			2
Cohort 29 (2013-2017)	15	5	3	2	3	2
Cohort 30 (2014-2018)	4	4				
Cohort 31 (2015-2019)	15	10	1	2	2	
Cohort 32 (2016-2020)	5	5				
Total	58	32	5	5	5	11

Source: Department of Academic Affairs, 2018

With 58.9% of the total program being general education and major foundation knowledge, learners are able to raise their awareness and views on domestic and foreign financial environments, quickly adapt to environmental changes. After completing these courses, students can change their majors. This also helps promote students' lifelong learning, independent thinking, and opportunities for changing their majors to meet the individual and societal needs.

Major and concentration courses (not including Internship and Dissertations), accounting for 31.78% of the total program, allow students to gain an in-depth understanding of their main career paths. In addition, this knowledge group also helps students develop the necessary skills to adapt to the environment that requires continuously updated knowledge and skills to remain competitive in their professional environment.

The programme also requires students to have a certificate in foreign languages and technology, defense education to ensure some skills that society requires.

The 2018 programme is an updated programme, revised from 2014 and 2016 programmes (Table 3.4), with reference to similar programmes of other universities in the world (Griffith University, Australia), the Institute of CFA Training and others in Vietnam (University of Economics - Ho Chi Minh City) (Table 3.5). It also complies with the MoET's regulations [H3.3.3.4].

Table 3.4: Overview of changes over the three programs

Program versions	Year	Total number of credits	General education	Major stage			Internship and Dissertations	Updates	Based on
				Total	Major foundation	Major and concentration *			
1	2014	129	23	94	59	35	12	Restructuring	Rector's decision
		100%	17.8%	72.9%	45.7%	27.1%	9.3%		
2	2016	130	25	93	61	32	12	Restructuring	CDIO periodic
		100%	19%	72%	47%	25%	9%		
3	2018	129	23	94	53	41	12	Restructuring	The university's requirements
		100.0%	17.8%	72.9%	41.1%	31.8%	9.3%		

Notes: *Not including Internship and Dissertations.

Source: The Faculty of Finance, 2018

The 2018 program is an updated program, revised from 2014 and 2016 programs (Table 3.4), with reference to similar programs of other universities in the world (Griffith University, Australia), the Institute of CFA Training and others in Vietnam (University of Economics - Ho Chi Minh City) (Table 3.5). It also complies with the MOET's regulations [H3.3.3.4].

Table 3.5: Program comparison

Universities	Major/ Concentration	Duration	Total number of credits	General Education	Major stage			Internship and Dissertations
					Total	Major foundation	Major and concentration *	
University of Economics HCMC	Banking	4 year	120	37	73	24	49	10
			100%	31%	61%	20%	41%	8%
University of Economics HCMC	Finance	4 year	121	37	74	24	50	10
			100%	31%	61%	20%	41%	8%

The program under review	Finance	4 year	129	23	94	53	41	12
			100%	18%	73%	41%	32%	9%

Notes: *Not including Internship and Dissertations

In addition, the program has been updated based on feedback from lecturers, alumni, students and businesses as analyzed in Criteria 1.3.

CRITERION 4. TEACHING AND LEARNING APPROACH

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

Before 2017, the Faculty did not have an educational philosophy, the teaching and learning approach of the program was based on four core values: "Creativity - Ethics - Responsibility - Development" [H4.4.1.1]. "Creativity" means that the University operates training activities with new knowledge so that the activities can be successful and adds values to the students learning outcomes; "Ethics" is reflected in the ways lecturers and other staff indicate their commitment to comply with professional standards prescribed by law and society, in line with national traditions and learning other values in the world; "Responsibility" is understood as caring attitudes for learners, helping them develop personality and skills, social - community responsibility, responsibility to the country and self-development responsibility; "Development" is reflected in the University's regular innovation throughout its overall operation for continuous improvement. This value system is considered as the educational ideology of the University and the Faculty. They are made available to related stakeholders through the website www.buh.edu.vn, panels at the University's campuses [H4.4.1.2].

Since 2017, The Faculty has issued an educational philosophy: "Student-centered". This philosophy is defined and built based on the development strategy of the University [H4.4.1.1], Faculty [H4.4.1.3], approved by all Faculty's members [H4.4.1.4], and communicated to related parties via the website of www.khoatc.buh.edu.vn, panels at the Faculty office [H4.4.1.5]. Based on that, lecturers understand clearly the educational philosophy of the Faculty and are able to design appropriate teaching and learning methods such as group discussion, presentation, problem-solving, ... to increase the autonomy for students [H4.4.1.6].

4.2. Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes

The objective of the Finance program is to help students master the fundamental knowledge of economics, management, management, accounting and in-depth and modern knowledge of banking and finance and having skills in planning and implementing financial plans/projects both for domestic and international markets, start-up, self-studying, and researching; having appropriate attitudes and cooperation [H4.4.1.6].

The majority of teaching and learning activities in the program are constructively aligned with the achievement of the expected learning outcomes. Taking the course "Corporate Finance Analysis" as an example:

- In order to achieve the course learning outcomes (CLOs) “knowledgeable in the field of corporate finance, financial investment”, the teaching and learning activities involve brainstorming on intended content, followed by interpretation and discussion of theoretical content, case study exercises, Q&A sessions, critiques, and teachers’ feedback.
- In order to achieve CLO “identifying, synthesizing and analyzing economic and financial data”, the teaching and learning activities involve teachers’ introduction to financial reports and other relevant documents of actual companies, instruction on data processing with Excel; then students collect financial statements and other relevant documents of actual companies, data entry and data processing with Excel.
- In order to achieve the CLO “ problem-solving skills in the financial sector”, the teaching and learning activities involve discussion on actual situations, guidelines for writing analytical reports, students’ practice in solving real-life situations and analysis reports.
- In order to achieve the CLO “ analyzing the financial market”, the teaching and learning activities involve teacher’s instruction on the writing of analytical reports followed by students’ practice in writing reports.

4.3. Teaching and learning activities enhance life-long learning

In order to help students develop lifelong learning skills and the Faculty’s educational philosophy "Student-centered," the Faculty uses indirect education strategies as follows:

- Brainstorming: Academic staff raise issues to be solved, set the time and rules; students work on their own, quickly list ideas; the entire class share and comment on each other's ideas; a teacher gives a conclusion to the problem. Through this activity, students can use their knowledge to analyze, evaluate and solve problems; build critical skills, manage time, communicate, solve problems; having serious attitude and cooperative spirit in work [H4.4.1.6] [H4.4.3.1].
- Teamwork/group work: Academic staff raises issues to discuss; grouping, setting time and task requirements; Each group receives tasks, assigns tasks among members and do the task; The groups report the results, the whole class discusses, the teacher comments and concludes. Through this activity, students learn the target knowledge the activity is designed for; develop teamwork skills, critical skills, time management, communication, problem-solving, presentations, information search, and data analysis; cooperative attitude and spirit, progressive, proactive, passionate dedication and positive thinking [H4.4.1.6] [H4.4.3.1].
- Presentation: Course’s instructor prepares topics with content related to the course; Class’s groups select topics, perform and report results before class; Course’s instructor then comments and concludes the problem. Through this activity, students will learn the target knowledge the activity is designed for; having skills in time management, communication, problem-solving, and decision making; and will shape appropriate attitudes: being careful, serious, and cooperative [H4.4.1.6] [H4.4.3.1].

- Case study: Course's instructor sets specific situations related to the teaching content; Students are given cases on an individual or group basis. Through this activity, students will learn the target knowledge the activity is designed for; having critical skills, time management, communication, analyzing and solving problems; having persistent and serious attitude [H4.4.1.6] [H4.4.3.2]
- Based on the fundamental knowledge, the above teaching activities will facilitate students to practice the skills and attitudes needed to synthesize new knowledge for themselves.

To create opportunities for students to experience the real professional environment, the University and Faculty organize five annual graduation internships [H4.4.3.3]. The Faculty assigns academic staff to guide and support students during the internship [H4.4.3.4]. Students record the internship process in the internship journal and choose a practical problem to present in the internship report [H4.4.3.5]. The student internship is evaluated based on internship journals and internship report. With the course of "Graduate Internship," students will understand practical issues related to theoretical knowledge they are learning, be able to communicate, solve problems, manage time, search and analyze information, have persistent, careful, and honest attitudes, adhere to professional ethics and a sense of responsibility for the community.

Students majoring in Finance after graduating from the University with the expected learning outcomes can further their study at higher levels [H4.4.3.6] [H4.4.3.7] or apply for suitable positions and work (Figure 4.1).

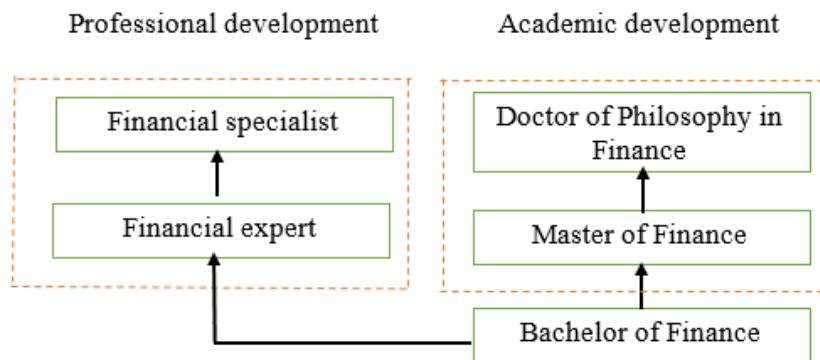


Figure 4.1: Career paths for students majoring in Finance

The credit-based and ICT approach in teaching and learning at the Faculty help students form the habit of self-studying or studying in groups at the library [H4.4.3.8] or at self-study areas for students on campus [H4.4.3.9]

Every year in October, the Research Institute of the University organizes research activities [H4.4.3.10] and assigns academic staff to instruct students to guide students to do research [H4.4.3.10]. Besides, based on the Research Regulations of the University and the proposal by the Youth Union, the Institute organizes research competitions for students [H4.4.3.11] with specific and clear reward policies such as cash and merit certificates for good research to encourage students to learn more knowledge and skills as well as promote lifelong

learning skills for students [H4.4.3.12]. In addition, the University cooperates with the Faculty to support students in research work, including research workshops, soft skills training workshops, ... [H4.4.3.13]. Through these research activities, students have opportunities to develop their capacity of self-studying and sharpening independent research skills. In addition, the University cooperates with the Faculty to organize graduation internships for students to experience practical professional activities, practice skills and be accessible to potential employers to seek future career opportunities [H4.4.3.3].

In addition, the Youth Union and the Students' Association organize many community service activities for students, including Green Summer Campaign, Spring Volunteer, Clothes for Winter Program [H4.4.3.14] to help students develop their sense of responsibility for the community.

CRITERION 5. STUDENT ASSESSMENT

5.1. The student assessment is constructively aligned to the achievement of the expected learning outcomes

Like teaching and learning activities, student assessment methods are designed applying constructively alignment with the PLOs.

For admission, the Faculty follows the MOET and the University's regulations [H5.5.1.1], [H5.5.1.2], [H5.5.1.3]. To apply for admission to the University, candidates must take the national entrance exam (before 2015) and national high school examination (from 2015 to present). Students applied for the Bachelor of Banking and Finance, Finance Concentration are admitted based on the results of the following group of subjects: Mathematics, Physics, Chemistry (Group A00), or Math, Physics, English (Group A01), or Math, Literature, English (group D01), or Math, Natural Science, English (Group D90). Every year, BUH's Council of Admission will announce the minimum entrance score, the candidates who would like to apply must have the total score greater than or equal to the minimum entrance score. From the list of candidates applying for admission, the University will consider candidates from the highest grade to lower grade until the required number of students (quota approved by MOET) is acquired. The lowest score that candidates are admitted is the cut-off score for each program and majors, including the Finance – Banking major and will be announced by the University [H5.5.1.4].

Table 5.1: Cut-off scores for Finance – Banking programs at the University and benchmarking with other universities in HCMC

No.	Universities	2014	2015	2016	2017	2018
1	Banking University of HCMC	18.5	21.75	20.5	20.25	19.1
2	University of Economics HCMC	21.0	23.25	21.0	24.5	20.0
3	University of Law and Economics	n/a	22.75	23.25	24.75	20.5
4	Marketing and Finance University	19.0	21.75	19.25	21.75	18.9

Table 5.1 shows that the cut-off scores for the Finance - Banking undergraduate programs of the University is approximately 20 and almost similar to the ones of other universities in Ho Chi Minh City.

After being accepted, students will be tested their foreign language proficiency. This helps students develop their own plan to achieve the required foreign language proficiency [H5.5.1.5]. Freshmen must take an English proficiency test at the beginning of the academic year. Students with an average mark for 3 skills (Listening, Reading, Writing) from 4.0 or higher are assessed as “as expected”, and below 4.0 is “under expected” [H5.5.1.6], [H5.5.1.7].

Students assessment during the entire program at the University is basically a course-based assessment and “ideological assessment” for each student. Course-based assessment is carried out in line with the approved course syllabus with appropriate methods to help students achieve the expected learning outcomes of the course and the PLOs. Course scores include two scores: progress assessment and end-of-course assessment. The end-of-course assessment will account for 50% or more [H5.5.1.8] [H5.5.1.9] [H5.5.1.10].

“Ideological assessment” (assessing students’ political, moral, and lifestyle qualities) for each student is conducted online annually at the end of each semester and approved by academic consultant/advisor for each class. The content and method of assessment are carried out in line with the University’s pre-defined process which is already described in the annual Student Handbook [H5.5.1.11].

In order to graduate, students must register to the following modules: internship and internship report and graduation thesis (for high-achievers) or take three alternative specialized courses (for those who are not eligible to write a graduation thesis). The requirements for registering to internship and graduation thesis are clearly stated in the Handbook entitled "Things to know for seniors" [H5.5.1.12].

5.2. The student assessments including timelines, methods, regulations, weight distribution, rubrics, and grading are explicit and communicated to students

General information about the institutional study plans and student assessment is publicly available and easily accessible (Table 5.2):

Table 5.2: Information about admission and the training process

Types of information		Forms			
		Brochure, Leaflet	Admission Consulting	Website	Student Handbook
Admission	Admission regulations			X	
	Carreer oppotunities	X	X	X	
	English examination			X	
During the training	Program			X	X
	PLOs	X	X	X	X
	Course syllabus			X	

process	Annual institutional training plans and end-of-course examination			X	
	Annual course and exam schedules			X	

(Synthesis of information from many sources, 2018)

The admission regulations of the University are very detailed in compliance with the MOET's regulations [H5.5.1.4].

During the university years, information on the examination and assessment of each course is communicated to students through course specifications, course outlines and in line with the institutional plan for each semester [H5.5.1.10], [H5.5.2.1]. For example, for the internship module, based on the training plan for each academic year, the internship regulations, the Academics Affairs Office issues a notice for students to register for the internship [H5.5.2.2], [H5.5.2.3], [H5.5.2.4]. Registration is done online via the training portal (online.buh.edu.vn) or registers directly at the Office. The Faculty will organize a tutorial on writing internship reports as well as the assessment methods. At the same time, the Faculty will assign academic staff to guide each group of students during the internship of 12 weeks [H5.5.2.5], [H5.5.2.6].

The course-based assessment applies three grading systems in compliance with the University's credit-based training regulations (Table 5.3). The 10 grading system is used for course assessment, and it will be then converted to the 4 grading system. The cut-off score for the course assessment is 4.

Table 5.3: Converted table for the three grading systems

Classification		10-point grades	4-point grade	Alphabet grade
Pass	Excellent	9.3 - 10.0	3.7 – 4.0	A+
	Good	8.5 - 9.2	3.4 – 3.6	A
	Fair-Good	7.8 - 8.4	3.1 – 3.3	B+
	Fair	7.0 - 7.7	2.8 – 3.0	B
	Above average	6.3 - 6.9	2.5 – 2.7	C+
	Average	5.5 - 6.2	2.2 – 2.4	C
	Below average	4.8 - 5.4	1.9 – 2.1	D+
	Poor	4.0 - 4.7	1.6 – 1.8	D
Fail	Very poor	Below 4.0	Below 1.6	F

Source: Decision 1866 / QĐ-ĐHNH: Re: promulgating the Regulation on regular credit-based training at the University [H5.5.2.7]

“Ideological assessment” of each student is done on a semester basis, complying with MOET and the University's regulations [H5.5.2.8], [H5.5.2.9], [H5.5.2.10]. Students are graded using a 100 grading system:

Table 5.4: Grading system for “ideological assessment”

Grading	Excellent	Good	Fairly good	Average	Poor	Very Poor
Equivalent points	90 – 100	80 – < 90	65 – < 80	50 – < 65	35 – <50	< 35

At the end of each semester, based on academic results and ideological assessment results and achievements in other activities, students are considered for scholarships and reward [H5.5.2.11], [H5.5.2.12].

5.3. Methods including assessment rubrics and marking schemes are used to ensure validity, reliability, and fairness of student assessment

Depending on the purpose of the various types of assessment, the University and the Faculty apply appropriate assessment measures. For admission, the University follows the MOET’s regulations and uses the results from the high school graduation exam by the MOET [H5.5.1.4].

During the academic years, academic staff and disciplinary faculties are responsible for student assessment applying the constructive alignment principle. Academic staff all have built assessment rubrics for the courses they are in charge [H5.5.1.10].

The assessment methods used at the Faculty are diverse and constructively aligned with the course learning outcomes, including written assignments, multiple choice tests, and presentations, group discussions, case studies, internship report, graduation thesis [H5.5.1.10], [H5.5.3.1], [H5.5.3.2] [H5.5.3.3], [H5.5.3.4].

The ideological assessment is conducted in compliance with the MOET and University’s Regulations which is published in the Annual Student Handbook [H5.5.2.9], [H5. 5.1.11]. At the end of each semester, the academic advisor of each class will hold the class meeting to evaluate each student based on the published criteria [H5.5.3.5].

To ensure the reliability and fairness in student assessment, the University promulgates regulations on end-of-course exam, test banks, as well as evaluate test banks of the Faculty [H.5.5.3.6], [H5.5.3.7]. Many courses have developed test banks [H5.5.3.8]. For courses that do not have a test bank, the course’s instructor is responsible for designing exam questions which are approved by the head of the relevant division. To ensure fairness and objectivity in assessment, the same exam questions are used for different classes studying the same course [H5.5.3.8].

The administration of the end-of-course examination is carried out based on the regulations of the University [H5.5.3.9]. The end-of-course student papers are marked independently by two instructors based on the rubrics approved by the head of a relevant division or from the question bank [H5.5.3.2].

The internship report is marked by the assigned academic and another academic staff teacher using clear criteria which are communicated to students at the beginning of the internship [H5.5.2.5], [H5.5.3. 3], [H5.5.3.10].

Graduation thesis is also conducted in line with the institutional regulations and is evaluated by a council of three academics using a rubric for graduation thesis [H5.5.3.11], [H5.5.3.4]., [H5.5.1.10].

5.4. Feedback of student assessment is timely and helps to improve learning

Academics assess students based on the University's regulations, including progressive and end-of-course assessment and end points and terminations (except the MOET's entrance exam and foreign language proficiency tests). The results of mid-term exams are informed to the students during the course' time so that they can improve their learning and see their progress [H5.5.3.2]. The end-of-course exam results are published on the training portal (<http://online.buh.edu.vn>) after 2 weeks from the exam.

Students are able to track their academic scores and ideological scores for each semester on the university's software. In addition, the Faculty also has a report on these results of the entire faculty each semester. Based on the report, the Faculty takes action to warn students with unsatisfactory results and help them [H5.5.1. 13], [H5.5.3.5.], [H5.5.4.1].

In addition, to assure the quality of the program, at the end of each course, students are surveyed about the course and the academic performance. The Testing and Quality Assurance Office is responsible for delivering and reporting the survey. The report is then sent to disciplinary faculties for actions if needed to improve teaching and learning of the course to ensure that it contributes to the achievement of the PLOs [H5.5.4.2].

5.5. Students have ready access to the appeal procedure

As prescribed, if students are not satisfied with the exam results, they can file an appeal form to the Testing and QA Office. The deadline for filing an appeal is within 2 weeks after the examination.

The University has a regulation for transparent and clear appeal procedure; Therefore, students can file an appeal form easily. The results of the second marking are published on the website of the University [H5.5.5.1], [H5.5.5.2], [H5.5.5.3]

CRITERION 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 service

The University and Faculty have plans for academic staff establishment and needs for education, research, and services. Plans for academic professional development are developed based on the vision and mission of the University and Faculty [H6.6.1.1], [H6.6.1.2], [H6.6.1.3]. Deploying the strategy of the University, the Faculty develops an annual strategic plan for the Faculty with a focus on staff development [H6.6.1.4], [H6.6.1.5], [H6.6.1.6], [H6.6.1.7].

Based on the strategy and plan of the Faculty, individual academic staff will have their own plan on education, research, and professional development, and other activities of the Faculty and the University [H.6.6.1.8]. Based on the plans of the University and Faculty,

academic staff will inform the faculty their needs for professional development [H6.6.1.9], [H6.6.1.10], [H6.6.1.11], [H6.6.1.12], [H6.6.1.13], [H6.6.1.14].

Coupled with the orientation and short-term and long-term planning of the Faculty, the successful results of academic staff development are attributed to individual academic's efforts. As of December 2018, the faculty has sufficient academic staff to implement the program (Table 6.1).

Table 6.1: Number of academic staff at the Faculty from 2013 to 2018

Academic year	Total number of academic staff	Gender		Qualifications			
		Male	Female	Associate professors	PhDs	Masters	Bachelors
2013-2014	31	17	14	2	3	20	6
2014-2015	33	15	18	3	2	23	5
2015-2016	38	17	21	3	5	28	2
2016-2017	42	19	23	3	10	29	0
2017-2018	39	16	23	4	8	27	0
As of 01/2019	38	16	22	4	8	26	0

Source: The Faculty of Finance, 2019

The University also issues some regulations to support academic staff for professional development, foreign language skills (inside and outside the country). The University has a policy for financial support and rewards to promote academic staff's lifelong learning, doing research and serving the community [H6.6.1.17].

The University has deployed the academic staff planning, including the appointment of important positions of the University and the Faculty in accordance with related regulations and promotion for academic [H6.6.1.18], [H6.6.1.19], [H6.6.1.20], [H6.6.1.21], [H6.6.1.22].

Table 6.2: Number of academic staff recruited and promoted annually at the University (2013-2018)

Academic year	Recruited academic staff	Pay raise (extra pay raise for the length of working years)
2013-2014	10	104
2014-2015	31	139
2015-2016	18	169
2016-2017	8	173
2017-2018	1	167

Source: Department of Personnel Affairs, 2018

Academic staff who are associate professors and PhDs will have opportunities to sign a contract with the University to continue working for the university if they indicate their wish after retirement [H6.6.1.23], [H6.6.1.24]. Academic staff with good qualifications are encouraged to share experience and expertise with other staff through seminars [H6.6.1.25].

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

Due to the characteristics of the program, besides the full-time academic staff working for the Faculty, the Faculty also invites academic staff of other faculties in the University, those who have retired and academic staff from other universities to teach in the program.

The workload of academic staff is converted to FTE, the workload is calculated based on the prescribed academic titles.

Table 6.3: Academic staff's FTE

Academic title	Full-time equivalent	Total working hours per year
Professors	40 hours/week	1,760 hours
Associate professors	40 hours/week	1,760 hours
Academics	40 hours/week	1,760 hours

Source: Law on higher education, Circular 47/2014 / TT-BGD & DT, the University's Regulation of internal expenditures

As stipulated in Circular 47/2014 /TT-BGD&DT and the University's regulations, the full-time academic staff will teach 270 periods / year or 135 periods / semester, equivalent to 3 classes / semesters or 1 FTE [H6.6.2.1], [H6.6.2.4], [H6.6.1.17]. Research workload for academic staff is 176 periods/year [H6.6.2.2], [H6.6.2.3]. Academic staff is encouraged to do research, support students and other tasks as assigned by the University and Faculty.

Table 6.4: Number of academic staff in 2017-2018

Updated on December 31, 2018

Category	Male	Female	Total		(%) of PhDs
			People	FTEs	
Professors	-	-	-	-	-
Associate professors	2	4	6	4.02	100.0
Tenured/Fulltime Lecturers					
+ Faculty of Finance	12	16	28	28	25.00
+ Other faculties	43	54	97	39.34	21.65
Visiting lecturers (who are officials)	5	0	5	0.54	80.00
Visiting lecturers	2	1	3	0.81	33.33
Total	64	75	139	72.71	

Source: DPA, DAA, IRT and DITM, [H6.6.2.5], [H6.6.2.7]

FTE of students is calculated by semester. The FTE of students is calculated based on the course allocation and program requirements including the total credits students have to accumulate (the knowledge of general education, except the physical education and defense education, fundamental knowledge and disciplinary knowledge). Accordingly, 1 FTE is equivalent to 16,125 credits/semester, as specified in the program as follows: for the first semester students must accumulate 11 credits equivalent to 0.68 FTE, the second semester 17

credits equivalent to 1.05 FTE, third semester 19 credits, equivalent to 1.18 FTE, 4th semester 17 credits, equivalent to 1.05 FTE, the 5th semester 17 credits, equivalent to 1.05 FTE, the 6th semester 18 credits, equivalent to 1.12 FTE, the 7th semester 18 credits, equivalent to 1.12 FTE, the 8th semester 12 credits, equivalent to 0.74 FTE [H.6.6.2.6], [H6.6.2.7].

Table 6.5: the University's staff-to-student ratio (from 2013 to 2018)

Academic Year	Total FTEs of Academic Staff	Total FTEs of Students	Staff-to-student Ratio
2017-2018	72.71	963.07	0.08
2016-2017	82.97	949.13	0.09
2015-2016	78.12	808.47	0.10
2014-2015	52.93	1115.91	0.05
2013-2014	57.95	801.04	0.07

Source: DPA, DAA, IRT, and DITM.

Table 6.5 shows that in the 2013-2015 period, the staff-to-student ratio increased because of a significant increase in FTEs of students. However, the staff-to-student ratios during the rest of the period decreased. The workload of academic staff tends to decrease. This shows that academic staff has time to contact and support students.

The FTEs of academic staff are checked and monitored to ensure that they all together will meet the Faculty's plans for human resource development. The University and Faculty encourage and arrange and time and financial support for staff to get doctorate degrees or to become professors /associate professors [H6.6.1.17]. Therefore, the University reduce standard teaching hours for these academics. Moreover, the academic staff is also required to do research, publish articles in international journals, and prepare teaching materials. This shows that the academic staff of the Faculty are in need of reducing teaching hours.

6.3. Recruitment and selection criteria including ethics and academic freedom for appointment, deployment, and promotion are determined and communicated

Recruitment and selection criteria including ethics and academic freedom for appointment, deployment, and promotion are determined and communicated.

The University and Faculty recruit and appoint staff in line with the predefined procedure with clearly defined criteria. The University has a Recruitment Council established for each recruitment; Recruitment notices are published on the website. After that, candidates can apply for suitable positions. The University will organize recruitment examination or selection without examination. Candidates will be informed of the results which are also available on the websites [H6.6.3.1], [H6.6.3.2], [H6.6.3.3].

The University is a public university, the criteria for recruitment, selection for promotion and promotion are based on the Higher Education Law (2012), the University Charter, the Law on Public Employees (2010). These legal provisions guide the University in the issuance of related institutional regulations. These documents were already discussed across the University

and then communicated to all staff of the university [H6.6.1.19], [H6. 6.1.20], [H6.6.1.18], [H6.6.1.17], [H6.6.3.1], [H6.6.3.2], [H6.6.3.3], [H6.6.3. 4], [H6.6.3.5]

Recruitment criteria are clearly defined in the University's recruitment regulations [H6.6.3.2], [H6.6.3.6]. Depending on the actual situation of the University and the Faculty, candidates with a suitable Ph.D./Masters' degree graduated from prestigious Vietnamese and international universities are eligible to apply. The University has a transparent recruitment process from selecting candidates, interviewing, and teaching demonstrations [H6.6.3.2], [H6.6.3.3], [H6.6.3.6].

Candidates will be screened based on their application files, then interviewed by the recruitment board, demonstrate teaching and if selected, they will sign a 1-year probationary contract with the University. They will observe other staff classrooms, prepare lesson plans, practice teaching methods and learn how to do research, perform other tasks as required by the University and the Faculty. The newly recruited academics will be instructed by one experienced academic staff during their probationary period. After that, the newly recruited academics will demonstrate teaching before disciplinary division and before the University to officially become a full-time academic staff of the Faculty [H6.6.3.6], [H6.6.3.7], [H6.6.3.8], [H6.6.3.9]. The University prioritizes to recruit candidates with PhDs and financially rewards those with PhDs and Associate Professors [H6.6.1.17].

Criteria for appointing Dean, Deputy Dean and Heads of Offices and Units are stipulated in the Higher Education Law (2012) and the Charter of the University. Deans; Vice Deans in charge of academic affairs and research are required to have a Ph.D., to be a prestigious staff, competent in management and are trusted and respected by colleagues. According to the above criteria, the Rector will promote qualified staff to management positions [H6.6.1.20], [H6.6.1.21].

The criteria for salary raise are defined in the Law on Public Employees (2010). Accordingly, academic staff will be given a salary increase every 3 years if they successfully fulfill the assigned tasks. If the performance of any academic staff is outstanding, he/she will be considered for a salary raise before the stipulated time [H6.6.3.10].

According to Joint Circular No. 36/2014 / TTLT-BGDTT-BNV, professional titles for academic staff are divided into 3 levels: Lecturer, Senior Lecturer, and Advanced Lecturer [H.6.6.3.11]. The University offers financial and time supports for academic staff to get higher professional titles [H6.6.3.12]

Any University's decisions on termination and end employment contracts are based on the law [H6.6.1.19], [H6.6.1.20], [H6.6.3.13]. Accordingly, there are two main bases for terminating a contract: (1) not fulfilling the assigned tasks for 2 consecutive years, and (2) violating the moral rules for civil servants and teachers.

6.4. Competencies of academic staff are identified and evaluated

Competencies of academic staff are managed and evaluated regularly through teaching reports on class time and hours and year-end reports of each academic staff and the reports for

the entire faculty regarding the number of teaching hours, research work, and other assigned tasks [H6.6.4.1]. In addition, academic staff's teaching performance is assessed applying peer review approach (classroom observations) and student surveys [H6.6.4.2], [H6.6.4.3] [H6.6.4.4]. Every year, the University assesses academic staff based on their self-assessment and comments of the Dean [H6.6.4.5], [H6.6.4.7], [H6.6.4.8] [H6.6.4.10].

Based on the State's regulations on higher education and the regulations on working conditions for academic staff, which are stipulated in Circular 47/2014/TT-BGDDT, academic staff's working regulations and internal spending regulations, the University has clearly defined the roles, responsibilities and rights of academic staff as well as Deans, Vice Deans [H.6.6.2.4], [H6.6.1.18], [H6.6.4.7], [H6.6.4.8], [H6.6.1.17], [H6.6.1.6], [H6.6.2.2], [H6.6.2.3]. In addition to the prescribed responsibilities and rights, academic staff are also expected to fulfill their own annual plan [H6.6.1.8]

Competencies of academic staff are assessed objectively on a regular basis through 3 sources of information: (1) students course experience surveys [H6.6.4.3], [H6.6.4.4]; (2) the monthly assessment of the relevant deans, based on which they will be considered for other benefits [H6.6.4.9], [H6.6.4.1], [H6.6.4.10], [H6.6.4.11], [H6.6.4.12], [H6.6.4.13]; (3) peer review on classroom observation and year-end evaluation [H6.6.4.2], [H6.6.4.10]. The evaluation criteria are communicated to academic staff via evaluation regulations of the University and internal annual spending of the University [H6.6.3.11], [H6.6.1.17]. They are also evaluated on research outputs and other activities as assigned by the University and Faculty. The evaluation results are reviewed and recognized by the Reward Council of The University [H6.6.4.14], [H6.6.4.15].

6.5. Training and developmental needs of academic staff are identified, and activities are implemented to fulfill them

The Faculty encourages academic staff to spend time (i) getting higher qualifications and (ii) improving teaching methods, pedagogical skills as well as research capabilities through the programs funded by the Faculty, the University, the State Bank of Vietnam or the government. Every year, the Faculty conducts the training needs survey based on the above priorities [H6.6.5.1]. In addition, the Faculty relies on the Faculty's Developmental Strategy for each period (2010-2015 and 2016-2020) which includes detailed plans on education and academic staff development [H6.6.5.2], [H6.6.5.3].

First of all, the Faculty has annual plans for academic staff to upgrade their qualifications [Table 6.6]. Academic staff who receives funding to improve their qualifications must commit to return the University to serve and contribute to the University [H6.6.5.4].

Table 6.6: Number of academic staff taking long-term training

No.	Periods	Number of lecturers being funded	Types of education	Funding
	(2013-2018)			
1	2013	3	03 – PhD	01 – The Netherlands' scholarship

				02 – BUH’s funding
2	2014	1	01 – PhD	BUH’s funding
3	2015	3	03 – PhD	03 – Funding from National Project 911
			01 Master	01 the Vietnamese government’s scholarship
4	2016	1	01 – PhD	Taiwan scholarship
5	2017	5	04 – PhD	01 – Funding from National Project 911
			01 – PhD	04 – BUH’s funding
6	2018	2	02 PhD	BUH’s funding

Source: Department of Personnel Affairs [H6.6.5.5]

Other professional development activities are also supported by the University and the Faculty, including pedagogical approaches and research [H6.6.5.5], [H6.6.5.6]. The University's budget for these training activities is approximately 1% of the total expenditure [Table 6.7].

Table 6.7: Ratios of budget allocation to academic staff development (%)

Year	2012	2013	2014	2015	2016	2017
Training and professional development	0.4	0.9	0.9	1	1	1
Research	1	2	1.6	1.4	1.1	1.2

Source: Department of Finance and Accounting [H6.6.5.7]

6.6. Performance management including rewards and recognition is implemented to motivate and support education, research, and service

Academic staff’s teaching is monitored at both institutional and departmental levels. Firstly, as regards teaching activities, the University manages these activities strictly to ensure the quality of teaching as well as academic staff’s accountability. The University uses the fingerprint system and classroom inspectors. Academics who do not show up as scheduled will be reported to their disciplinary faculties and to each case individually [H.6.6.4.1]. At the end of each course, the Testing and Quality Assurance Office conduct student surveys on the course. The results of these surveys indicate that the faculty is among those with good evaluation from students [H.6.6.4.3].

The survey results are also used for monthly appraisal at the Faculty [H.6.6.6.1]. In addition, the Faculty also requires professional divisions to observe classroom of academic staff at their divisions for mentoring and coaching [H.6.6.4.2].

Secondly, research outputs of academic staff are reported every 6 months. The research output is one of the criteria to evaluate academics every 6 months and is considered for reward at the end of the year. Those who have successfully fulfilled both the assigned teaching and research are recognized by the Dean [H6.6.4.10], [H6. 6.5.6], [H6.6.6.2].

Academic staff is evaluated and ranked from A to C. If any academic staff is ranked “A” (the highest one), their income increases together with other rewards [H6.6.4.6], [H6.6.4.13]. Additionally, the University also has an incentive scheme to encourage academics with high

achievements in research. As a result, they can feel being recognized and attempt more to do research as well as improve their teaching [H6.6.1.17].

6.7. The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement

The University has regulations on research which are revised annually towards higher criteria in terms of quality and types of research [H6.6.2.2]. Currently, according to the University's regulation on science and technology for academic staff and other support staff, each year individual academic staff is required to conduct research workload equivalent to 176 hours through 11 types of research activities. In particular, the main types of research activities are research projects at various levels (the ministerial, provincial, and institutional levels, articles, curriculum development, conference proceedings [H6.6.2.2], [H.6.6.7.1].

In the period from 2013 to 2018, the number of articles published in domestic journals has increased over the years. Especially, the Faculty has made a remarkable increase in the number of articles published in high-quality international journals in the period of 2016-2018 as compared to 2013 - 2015 [Table 6.8]. The proportion of academics participating in research activities is 67.5% and the number of academic staff only fulfilling the assigned research workload is y 41.7% [H.6.6.4.12].

Table 6.8: Number of Articles published

Year	2013	2014	2015	2016	2017	2018
National publications	123	92	72	200	149	87
Finance	28	17	19	34	20	15
Banking	16	9	18	53	31	14
Other faculties	79	66	35	113	98	58
International publications	14	6	20	36	32	27
Finance	0	0	0	1	2	3
Banking	0	0	0	0	0	0
Other faculties	14	6	20	35	30	24
SCI, SCIE, SSCI, AHCI, SCOPUS	0	2	7	14	14	7
Finance	0	0	0	0	1	3
Banking	0	0	0	0	0	0
Other faculties	0	2	7	14	13	4

Source: IRT [H6.6.4.12]

The Faculty's such good research achievements are attributed to continuous support from the Research and Science Institute who attempts to promote international cooperation when organizing Annual Conference of Economists, starting from 2017 [H6.6.4.12], [H6.6.7.2]. In addition to ensuring funding for research, the University also take actions when expenditure for

research exceeds the budget which partially contributes to an increase in research outputs. The proportion of budget allocation for research is higher than that for training academic staff [Table 6.7].

CRITERION 7. SUPPORT STAFF QUALITY

7.1. Support staff planning (at the library, laboratory, IT facility, and student services) is carried out to fulfill the needs for education, research, and service

The University currently has 17 units responsible for supporting teaching and learning and research, totaling 198 employees and 11 faculty's assistants. The library has 15 staff, and IT office has 11 support staff members (See Table 7.1) [H7.7.1.1]. Support staff from functional units and offices are responsible for providing supports which are governed by the Law on Public Employees (2010) [H7.7.1.2].

Table 7.1: Statistics of support staff [updated by 01/08/2018]

No.	Functional units	Total number of support staff	Qualifications					
			(associate prof.) PhD	Master	Bachelor	College degree	Intermediate degree	Not trained
1	Library	15	0	6	7	2	0	0
2	Department of IT management	11	0	2	8	1	0	0
3	Other units	172	8	50	67	6	12	29
Total		198	8	58	82	9	12	29

Source: Department of Personnel Affairs

The planning on support staff focuses on both quantity and quality. As regards support staff quantity, they are planned for promotion and recruited new to ensure sufficient staff for functional units/offices, libraries, computer rooms, and IT support.

Specifically, the Personnel and Administration Office surveys the personnel needs for support staff, followed by the development of recruitment plans [H7.7.1.3]. As regards quality, recruitment criteria are generally defined in line with the Law on Public Employees (2010) [H7.7.1.2] and then clearly defined according to each support units' needs to ensure that support staff who are planned for promotion and recruitment meet the needs of each unit [H7.7.1.4]. Recruited support staff all meet minimum professional standards and criteria.

For further professional development of these staff, they can register for professional training if needed. The University will support tuition fees for these training if they are relevant to their positions and job requirements [H7.7.1.5].

7.2. Recruitment and selection criteria for appointment, deployment, and promotion are determined and communicated

The University is a public one. Consequently, the University's criteria for recruitment, selection, assignment, promotion and position rotation are stipulated in the Law on Public Employees (2010) [H7.7.1.2]. Based on that, the University has issued procedures for recruitment, process and appointment criteria [H7.7.2.1].

Information related to recruitment criteria is communicated publicly through various channels such as newspapers, on the University's website, via an internal email system [H7.7.2.2].

The recruitment exams for public employees are decided by the Rector upon requests of the units in the university and follow the pre-defined recruitment process [H7.7.2.3]. The Recruitment Council will be established [H7.7.2.4] and conducted the evaluation of candidates. The evaluation results will be used for decision [H7.7.2.5], [H7.7.2.6]. Selected applicants will sign a short-term contract with the University and after one year of probation, if the assessment results of this probationary period are satisfactory, they will sign a long-term contract with the University [H7.7.2.7], [H7.7.2.8], [H7.7.2.9], [H7.7.2.10].

The promotion criteria for support staff are clearly determined. The criteria for heads and deputy heads of functional offices and units are determined the University Charter (2014) [H7.7.2.1], [H7.7.2.11]. Special criteria are set on request and for specific offices; for example, the Head of the Personnel and Administration Office must be an academic staff with at least 5 years of teaching experience; The Head of Science Management and Postgraduate Program must have a Ph.D. degree. The Rector has the right to appoint or promote someone if he/she is qualified and also based on the contextual and actual situations [H7.7.2.11].

Salary increases, promotions and changing job categories, termination policies are all conducted in compliance with the Law on Public Employees (2010) [H7.7.1.2]. Every three years, if a support staff fulfills their job descriptions, his or her salary will be raised to a higher level. If any staff excellently fulfills their duties, they will be considered for a salary increase within less than three years [H7.7.2.12].

The procedures for promoting support staff in terms of levels/classes are conducted in accordance with the regulations of the Ministry of Home Affairs relevantly for each sector/job types. For example, the library support staff has 3 levels in their career path: Main librarian (Class II), the librarians (Class III) and the intermediate librarian (Class IV) (See Table 7.2).

Table 7.2: Procedures for class upgrading for support staff

No.	Levels	Regulation/requirements
1	Intermediate librarian (Class IV)	✓ Graduated from a vocational school or college in a related discipline or major ✓ Level 1 foreign language proficiency (A1) ✓ Qualified computer skills as prescribed
2	Librarian (Class III)	✓ Graduated from university with a major in the library or other related disciplines

		<ul style="list-style-type: none"> ✓ Foreign language level 2 (A2) ✓ Qualified computer skills as prescribed ✓ A minimum of two years working experience as an IV class librarian (for those with a college graduation degree for first-time recruitment); Or a minimum of three years working experience as an IV class librarian (for those with a vocational degree for first-time recruitment).
3	Main Librarian (Class II)	<ul style="list-style-type: none"> ✓ Graduated from university with a major in the library or other related disciplines ✓ Level 3 of foreign languages (B1) ✓ Qualified computer skills as prescribed ✓ Having a certificate of professional training in the library of Class II ✓ Having worked as a class III librarian or a minimum of 9 working years experience and working as a third-class librarian for at least 02 (two) years

Source: Ministry of Internal Affairs [H7.7.2.13]

7.3. Competencies of support staff are identified and evaluated

According to the Law on Public Employees and the regulations of the University, functional units are responsible for designing the duties, responsibilities, and rights of each job position [H.7.7.1.2], [H.7.7.3.1]. The duties of heads of functional offices and other support staff are clearly described in the regulations of each unit [H.7.7.1.4], [H.7.7.2.2], [H.7.7.2.8], [H.7.7.3.3]. In addition, the Faculty has an administrative assistant to support the administrative work for the Faculty [H.7.7.3.2].

There are two evaluation systems for the support staff: (1) Monthly evaluation from the head of the unit, (2) Mid-year assessment (every 6 months) and year-end assessment from peers and relevant heads [H.7.7.3.4]. The mid-year and year-end performance evaluation results are sent to individual support staff for reflection and future developmental plans. The Personnel and Administration Office monitors the staff development plans and results, especially those who directly serve students [H.7.7.3.5].

7.4. Training and developmental needs of support staff are identified and activities are implemented to fulfill them

Training and development needs of support staff are aimed at two purposes: (1) moving up on their career path and (2) acquiring better professional knowledge to support academic staff and students. The support staff of the university all meet minimum professional standards and are trained according to the university's regulations [H.7.7.4.1], [H.7.7.4.2], [H.7.7.4.3].

Support staff can register for short-term and long-term training courses to enhance their expertise annually and are funded by the University in line with the internal spending regulations for each training courses or programs [H.7.7.1.5], [H.7.7.4.4], [H.7.7.4.5]. At the same time, the results of these training courses and programs are reported regularly to evaluate the effectiveness of the activities [H.7.7.4.3].

Table 7.3: Long and short-term training courses and the number of support staff attendants from 2013 to 2017

Years	2013	2014	2015	2016	2017
Number of training courses	39	28	41	51	54
Number of support staff attendants	61	14	105	66	58
Total cost (million VND)	243.3	379.2	1,073.2	284.3	618.6
Number of support staff taking master and Ph.D. programmes	6	9	20	6	8
Total cost for long-term training (million VND)	126.2	53,3	150	65	156.7

Source: Department of Personnel Affairs

7.5. Performance management including rewards and recognition is implemented to motivate and support education, research, and service

The performance of support staff is evaluated based on two measures. The first is feedback from academic staff and students [H.7.7.5.5], [H.7.7.5.6]. The evaluation criteria cover many aspects such as psychology, service attitude, service results, etc. All support staff knows the evaluation results of their unit. This shows that the results are used at the institutional level to revise policies and strategies for high-quality services which help to better the University. Therefore, collecting feedback from academic staff and students is effective and is carried out periodically and continuously [H.7.7.5.4], [H.7.7.5.7], [H.7.7.5.8].

Support staff is also evaluated from peers and their leader. Assessment from colleagues based on performance results, the extent to which their tasks are completed, attitude and other achievements. Unit leaders will evaluate individual support staff based on their performance monthly and yearly. The evaluation results are publicly discussed with an Q&A section [H.7.7.3.4], [H.7.7.3.5], [H.7.7.5.1], [H.7.7.5.2], [H.7.7.5.3].

CRITERION 8. STUDENT QUALITY AND SUPPORT

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

Every year, based on the Admission Regulation and the Guidance Circular by the MOET, the policies and admission criteria for the program are determined and included in the University's Admissions Scheme [H8 .8.1.1], [H8.8.1.2]. The University's admission plan is then sent to the MOET. After being accepted by the MOET [H8.8.1.3], the University and the Faculty will then conduct admission consultancy activities through many channels such as the University's website, facebook, brochure and advertising publications, participating in admission consultancy days/fairs, visiting high schools, and mass media to widely announce the University's policies and admission criteria to parents and students [H8. 8.1.4]. In addition, The University's and Faculty's policies and admission criteria are also printed in the annual “Handbook of things to know - Universities and colleges” by the MOET (2013 - 2016), from 2017 onwards, this information will be published on the official admission portal of the MOET [H8.8.1.5].

Based on the information about the policies and admission criteria of the undergraduate program in Finance which is available to the public in the mass media, students are interested in applying for the program. They will sit for the annual national exam carried out in June - July. The results of this national exam will be used for admission. Admission notice will then be widely publicized in the University's media and sent to each student. The University also discusses the admission results, and lessons are drawn as well as solutions are offered to improve the enrollment policy and criteria for the following year [H8.8.1.6]. Every year, the University sends the admission report to the MOET. Admission policies and criteria are revised and updated yearly according to the current regulations of the MOET. The process of determining, promulgating and disseminating policies and admission criteria for the program can be described in Figure 8.1 below.

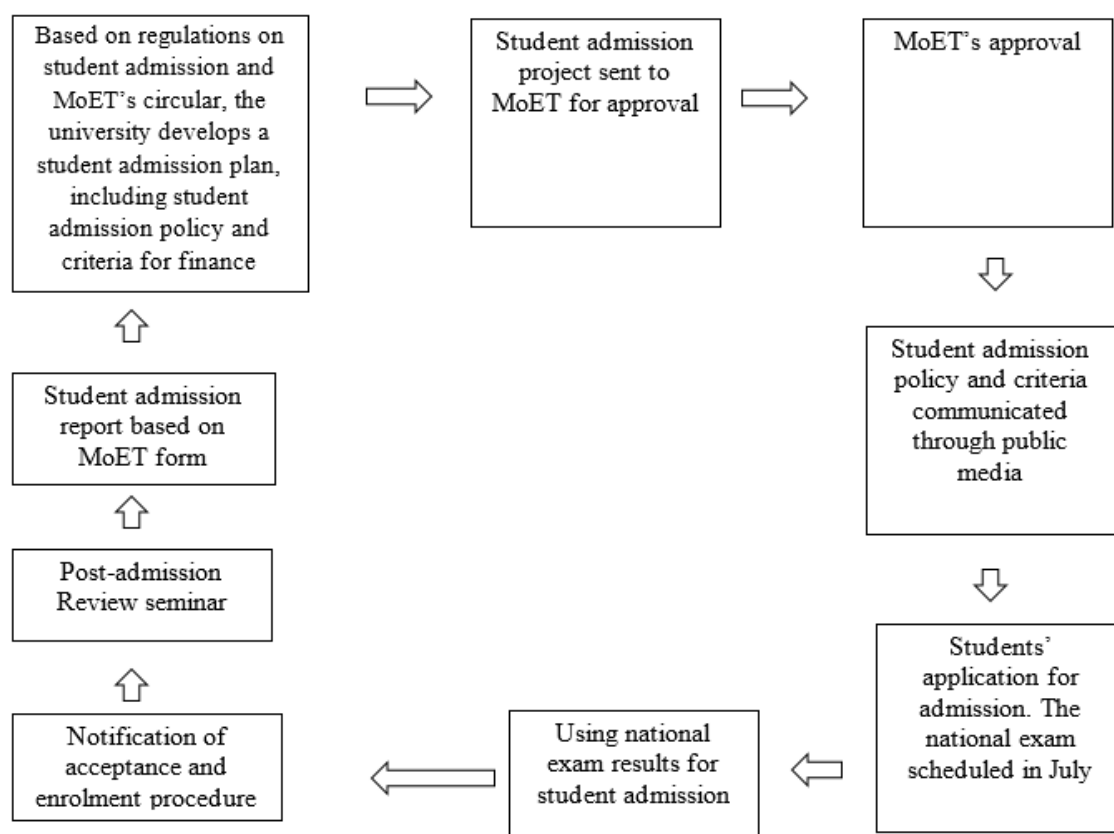


Figure 8.1: Procedure for communicating student admission policy and criteria for Finance

Source: Department of Academic Affairs, 2018

8.2. The methods and criteria for the selection of students are determined and evaluated

The methods and criteria for the selection of students for the program are clearly determined and stated in the University's Annual Admissions Scheme and in line with the MOET's regulations. In the annual schemes before 2018, the program was grouped in the Economics - Business sector and therefore the selection of students for the program complies with the criteria for the Economics – Business from candidates across the country. The selection

is based on two types: direct admission and admission based on the national high school graduation exam results [H8.8.1.1], [H8.8.1.2].

Direct admission. The criteria for direct admission are clearly determined based on the current regulations of the MoET and are stated in the University's Admission Projects over the years [H8.8.1.2].

National exam results-based admission. Prior to 2015, in accordance with the regulations of the MOET, the program used the results of the university entrance exam to consider for admission. Candidates for the program can apply from 3 groups of high school subjects: Group A (Mathematics, Physics, Chemistry), A1 (Mathematics, Physics, English) and D1 (Mathematics, Literature, English).

From 2015 onwards, the MOET combines two national exams into one, high school graduation exams. The results of this exam are also used for university and college admission. Three groups of subjects are used for the program as well: Group A00 (Math, Physics, Chemistry), A01 (Mathematics, Physics, English) and D01 (Mathematics, Literature, English). In addition to the above 3 groups, from 2017, the admission has another group for admission: D90 (Mathematics, Natural Science, English). Admission scores are calculated according to the following formula:

$$\text{Admission score} = (M1 + M2 + M3) + \text{priority point (8.1)}$$

In which: M1, M2, M3 are the exam results of each subject in the group

Candidates who are successful in their application, after finishing the first 3 semesters of the program will enroll in specific majors, including Finance.

From 2018, the program has been listed in Finance – Banking sector instead of Economics-Business. After successful admission, the University will assign students to major either in Banking or Finance.

Every year, after each admission, the University organizes a conference to review the admission activities and results for next year plans [H8.8.1.6].

Table 8.1 below shows the number of students enrolled in the program after the first 3 semesters for the number of students was accepted in the Finance major for the period 2013-2018 [H8.8.2.1].

Table 8.1: Number of a student enrolling in Finance

Academic years	Number of students	
	Number of students enrolling in Finance	Number of students admitted in Finance
2013 – 2014 (K28)		302
2014 – 2015 (K29)		327
2015 – 2016 (K30)	1,003	385
2016 – 2017 (K31)	1,123	414
2017 – 2018 (K32)	878	380
2018 – 2019 (K33)	887	408

Source: Department of Academic Affairs, 2018

In addition to Table 8.1, Table 8.2 shows the average input scores after the first 3 semesters for Finance and benchmark with other majors [H8.8.2.2]. The data in Table 8.2 shows that the average input scores for Finance students are higher than those for other majors.

Table 8.2: Statistics of average admission points for three first semesters for Finance and other disciplines from 2013 to 2018

Academic years	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Finance	7.34	6.91	7.07	7.44	7.37	7.42
Banking	6.25	6.23	6.18	6.32	6.07	5.96
Business Administration	6.79	6.93	6.08	6.58	6.51	6.18
Marketing	6.31	6.09	5.92	6.63	6.66	6.61

Source: Department of Academic Affairs, 2018

Table 8.3: Finance Students by academic years [H8.8.2.3]

Academic year	Number of finance students				
	Second-year students	Third-year students	Fourth-year students	Students of more than 4 years	Total
2013 - 2014	307	412			
2014 – 2015	331	306	396		
2015 – 2016	387	331	302	103	1123
2016 – 2017	420	386	323	101	1230
2017 – 2018	378	419	382	179	1358
2018 - 2019	410	379	414	194	1397

Source: Faculty of Finance, 2018

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

The program applies a credit-based system, which is stipulated in the University's Academic Regulations. The program composes 129 credits which are appropriately allocated within 8 semesters, except physical education (5 credits) and defense education (8 credits) [H8.8.3.1]. On average, each semester, students will enroll in about 6 courses, equivalent to 16 credits. This program structure helps to ensure that average students can complete the program on time while ensuring that other students can take extra courses and graduate earlier than the planned time for the program.

In order to monitor educational activities, the University and Faculty use the database system and training software for the credit-based system [H8.8.3.2]. This database system is updated regularly by the Information Technology Management Office, allowing the University, the Faculty and academic staff to monitor students' academic progress systematically and strictly [H8.8.3.3]. In addition, Finance students have ready access to the system to update personal

information, for information related to teaching schedules, institutional training plans, for course results, course registration as well as other academic-related issues [H8.8.3.4].

In addition to using the database system, the academic consultants are responsible for supporting students to assure that they are not behind the planned schedules and to support them academically. Through the database system, consultants will know about the academic results of each student and offer advice if needed [H8.8.3.5].

For each semester, the University and the Faculty also provide lists of academic warnings due to violations of training regulations. This helps the University and the Faculty to provide appropriate support activities to help students complete their academic program as scheduled [H8.8.3.6].

8.4. Academic advice, co-curricular activities, student competition, and other student support services are available

Academic counseling activities are conducted using many different measures.

For freshmen, the University and Faculty organize activities, including "Citizens Week" (Orientation Week) and the "Welcome Program" to disseminate information related to learning, soft skills, extracurricular activities. [H8.8.4.1], [H8.8.4.2].

During the university years, the University and the Faculty always have counseling activities through the Faculty, academic consultants and functional units such as Academic Affairs Office, Student Affairs Office, Student Support Center, and Medical Group. Regulations, announcements, information are communicated to students through various forms such as student handbook, student meetings, the website of the Faculty and functional units [H8.8.4.3]. Advisory staff also support extracurricular activities for students [8,8.3.5]. The Student Support Center helps connect employers with students by organizing career days, posts employment opportunities [H8.8.4 .4].

Besides, co-curricular activities and academic contests for students are held regularly annually. Table 8.4 below illustrates the number of co-curricular activities of the University and Faculty for students (2013-2018) [H8.8.4.5], [H8.8.4.6].

Table 8.4: Extracurricular activities organised by the university and the Faculty from 2013 to 2018

Academic year	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019
Students' Extracurricular activities and competitions organized by the university	116	125	154	167	168	Semester 1: 78
Students' Extracurricular activities and competitions organized by the Faculty	2	7	8	11	10	Semester 1: 9

Source: the University's and the Faculty's Youth Union, 2018

Besides academic counseling activities, co-curricular activities; the University and the Faculty always grant scholarships to students and conduct other so-called “social welfare policies” for learners (See Appendix 4.5 - Table 8.5 and Table 8.6 on the number of full-time Finance students and the students of the entire university received scholarships and social policies in the period 2013-2018) [H8.8.4.7, H8.8.4.8].

Table 8.7 (See Appendix 4.5) (reports information related to various channels that support academic counseling, co-curricular activities, reward, and other support services for students.

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

The University currently has 3 campuses, in which the Thu Duc campus is the main teaching campus. The campus in Thu Duc is designed and built harmoniously with airy landscape and environment, creating a comfortable learning space [H8.8.5.1]. Teaching and learning facilities are increasingly updated, meeting the needs of students' learning, research, co-curricular activities and sports [H8.8.5.1].

The University always cares about the University's security to ensure safe learning conditions and living environment for students through the strict control of the implementation of security regulations for the campuses and dorms. The CCTV systems are used. The university also works closely with the local security agencies, establishes self-management teams for students [H8.8.5.2].

Youth Union - Students' Association through various clubs also regularly organize exchange activities, sports, arts programs or psychological workshops to help students [H8.8.4.22].

CRITERION 9: FACILITIES AND INFRASTRUCTURE

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

The university and the Faculty have enough facilities including equipment, learning materials and information technology to implement the training programme.

The total land area of the University is 110,804 m², of which the total floor area for research and training is 31,178.9 m², the construction floor area/students reach 3.1m² / student, meet the provisions of Circular No. 32/2015 / TT-BGDDT (the Regulation is 2.8m² / student) [H9.9.1.1]. The University has a large number of classrooms, large lecture halls, conference rooms, large halls for teaching, learning and scientific research, which are arranged at the three campuses of the University, including 02 facilities in District 1 and 01 campus in Thu Duc District [H9.9.1.1]. The utilization rate of the classroom is ‘not overloaded’, in accordance with the promulgated schedule of the Office of Academic Affairs [H9.9.1.2].

The university has enough quality teaching and learning equipment to meet the requirements for education and research. In particular, the equipment and facilities to support teaching and learning are mainly equipment for lecture halls, computer rooms, and phonetic

practice rooms. All classrooms are fully furnished with tables, chairs, whiteboards, markers, fan systems, lighting, audio equipment, etc.

The university has a large hall at the Thu Duc campus with an area of 2,176 m², with 900 seats, fully equipped with facilities for seminars, conferences, major events of the University, and other students' extracurricular activities such as culture and music shows, Olympic competitions, activities of the Youth Union, Student Association, and Student Clubs, ... At Thu Duc campus, there is also a multi-purpose gym with an area of 400 m² for students' extracurricular activities and sports.

In terms of accommodation for boarding students, the University also has a dormitory with a total of 328 rooms with a total area of 25,224 m².

Table 9.1: Statistics of the classroom, library, centers for learning materials

No.	Types of room	Quantity	Area (m ²)
1	Lecture halls, classrooms with more than 200 seats	01	2,176
2	Classrooms with 100-200 seats	04	560
3	Classrooms with 50-100 seats	84	15,634.19
4	Classrooms with less than 50 seats	9	385.2
5	Libraries	02	2,567
6	Laboratory practice rooms	10	1,057.2
7	Professor and associate professor rooms	25	3.550
8	Functional offices (offices for units, professional rooms, meeting rooms, etc.)	25	4,849.31
9	Multi-purpose gym	1	400
	Total	161	31,178.9

Source: Department of Facilities Management, 2018

The university has the Department of Facilities Management which is a functional office in charge of facilities and ensures and maintains facilities to support education and research. Every year, the Department of Facilities Management has plans to maintain and repair facilities and equipment [H9.9.1.4].

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

The university's libraries were built on the area of 2,567 m² in two campuses in District 1 and Thu Duc District [H9.9.1.1]. The library in District 1 has computers for free internet access as well as computers for material search and practice. The library in Thu Duc District was spacious, including a ground floor, two floors for reading, a professional processing room, a reading room for lecturers. The Thu Duc library has 32 computers for students to access.

The library has a full range of Vietnamese and foreign books, textbooks and reference materials as required in the curriculum for learning and research activities, thereby meeting the needs of students, lecturers, other staff. The Library is open for reading from Monday to Saturday every week [H9.9.2.1]. Statistics of the number of materials in the library are shown in Table 9.2 below [H9.9.2.2].

Table 9.2: Statistics of the library's materials (by December 31, 2018)

No.	Types of materials	Number of titles	Number of copies
1	Vietnamese books	6,612	41,452
2	English books	3,682	16,491
3	Vietnamese Ebooks	413	413
4	English Ebooks	38	38
5	Disc	493	2,939
6	Cassettes	0	0
7	Magazines	44	126
8	Articles	31	56
9	Theses (undergraduate)	1,305	1,914
10	Theses (masters)	918	957
11	Disertation (dotorals)	79	86
12	Research works	159	169
13	Electronic database	<ul style="list-style-type: none"> - WorldBank eLibrary database - Legal library database - Database shared by Vietnam National University – Hanoi - STINET - Ho Chi Minh City Science and Technology Information Network - 12.046 Extracts from Specialized journal (Economics – Finance – Banking) (Vietnamese) - 978 files of theses, dissertations, and research works 	

Source: Library, 2018

The library regularly updates and supplements specialized materials and journals, reference books as required by the Faculties for teaching and research activities. Table 9.3 below the updated library statistics for the Financial discipline (2013-2018) [H9.9.2.3].

Table 9.3: Library updated materials for Finance majors (2013 – 2018)

Academic year	Library updated materials for Finance majors
---------------	--

2013	5,745
2014	2,025
2015	118
2016	3,132
2017	520
2018	800

Note: The updated number is the total number of materials, including: (1) Vietnamese Books, (2) English Books, (3) Vietnamese Ebooks, (4) English Ebooks, (5) Disc, (6) Cassettes, (7) Magazines, (8) Newspapers, (9) Theses (undergraduate), (10) Theses (masters), (11) Dissertations (Doctorals), (12) research works, (13) electronic database

Source: Library, 2018

In addition, the University also has an e-library site that is networked at <http://library.buh.edu.vn/> with a variety of Vietnamese and English e-books. It facilitates lecturers and students to access electronic resources from libraries of other higher education institutions [H9.9.2.4], in order to effectively support teaching, learning and research activities.

Tables 9.4, 9.5 and 9.6 below show the frequency of library use by both Faculty and University students and lecturers.

Table 9.4: Statistics of the number of the Faculty's and the University's students who borrowed library materials (2013 – 2018)

Academic year	2013	2014	2015	2016	2017	2018
The Faculty of Finance	7,560	9,568	10,416	9,598	5,303	2,487
The whole university	65,704	47,200	41,657	42,056	39,764	33,111

Source: Library, 2018 [H9.9.2.5]

Table 9.5: Statistics of the number of the Faculty's and the University's lecturers who borrowed library materials (2013 – 2018)

Academic year	2013	2014	2015	2016	2017	2018
Faculty of Finance	69	73	33	31	53	40
The University	613	683	741	655	614	339

Source: Library, 2018 [H9.9.2.6]

Table 9.6: Statistics of material downloads (2013 – 2018)

Academic year	Number of readers who downloaded materials	Number of downloads
2013	396	4,494
2014	433	5,130
2015	310	3,482

2016	408	6,417
2017	295	2,179
2018	210	1,152

Source: Library, 2018 [H9.9.2.7]

9.3. The laboratories and equipment are adequate and updated to support education and research

The university has seven computer labs, equipped with computers with local area network and internet connection to support teaching, learning, and research. In addition, there are also two labs for learning and computer-based exam of foreign languages. The school has a computerized area for practice and data access at the libraries. In addition, the University also plans to put into practice a laboratory equipped with Thomson Reuters database [H9.9.3.1]. The university has a clear procedure for computer maintenance [H9.9.3.2]. Table 9.7 below provides statistics on laboratories and practice rooms at the University.

Table 9.7: Statistics on laboratories and practice rooms

No.	Rooms	Quantity	List of main facilities	Floor area (m ²)
1	Computer labs	07	Computers, projectors, audio devices	728
2	LABs	02	Computers, projectors, audio devices, cabins	129.2

Source: Department of Facilities Management, 2018 [H.9.9.1.1]

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

The university has a functional office to manage the entire infrastructure and informatics equipment system, which is the Department of IT Management. It is responsible for managing, operating and ensuring the stable operation of the institution-wide IT system [H9. 9.4.1].

All computers are connected to the local area network, fiber optic Internet connection and are installed permanently at the computer labs, libraries, functional offices and faculties to ensure sufficient service for teachers' and students' research and learning. [H9.9.4.2]. Besides computers, the University also installs Internet and Wifi transmissions with an average transmission speed of 90MB / 1MB, and a total number of transmission lines is 47 [H9.9.4.3] to support students' learning activities.

The university has equipped with credit management software as well as other necessary software to support education and research [H9.9.4.4]. The university is planning to implement the E-learning system to better support learning and teaching [H9.9.4.5].

The support staff in functional offices and faculties are equipped with standardized computers and necessary equipment to effectively support their research and management

[H9.9.4.2]. Teachers, students, managers have official emails and free internet access accounts at the university [H9.9.4.5].

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

The university has a security division and specialized security teams who are on duty 24/24 at the three campuses and dormitories of the University. They are equipped with support tools to facilitate their work [H9.9.5.1].

The school has regulations and rules on security and safety posted in the areas of the University as well as disseminated to all staff and students to ensure security throughout the campuses [H9.9.5.2]. CCTV systems are also installed, and fire prevention and fighting (FPF) equipment are available at the campuses and dormitories [H9.9.5.3]. Regulations on FPF have been issued. There is a Steering Committee for FPF and FPF teams at the campuses [H9.9.5.4]. The security team and FPF division are periodically trained with professional knowledge [H9.9.5.5]. The university has an FPF plan, and at the same time assigns leaders to respond quickly to any problems [H9.9.5.6]. In addition, the University also closely cooperates with local police units to regularly update the local security and safety situation [H9.9.5.7].

There is a Health service that is responsible for the staffs' (officers, lecturers, support staff) and students' health-related issues [H9.9.5.8]. In the planning design of lecture hall B and C, the university pays attention to the specific needs of people with disabilities [H9.9.5.9]. Catering services on the campuses are guaranteed food hygiene and safety [H9.9.5.10].

CRITERION 10. QUALITY ENHANCEMENT

10.1. Stakeholders' needs and feedback serve as input to curriculum design and development

Quality improvement attempts are usually associated with quality improvement of study programs, learning environment and learning opportunities, which will result in improving knowledge, skills, attitudes and professional competencies for students. Quality improvement is a continuous process. Therefore, the University always cares and seek views and opinions from related stakeholders to design study programs including the program of Finance [H10.10.1.1], [H10.10.1.2], [H10.10.1.3], [H10.10.1.4], [H10.10.1.5], [H10.10.1.6].

The QA process of the finance programme involved stakeholders: Ministry of Education and Training, academic organizations (Finance Faculty Council, the University's Scientific Council), students, graduates, and employers. Therefore, feedback from stakeholders is useful information to design and develop the curriculum. The QA model (Figure 10.1) for study programme is defined in Clause 3, Article 5 of the University's Quality Assurance Regulation according to Decision No. 261 / QĐ-ĐHNH (link: <http://phongktdbcl.buh.edu.vn/quy-che/quy-che-dam-bao-chat-luong.html>.) [H10.10.1.7]

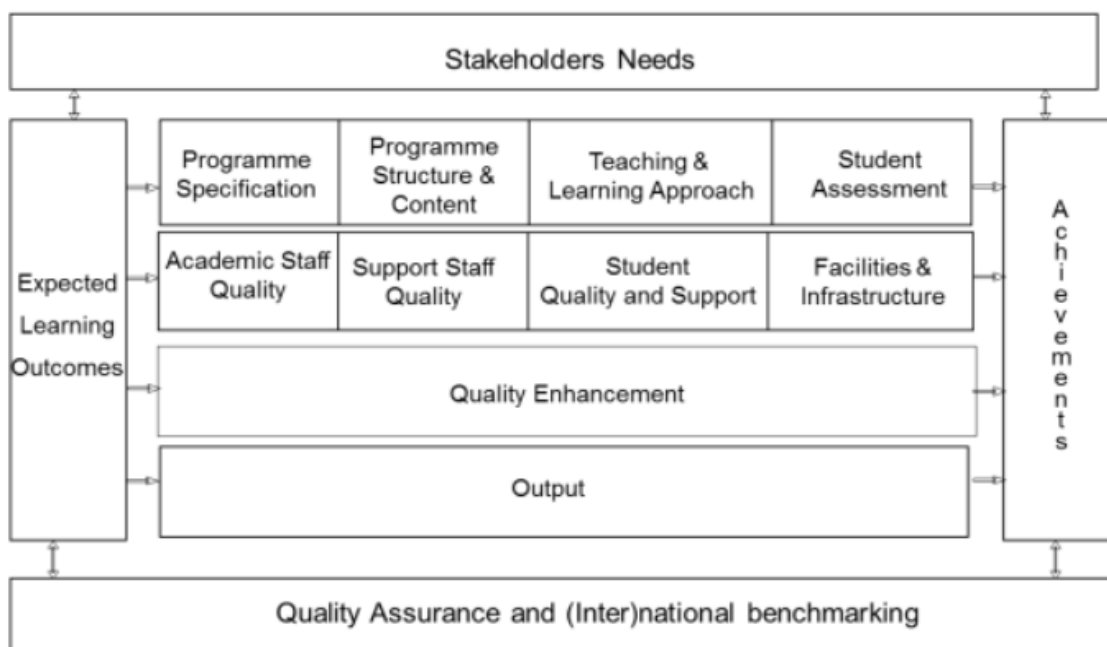


Figure 10.1: QA model for programme level

The Faculty is responsible for reviewing and revising the program. The Faculty conducted the review of training objectives, future job positions/career opportunities and benchmark with other similar study programs, the revised 2018 program has been issued (Table 10.1).

Table 10.1: Summary of curriculum adjustment

No.	Reviewed contents	Reasons for revision
1	Educational objectives	Review and modify training objectives in line with the objectives, mission, vision and development strategy of the University and Faculty; educational regulations at the undergraduate level by the MOET and professional requirements.
2	Career prospects after graduation	Clearly define the career opportunities/ jobs for graduates so that the program can provide manpower which can meet the societal needs for Finance major
3	Benchmarked programme	In order to gradually reach international standards in program design and development, with other prestigious institutions in the same field
4	Programme structure: 1.1 – general education, 1.2 – disciplinary fundamental knowledge, 1.3 – subject-specific knowledge	In compliance with the standardized format of the university
5	Curriculum:	
5.1	general education is not divided	In compliance with the standardized format of the

	into domains, but include compulsory and elective courses	university
5.2	Excluding physical education and defense education from the curriculum	<ul style="list-style-type: none"> - In compliance with the standardized format of the university - The physical education and defense education are considered as graduation conditions in Section 14 - Program Implementation Guidelines.
5.3	Numbering the courses	In compliance with the standardized format of the university
5.4	Replacing “Principles of statistics” (2 credits) with disciplinary introductory courses (2 credits).	As approved and agreed by the Research and Academic Council of the University
5.5	Modifying the titles of ESP 1, 2	As suggested by the English division
5.6	Unifying disciplinary fundamental courses (compulsory and elective)	In compliance with the standardized format of the university
5.7	Replacing “Commercial bank management” course (3 credits) with “Credit ranking” (3 credits)	<ul style="list-style-type: none"> - With the career opportunities/job positions as well as the objectives of the program, students need to learn knowledge of credit ratings which will help them learn professional courses later, including courses related to financial investment, investment banking operations, corporate financial management, ... - Commercial bank management is a specialized course for students of the banking majors. Finance students can choose to learn more if they have interests in the course.
5.8	Reduce the number of elective courses for fundamental disciplinary knowledge. As a result, students will choose 2 from 9 offered courses.	
	Project financing	These courses belong to the Banking and Finance sector, especially for Banking major, so Finance students can choose to study if they wish to. This will offer them opportunities to learn supporting knowledge and other job opportunities.
	Crediting	
	International payments	
	Commercial Bank management	
	Asset valuation	
	Foreign currency trading	These courses will complement knowledge for Finance students.
	Basic auditing	
	Start-up	
	International Finance	Finance students can learn this knowledge to help them learn in-depth knowledge of the international financial environment in which multinational companies operate, or

		understand more about international financial institutions; Students can have more access to other related jobs such as auditing, or start-up.
5.9	Alternative courses to graduation thesis: - Financial risk management - Behavioral finance - Derivative finance	Graduation thesis contributes to the achievement of specialized knowledge in Finance. Consequently, these alternative courses to the graduation thesis must address equivalent requirements and must be associated with the Finance major so that students taking these courses are able to achieve the related PLOs.
6	Semester-based allocation of the program: re-arrangement of courses for 8 semesters.	<ul style="list-style-type: none"> - In compliance with the standardized format of the university - Re-allocate some courses so that students can finish the physical education before taking disciplinary courses (professional education stage) - Ensure requirements for courses related to monetary
7	Describe course contents - Providing the course content to add to the specifications for some courses - Re-describe some course content	<ul style="list-style-type: none"> - In compliance with the standardized format of the university - Re-writing some course contents to comply with the required format of the University (no more than 7 lines) - As proposed by the faculties
8	List of academic staff	In compliance with the standardized format of the university

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

The program has been designed and developed based on two principles: (1) compliance with the MOET's regulations as stipulated in Higher Education Law and other regulations related to program development, and (2) compliance with the University's regulations, including: Decision 257/QĐ-DHNH on the procedures of developing undergraduate programs [H10.10.2.1] and Decision 1371A/QĐ-DHNH on developing, reviewing and revising programs and courses [H10.10.2.2]; As a result, if a program is developed, reviewed and revised, it is required to seek stakeholders' feedback and survey their needs (academic staff, employers, administrators of the universities and other universities, alumni, students) and must be approved by the Faculty's Research and Academic Council, the University Research and Academic Council (<http://phongktbcl.buh.edu.vn/quy-che/quy-che-dam-bao-chat-luong.html>)

With these principles, the program ensures that it is consistent with the development orientation of the State, in line with the national standards and ensures the achievement of PLOs, with the general educational philosophy and mission, the vision of the University. This is the sake of graduates and employers. Therefore, stakeholders' feedback and needs play an important role in program design and development.

10.3. The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

The Finance undergraduate program of the University applies a student-centered approach in teaching and learning and also applies both formative and summative student assessment. This help promotes student autonomy in learning, doing research, and working on teamwork through some teaching and learning activities: group presentation, case studies, group exercises, project assignments, reports or essays writing [H10.10.3.1].

Through the meetings of the division, the Faculty and classroom observations, student assessments have been discussed and revised to ensure they align with the CLOs and PLOs [H10.10.3.2]

Assessment of internship and graduation thesis is also of particular concern because the internship report is the report on student's actual observation. It helps students connect theoretical knowledge to practices at businesses. The internship also helps students gain the necessary skills in professional practice so that they are ready for the labor market after graduation. The graduation thesis is evidence to assess students' knowledge, skills and attitudes through professional knowledge and provides them an opportunity to communicate in writing. The thesis is required to comply with academic requirements in writing and academic ethics. In addition, the graduation thesis also shows the connection between the program and the PLOs through specific practical issues. Students not only apply the knowledge learned in a specific environment but also demonstrate the ability to connect the creative ideas and apply them in a real-life [H10.10.3.3].

10.4. Research output is used to enhance teaching and learning

The research outputs at the Faculty have been used to improve the quality of the program with two main research focuses: (i) improving teaching and learning and (ii) promoting research competencies for students and academic staff.

For the first research focus, required research outputs are usually textbooks, reference materials or monographs for a specific course. [H10.10.4.1]

For the second focus, required research outputs are articles published in national and international journals. They are sources of reference. [H10.10.4.2]

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

The University regularly collects opinions from academic staff and learners about the quality of support services and facilities, which aims at evaluating and improving quality, contributing to ensuring the quality of training over the years. In compliance with the pre-defined procedures (Figure 10.2, Figure 10.3, Annex 4.6).

Every year, the Department of Testing and QA have plans to conduct student surveys about quality of support services and facilities [H10.10.5.1], and an academic staff's surveys about the Department of Academic Affairs and quality of students [H10.10.5.2]. Figure 10.4 and

Figure 10.5 are the overall survey results of academic staff and learners for the period of 2014 - 2017 using a Likert scale [H10.10.5.3].

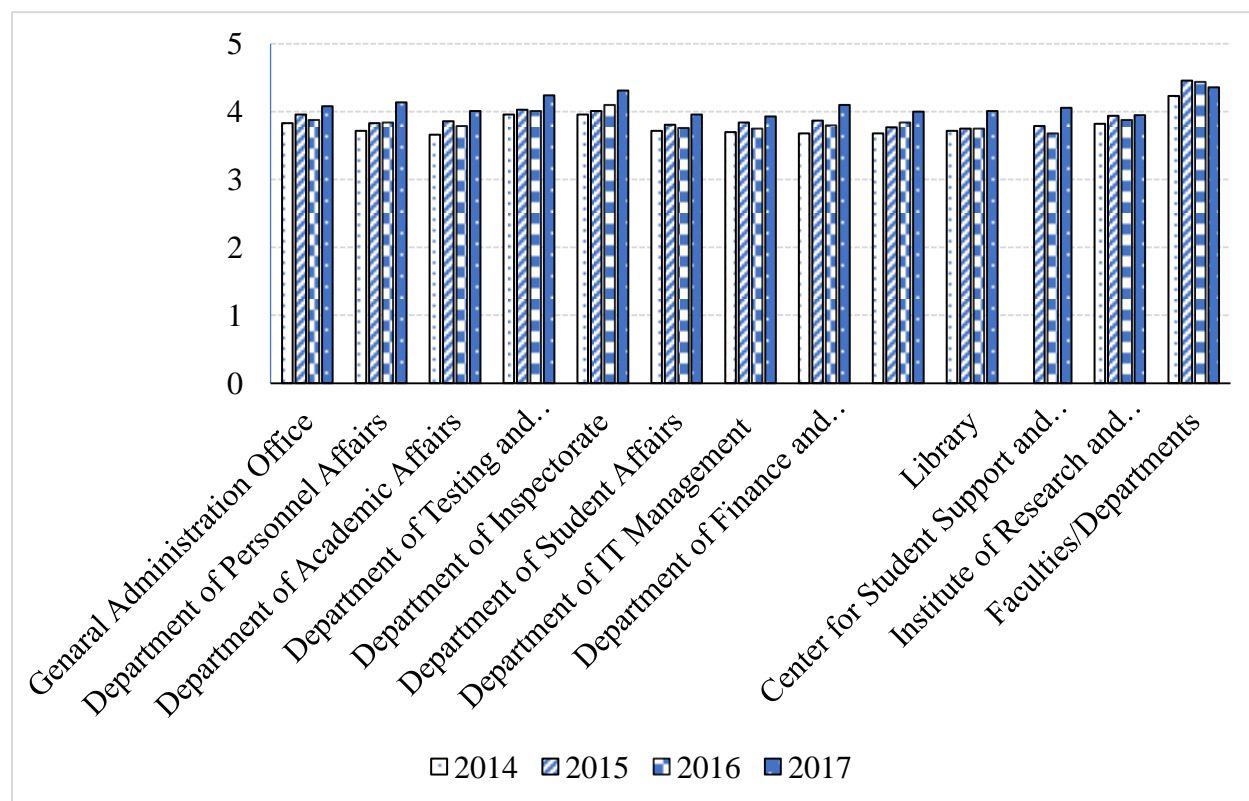


Figure 10.4: Survey results by academic staff on the quality of academic monitoring and support

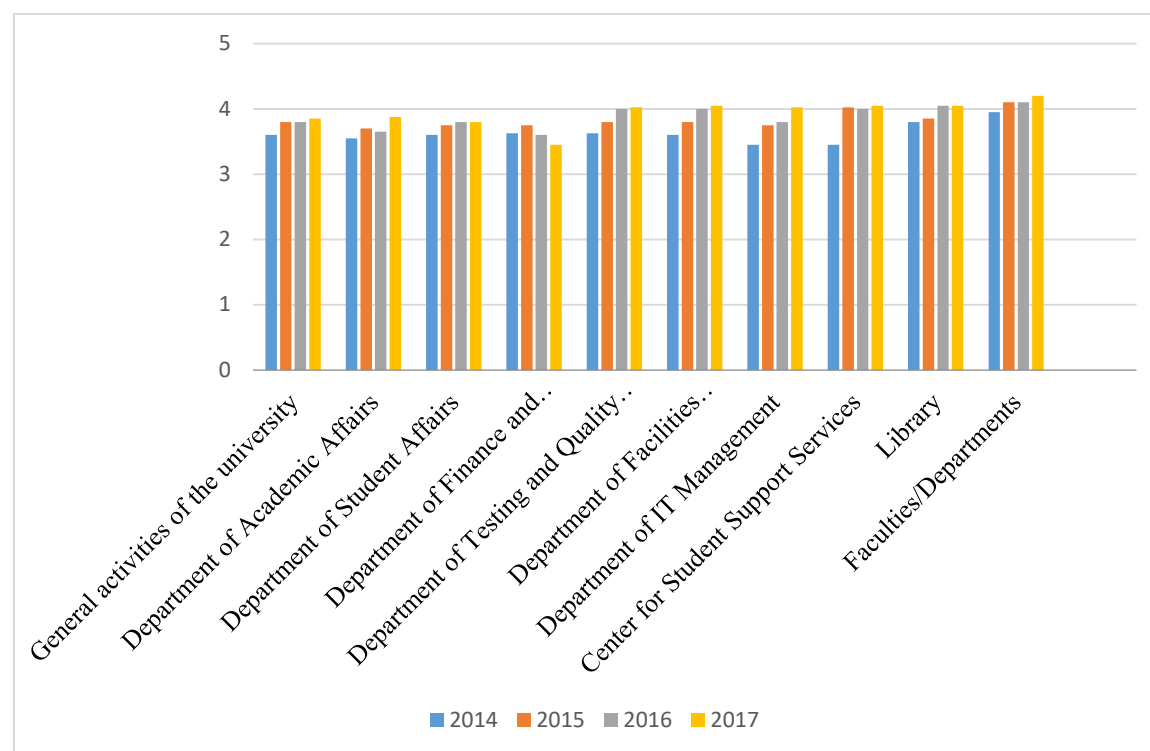


Figure 10.5: Survey results by students on the quality of academic monitoring and support

Every year, the University also conducts a student feedback survey on the advisory/counseling system of the University and Faculty [H10.10.5.4]. Table 10.2 below shows the survey results on student satisfaction with the support and academic counseling of the Faculty, the Department of Academic Affairs, the Department of Student Affairs, and the Center for Student Support Services.

Table 10.2: Survey results of student satisfaction with academic counseling (2014 - 2017)

Faculties/Functional Units	2014	2015	2016	2017
Faculty of Finance	N/A	3.90	3.97	4.06
Department of Academic Affairs	3.62	3.80	3.76	3.67
Department of Student Affairs	3.67	3.84	3.91	3.91
Center for Student Support Services	3.58	4.02	4.00	4.06

Notes: 5-point Likert scale with 1 for poor and 5 for excellent

Source: DTQA, 2018

The results in Table 10.2 show that, over time, the academic counseling of the Faculty and related functional units have positive improvements.

In addition, the University conducts assessments on the extent to which the facilities (classroom system, large lecture halls, lecture halls) at the University can meet the training activities and surveys for support staff, academic staff, and learners. The results show that the University has sufficient rooms for classes and large lecture halls for teaching, learning, and research. Figure 10.6 below shows the survey results on student satisfaction with the facilities.

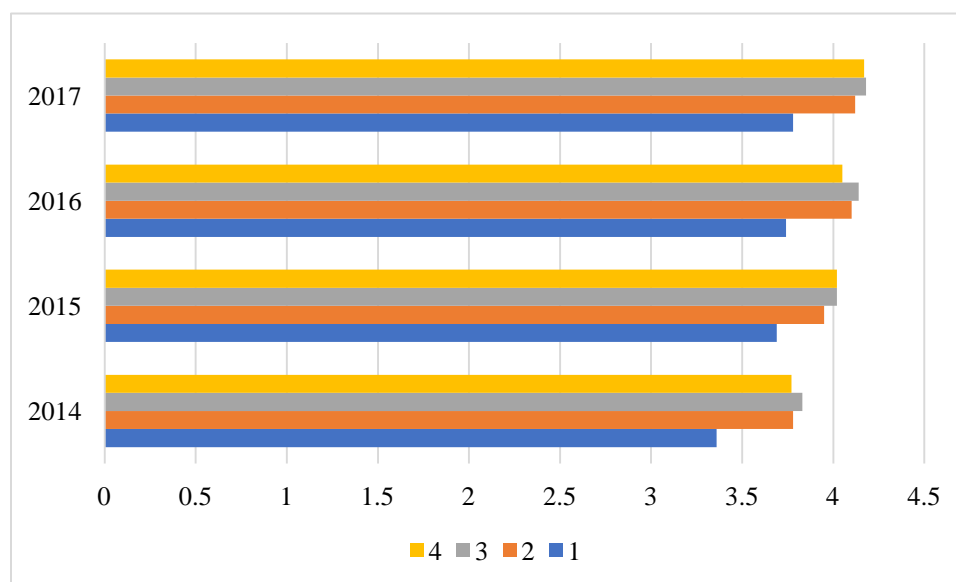


Figure 10.6: Survey results on student satisfaction of the facilities.

Source: DTQA, 2018 [H10.10.5.4]

Remarks:

1: Microphones, speakers, projectors, fans, lights at lecture halls work well

- 2: Classrooms ensure seat requirements for students
- 3: The lecture halls and their toilets are often clean
- 4: Technical unit quickly solves problems in the lecture hall on request

The rating scales in the survey are: 1 = Poor, 2 = Weak, 3 = Moderate, 4 = Fair, 5 = Good. There is no data in 2018.

The survey results show that over the years, student satisfaction with the facilities is increasing.

And the University conducts a survey of students' and academic staff's satisfaction with the library. Based on the survey results, the University will offer appropriate solutions to support academic staff and students. Figure 10.7 below shows the survey results of students on the satisfaction with materials in the library.

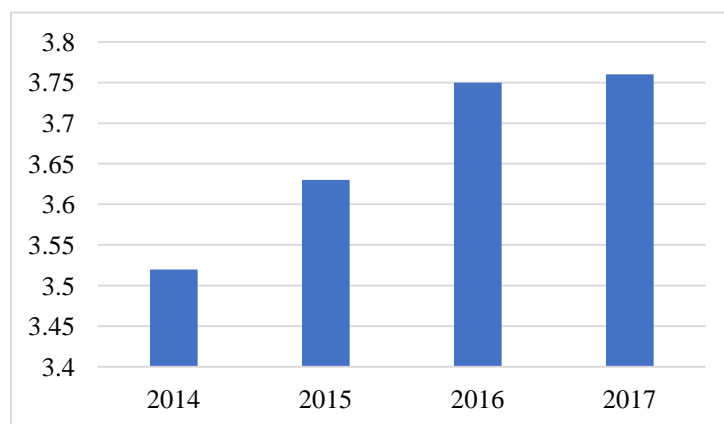


Figure 10.7: Survey results on student satisfaction with materials in the library

Source: DTQA, 2018 [H10.10.5.4]

Notes: 5-point Likert scale with 1 for poor and 5 for excellent (The rating scales in the survey are : 1 = Poor, 2 = Weak, 3 = Moderate, 4 = Fair, 5 = Good)

The survey results show that student satisfaction with library materials has improved over time. This shows that the University has made appropriate solutions to help students and readers to have better access to learning materials.

The University also conducted academic staff and student surveys about the physical infrastructure of the University to solve infrastructure's issues directly related to teaching and learning activities [H10.10.5.4]. Table 10.3 shows the survey results on student satisfaction with the university's computer room (2014 - 2017).

Table 10.3: Student satisfaction with the computer room (2014 - 2017)

Criteria	2014	2015	2016	2017
Computer room meets the needs of students during practical lessons	3.82	3.92	3.92	4.07
The computers in the room work well, not damaged	3.47	3.85	3.87	4.00

Source: DTQA, 2018 [H10.10.5.4]

Note:

The rating scales are: 1 = Poor, 2 = Weak, 3 = Moderate, 4 = Fair, 5 = Good. There is no data in 2018.

The results in Table 10.3 show that student satisfaction with the computer room is increasing over time. This is an indication that the University has focused on updating equipment to better serve education and research activities.

10.6. The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement

The University collects feedback from related stakeholders periodically and systematically through the Department of Testing and Quality Assurance. This is a unit to be responsible for designing the surveys to get feedback and comments from related stakeholders. The designing process includes the consent of the Rector Board [H10.10.6.1], the feedback from the faculties [H10.10.6.2], which are then used to revise related surveys [H10.10.6.3]; The surveys are also revised in compliance with the relevant legal requirements and the actual situation of the University [H10.10.6.4]. After being approved the Department of Testing and Quality Assurance will be a unit responsible for conducting the surveys and reports the results to the Rector Board and related units and individuals. The survey results are used for the development and revision of QA policies and quality improvement of the study programs, including the Finance undergraduate program.

CRITERION 11. OUTPUT

11.1. The pass rates and dropout rates are established, monitored and benchmarked for improvement

To manage training activities, the University and the Faculty use the database system with credit-based training management software [H11.11.1.1]. The system is used to monitor academic progress, student learning outcomes and workloads integrated into the software. It is used to manage student information, curriculum, training plan, teaching and learning schedules, students' academic results, rewards, schoolwork, physical education and defense education, graduation exam conditions and graduation assessment, statistics and reports [H11.11.1.2]. Students in Finance can also access the system to update personal information, access to information on training plans, check information on academic results and accumulated courses, register courses, view information on financial obligations, look up information on diplomas and certificates issued to them [H11.11.1.3].

Students' dropout rate is below 4%, except for the 27th cohort (2011-2015), whereby the rate suddenly increased to 13.73%. This is because, in this period, the banking sector faced difficulties, which made many employees redundant. This causes confusion for students in finance, leading to a number of students switch to study other disciplines, in other higher education institutions. Besides, some students are too focused on part-time jobs, so they could not keep up with the progress of studying. Other students dropped out to study abroad. By 2016 and 2017, banks were constantly recruiting staff, so finance was appealing to students

[H11.11.1.4]. The university did not determine the dropout rate from the beginning. Therefore, there are no criteria to monitor and benchmark with the objectives.

Table 11.1: Students' dropout rates in 2010 – 2018

Cohorts	Cohort size	All students	Finance students	Banking students	Accounting and auditing students
2014-2018 (K30)	2,197	7.42%	3.45%	4.0%	1.9%
2013-2017 (K29)	1,563	13.88%	0.3%	29.1%	14.2%
2012-2016 (K28)	1,210	10.25%	1.63%	20.6%	4.6%
2011-2015 (K27)	1,779	14.56%	13.73%	6.8%	14.5%
2010-2014 (K26)	2,015	5.66%	2.25%	4.5%	12.5%

Source: Department of Academic Affairs, BUH

The percentage of students who completed first degree early and on time in the period of 2010-2018 tended to decrease. the number of students graduated early only accounted for 5%. The percentage of those who graduated on time decreased. The percentage of students who completed first degree late gradually has increased over the years. Especially for students in the 29th and 30th cohorts, the rate of graduation on time is quite low, only 56.03% in the 29th cohort, 43.24% in the 30th cohort. The percentage of late graduates increased to 39.67%. The rate of early graduates is quite low, only 4.03% for the 29th cohort, 1.23% for the 30th cohort.

The percentage of early graduates increased from 0.5% for the 27th cohort, 10.73%, for the 28th cohort, 10.86% for the 29th cohort; the percentage of on-time graduates increased gradually, from 48.84% for the 26th cohort, 83.04% for the 28th cohort and 84.27% for the 30th cohort; The percentage of late graduates decreased gradually from 51.16% for the 26th cohort, 11.17% for the 27th cohort, 6.23% for the 28th cohort and 4.87% for the 29th cohort. In the development strategy, the Faculty did not specify graduation rate. Therefore, it did not benchmark the achieved results and objectives.

Table 11.2: Graduation rates in 2010 – 2018

Cohorts	Cohort size	All students			Students in finance		
		3 years	4 years	> 4 years	3 years	4 years	> 4 years
2014-2018 (K30)	2.197	1.23%	43.24%	n/a	2.86%	66.23%	n/a
2013-2017 (K29)	1.563	4.03%	56.30%	39.67%	1.86%	84.27%	4.87%
2012-2016 (K28)	1.210	3.97%	66.86%	29.17%	1.73%	83.04%	6.23%
2011-2015 (K27)	1.779	0.22%	85.33%	14.45%	0.5%	78.32%	21.18%
2010-2014 (K26)	2.015	0%	76.03%	23.97%	0%	48.84%	51.16%

Source: Department of Academic Affairs, BUH

From 2010 to 2018, the percentage of finance students who completed first degree early and on time increases to students in the whole university; the percentage of late finance was low compared to students in the whole university. [H11.11.1.4].

Table 11.3: Graduation rates in 2010 - 2018

Cohorts	Finance Students			Banking students			Accounting and auditing students		
	3 years	4 years	> 4 years	3 years	4 years	> 4 years	3 years	4 years	> 4 years
2014-2018 (K30)	2.86%	66.23%	N/A	1.3%	47.8%	N/A	2.3%	60.7%	N/A
2013-2017 (K29)	10.86%	84.27%	4.87%	3.9%	50.9%	45.2%	2.2%	66.6%	31.3%
2012-2016 (K28)	10.73%	83.04%	6.23%	5.6%	51.2%	43.2%	0.7%	70.5%	28.8%
2011-2015 (K27)	0.5%	78.32%	21.18%	0.4%	87.1%	12.5%	0%	88.1%	11.9%
2010-2014 (K26)	0%	48.84%	51.16%	0%	48.84%	51.16%	0%	74.3%	25.7%

Source: Department of Academic Affairs, BUH

This is due to the higher quality of students in Finance. For the 30th cohort, the graduation rate of the whole university's students and the finance students fell sharply. The number of students graduating from the 30th cohort was 977 / 2,197 students, reached 44.47%. the number of finance graduates was 266/385 students, reaching 69.1 %. This is a concern for the development of the Faculty. Facing such a situation, on October 18, 2018, the Rector convened a meeting to include all deans and leaders of functional offices to review the situation and propose solutions to improve the graduation rate. [H11.11.1.5]. Accordingly, the Board of Rectors has pointed out the main reason: the English requirements are not suitable to students; thus, the Rector issued decisions to adjust English output requirements [H11.11.1.6] [H11.11.1.7].

Table 11.4: Quality of graduates in 2010 - 2018

Cohorts	Students completed the degree in 4 years	Graduates							
		Toàn trường all students				Finance students			
		Good	Fairly good	Fairly good to average	Average	Good	Fairly good	Fairly good to average	Average
2014-2018 (K30)	977	9.42%	71.68%	17.4%	1.5%	13.9%	77.07%	8.65%	0.38%
2013-2017 (K29)	943	10.71%	65.22%	23.43%	0.64%	14.22%	66.67%	19.11%	0%
2012-2016 (K28)	857	16.45%	66.63%	16.45%	0.47%	26.2%	63.1%	10.7%	0%
2011-2015 (K27)	1,522	9.99%	67.67%	22.14%	0.20%	13.27%	70.23%	16.5%	0%

2010-2014 (K26)	1,532	24.22%	67.69%	8.09%	0%	5.56%	72.22%	22.22%	0%
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Source: Department of Academic Affairs, BUH

The percentage of graduates that were good and fairly good is high. However, this rate followed the declining trend in the period of 2010 – 2018. Specifically for the 26th cohort, the percentage of good graduates accounted for 91.91%; for the 28th cohort 83.08%, the 29th cohort only 75.93%; but increased to 81.07% for the 30th cohort. The percentage of good and fairly good Finance graduates decreased after the general trend. However, no finance graduates of the 26th - 29th cohorts got an average degree. [H11.11.1.4].

11.2. The average time to graduate is established, monitored and benchmarked for improvement

Table 11.5: Average time to graduation in 2010 - 2018

Cohorts	Total number of students	All students	Finance students	Banking students	Accounting and auditing students
2014-2018 (K30)	2,197	N/A	N/A	N/A	N/A
2013-2017 (K29)	1,563	4.4	3.9	4.4	4.3
2012-2016 (K28)	1,210	4.3	4.0	3.3	4.0
2011-2015 (K27)	1,779	4.1	3.7	4.1	4.1
2010-2014 (K26)	2,015	4.6	4.5	4.5	4.3

Source: Department of Academic Affairs, BUH

Every year, the Department of Academic Affairs statisticized of the number of graduates per cohort in June. Finance students' average time to graduation is shorter than that of the whole university's average and banking, accounting, and auditing students. However, finance students' average time to graduation is quite long. In fact, as discussed on October 18, 2018, in the meeting by the Rector, a large number of students were caught in part-time jobs at commercial banks and other businesses. Therefore, the percentage of early graduates accounted for a small proportion of the total number of students (only below 10%) [H11.11.1.4].

11.3. Employability of graduates is established, monitored and benchmarked for improvement

The employment survey was conducted by DTQA every 2 years. Therefore, to survey students' employment status after graduating for the 26th cohort (2010 - 2014) and the 30th cohort (2014 - 2018), DTQA conducted surveys in 2013 and 2015, 2016, 2017 and 2018.

Table 11.6 shows time to find a job after graduation. Survey results show that most students had jobs within 12 months of graduation, and none of them were unemployed [H11.11.3.1].

Table 11.6: Graduates' employment with 1 year of graduation

Survey years	Finance	Accounting	Business administration	Management Information System	English Linguistics
2015	94.7%	90.9%	91.7%	95.5%	93.8%
2016	97.61%	97.8%	95.2%	100%	100%
2017	96.4%	93.9%	100%	100%	92,9%
2018	95.9%	96.6%	97.2%	95.2%	90.9%

Source: Employment survey of graduates

DTQA conducted employment surveys on students within 1 year of graduation. However, DTQA did the survey for students in Finance and Banking. Therefore, the results were for both disciplines. the survey results show that finance and banking graduates could find a job within 1 year of graduation compared to students of other disciplines.

In the annual operational direction, the Faculty of Finance did not set a goal that students have a job. Therefore, when there were survey results from DTQA, the Faculty had not benchmarked and offered solutions.

Table 11.7: Average time to employment after graduation

Survey year	Students in finance				
	03 months	3-6 months	6 – 12 months	> 12 months	No response
2015	66.80%	84.10%	94.70%	100%	
2016	78%	93.48%	97.61%	100%	
2017	77.60%	92.70%	96.40%	97.70%	100%
2018	80.10%	92.40%	95.90%	98%	100%

Source: Results of employment survey by DTQA

The average time of finance and banking students' employment is relatively short. There is over 70% of graduates having jobs within 3 months of graduation, over 85% had a job within 6 months of graduation, over 96% of students have a job within 1 year of graduation. This is because students were updated with practical knowledge of professional skills. Therefore, students can easily take the entrance exam for the main positions at the commercial banks.

Figure 11.1 shows the graduates had relevant job positions. The survey results show that students have a high rate of finding an appropriate job. with an average of 5- years of surveying, the rate is 70%, those who could not find a suitable job accounted for 30% [H11. 11.3.2], [H11.11.3.3], [H11.11.3.4], [H11.11.3.5]. This proves that students' ability to study and find jobs is relatively good.

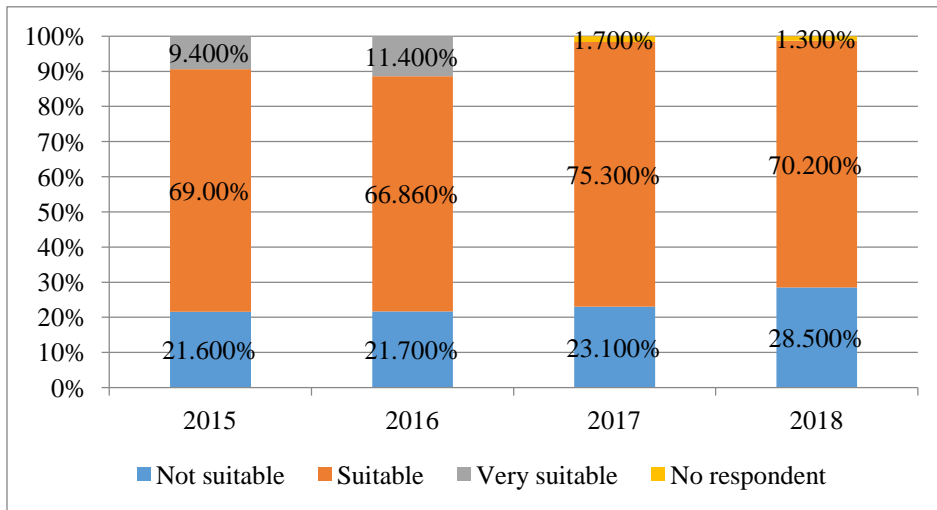


Figure 11.1: Survey of finance students' employment with relevant disciplines

Source: Alumni survey

11.4. The types and quantity of research activities by students are established, monitored and benchmarked for improvement

The number of finance students completed in research projects has increased from 2013 to 2015. This figure was moderate compared to those of other faculties. However, in recent years, the number of finance students' completed projects has increased significantly, particularly in 2017-2018, accounting for 50% compared to those of the whole university [H11.11.4.1].

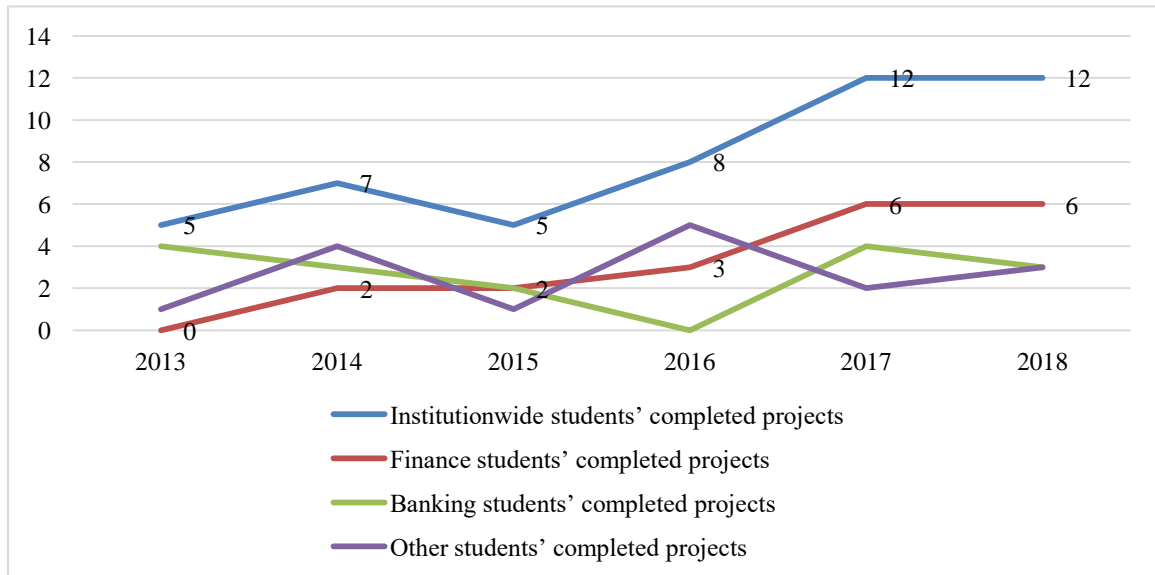


Figure 11.2: Benchmarking of finance students' completed research projects 2013 - 2018

Source: Institute of Research and Technology, 2018

Table 11.8: Students' research for 5 years

Quotas	Year	2013	2014	2015	2016	2017	2018
Awarded research projects institutionwide		1	0	2	5	15	11

Awarded research projects in the Faculty of finance	0	0	0	1	6	5
Awarded research projects in the Faculty of banking	1	0	1	0	5	3
Awarded research projects in other faculties	0	0	1	4	4	3
Finance faculty-to-institutionwide ratio of awarded reasearch projects (%)	0	0	0	25	40	45.5

Source: Institute of Research and Technology, 2018

The percentage of finance students awarded to research projects has increased over the years, from 0% in 2013-2015 to 45.5% in 2018. Compared to the Faculty of Banking, the Faculty of Finance has a higher number of awarded students in the 2016-2018 period [H11.11.4.1].

The Institute of Research and Technology (IRT) has periodically or annually reviewed students' research activities [H11.11.4.1], [H11.11.4.2], [H11.11.4.3] to report the causes and propose solutions. There is currently no mechanism for the Faculty to manage students' research, so students' feedback on research and improvement plans the Faculty has to rely on IRT's reports. Therefore, the Faculty does not have specific and detailed plans to promote students' research. However, the University has policies to reward students' research achievements with certificates of merit and bonus [H11.11.4.4], [H11.11.4.5]

11.5. The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

The university has a process to collect stakeholders' feedback annually [H11.11.5.2], [H11.11.5.3]. The tools to collect stakeholders' (lecturers, students, alumni, and employers) feedback are also diverse and implemented through many channels [H11.11.5.4]; [H11.11.5.1]. Survey results are analyzed via Excel for descriptive statistics.

For lecturers: lecturers' satisfaction ratings of functional units over 5 years was over 3.6 (on a 5-point Likert scale), DTQA was rated at about 4. Lecturers' ratings of student quality are quite low, below 4 [H11.11.5.7]; in the period from 2013-2017, the ratings decreased.

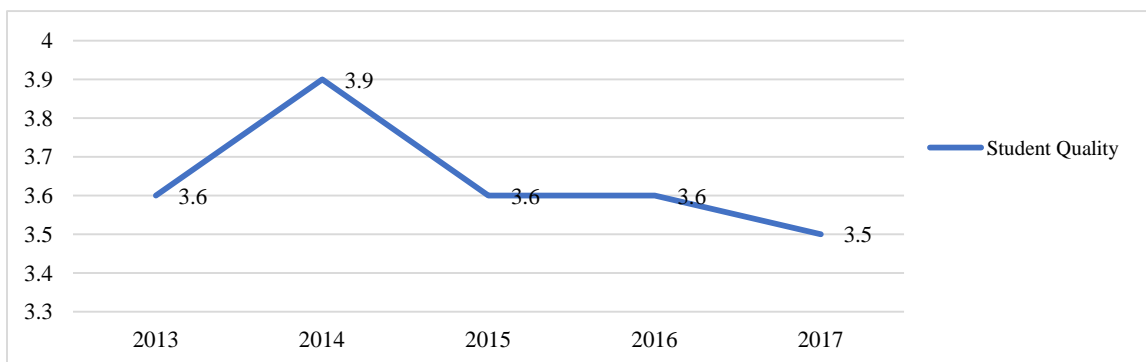


Figure 11.3: Lecturer ratings of student quality from 2012 to 2017

Source: DTQA, 2017

For students: finance students' satisfaction with course quality is high in terms of lecturers' preparation, teaching activities and general comments. The ratings were from 4.4 to 4.56 in 5 years [H11.11.5.8].

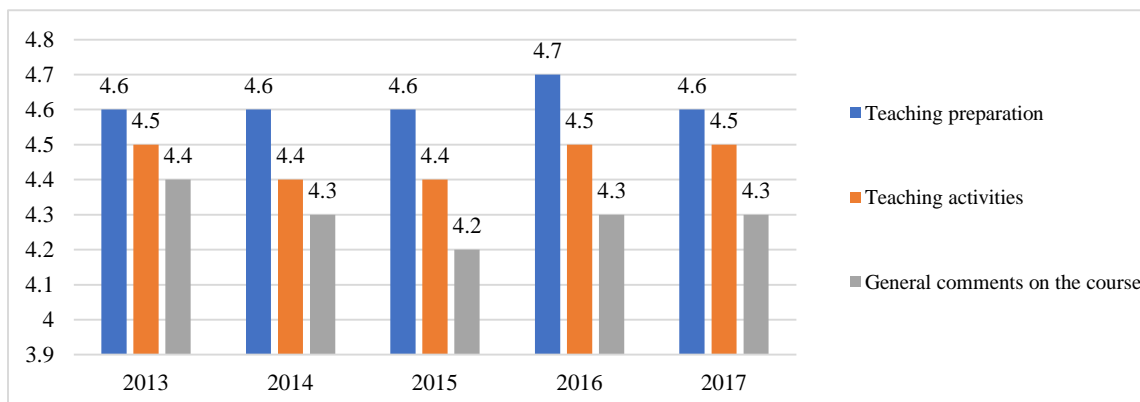
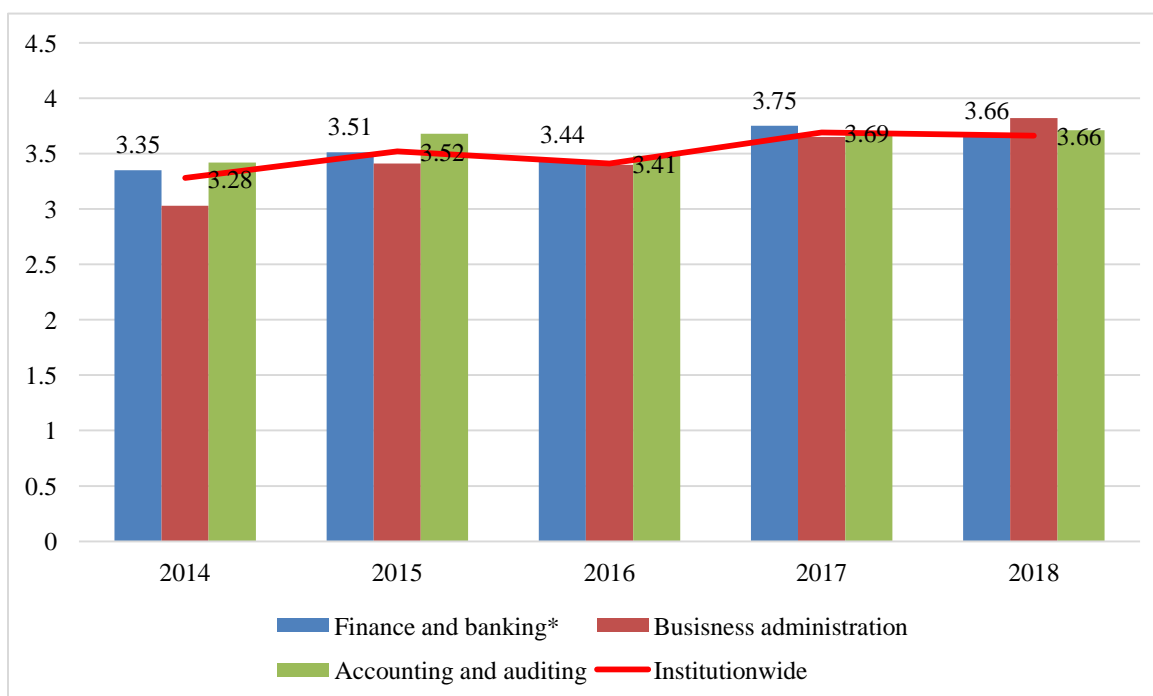


Figure 11.4: Faculty's course evaluation from 2013 to 2017

Source: DTQA, 2017

In addition, student feedback on study programmes (in terms of the curriculum, lecturers, its appropriateness, training management, and support) was also surveyed institutionwide. The ratings increased steadily for 5 years. The ratings on the Finance and Banking programme is below 4 [H11.11.5.6].



Notes: * the survey was for both students in finance and banking

Figure 11.5: Rating means of institutionwide course evaluation from 2013 to 2017

Source: DTQA, 2018

Based on DTQA's survey report and Rector's directions, the Faculty writes a self-assessment report, which highlights the strengths and difficulties, causes and solutions to improve teaching quality [H11.11.5.9].

For alumni: DTQA conducted employment surveys on alumni after their graduation in terms of employment, employment time of graduation, fields of work [H11.11.5.5]. In particular, the employment rate of finance students within 1 year of graduation has been quite high, over 90% for years (Table 11.6). However, this rate fell in 2018 compared to that in 2016 and 2017 [H11.11.5.10]. In addition, in 2017, the Faculty of Finance also collected alumni's feedback on the curriculum [H11.11.5.11], [H11.11.5.12], [H11.11.5.13]. Finally, the Faculty then formed a council to consult through the curriculum based on the survey results [H11.11.5.14].

For employers: DTQA conducts an annual employer survey whereby employers were very satisfied with students' knowledge. The percentage of satisfied employers was 96% for students' subject-specific knowledge, 84% for their practical knowledge, and 73% for social knowledge and sciences. In particular, when compared with students other institutions, BUH's finance students were appreciated by 40.74% of employers. [H11.11.5.15]

Table 11.9: Employers' satisfaction on students' knowledge

Criteria	2015	2017
Subject-specific knowledge	92.57%	96.3%
Practical knowledge	80.19%	85.19%
Disciplinary fundamental knowledge	89.6%	96.3%
Science and Social knowledge	83.5%	74.06%

Source: DTQA, 2017

In addition, students' skills are also highly appreciated by employers, from skills to apply theoretical and practical knowledge to perform work, communication skills, foreign language skills to computer use skills. (over 80%). [H11.11.5.15]

Table 11.10: Employers' satisfaction with students' skills

Criteria	2015	2017
Application of knowledge into practice	89.95%	96.3%
Analyzing, synthesizing, evaluating data and information	87.12%	88.9%
Communication skills	89.1%	88.89%
Computer skills	89.11%	92.6%

Source: DTQA, 2017

PART 3:

3.1. STRENGTH AND WEAKNESSES ANALYSIS

Criterion 1 – Expected Learning Outcomes

Strengths

1. The ELOs were developed with stakeholders' consultation and needs and benchmarked with similar programmes from national and international universities;
2. The ELOs were developed with a clear process from planning, development, checking and implementation to the development of the curriculum;
3. The ELOs was designed to help students continue to study at higher education levels as well as self-study;
4. The ELOs were specified based on practical employment positions through stakeholders' opinions;
5. Finance is one of two key majors in the University's training, so it has received strong support from the University.

Weaknesses

Although the ELOs were built to meet the needs of stakeholders, however, the Faculty found it difficult to receive stakeholders' consultation.

Improvement plan

The Faculty will enhance coordination so that the process of receiving feedback from stakeholders is more effective in the process of reviewing ELOs in the future.

Criterion 2 – Program Specification

Strengths

1. The programme specification and course specifications provide sufficient relevant information and are updated. The courses in the program are rationally structured. Admission criteria are clear, which helps promote student learning.
2. The programme specification and course specifications in the curriculum are publicly announced to the stakeholders.

Weaknesses

The channels providing stakeholders with the programme specification and course specifications, and the university activities are not really diversified.

Improvement plan

It is necessary to improve the communication channel for the programme specification. Information related to the curriculum will be communicated through videos, social networks such as Zalo, Facebook or YouTube.

Criterion 3 – Program Structure and Content

Strengths

1. Basically, the structure and content of the curriculum are designed to help achieve the programme's ELOs. The courses have a clear contribution to help achieve the PLOs;
2. The course in the programme is designed with structured, sequenced, linked and updated content.

Weaknesses

The electives in the programme are not yet diversified and to some extent do not completely align with ELOs.

Improvement plan

The Faculty will review and add electives to the programme, making them align with ELOs.

Criterion 4 – Teaching and Learning Approach

Strengths

1. The Faculty defines a clear philosophy of “student-centered”, so teaching and learning methods are implemented according to this philosophy to promote students' lifelong learning ability.
2. Teaching and learning methods are quite diverse, suitable for the requirements of achieving course ELOs in the programme.

Weaknesses

There are a limited number of students' research activities. The application of lecturers' research results in teaching is limited.

Improvement plan

Lecturers update the research results into reference materials suitable to the courses they teach. The Faculty will coordinate with Clubs; Youth Union to launch students' research programmes in 2019;

Criterion 5 – Student Assessment

Strengths

1. Student assessment methods are developed with diversity and published clearly, which align with course ELOs;
2. The appeal process is reasonable and at easy reach for students;

Weaknesses

Students are considered for enrollment into Finance after being admitted to the Finance and Banking discipline, so some students' expectations have not been met due to not being considered for Finance.

Improvement plan

From 2019 student admission will be done separately for Finance.

Criterion 6 – Academic Staff Quality

Strengths

The Faculty plans to develop teachers in both quantity and quality to meet the needs of education, research and community service. First of all, the academic staff is sufficient to implement the curriculum, do research and support students. Lecturers' performance is evaluated by students, colleagues, and leaders of the Faculty and the University. In addition, the University and the Faculty evaluate lecturers' teaching and research and reward them periodically. The Faculty's research has been under a positive change over the years, especially in international publications.

Weaknesses

The university does not have a separate process to plan training and professional development for teachers. This year's plan is also a summary of activities for the previous year. Monitoring research activities have not been conducted at the Faculty level.

Improvement plan

Some improvement plans to improve teacher quality are as follows:

1. The University will issue a separate process for lecturers' training and professional development, then, the Faculty will have its own plan for teachers' professional development.
2. The Faculty's Scientific Council needs to conduct periodic assessment lecturers' research activities.

Criterion 7 – Support Staff Quality

Strengths

Currently, the support staff is recruited and assigned to positions based on the required competencies. They support well the Faculty's education and research.

Weaknesses

1. The coordination between support units need improving;
2. Some support activities do not respond promptly after changing needs in education.

Improvement plan

1. The Faculty is cooperating with the university to develop coordination regulations among units in the University;
2. The Department collaborates with the university to determine the need for support staffs' training and professional development.

Criterion 8 – Student Quality and Support

Strengths

1. The methods and criteria for student admission to the bachelor's programs in Finance are clearly defined and widely published on the University's and public media.
2. Student workload is reasonably designed and carried out scientifically. The use of a database system helps facilitate the university and Faculty to monitor the students' learning progress, results, and workload.

3. The support staff and the Faculty's academic advisors have done a good job in supporting students.
4. Students are trained in professional and social knowledge and skills through many academic competitions, social activities organized annually by the Youth Union and Student Association, Finance Club.
5. Students have well-informed job opportunities through the university's connection with employers an annual job fair.

Weaknesses

1. Many Finance students coming from rural areas, far away from Ho Chi Minh City faced difficulties to adapt to the new learning and living environment;
2. Although student support has made progress in the past few years, there are still many students' opinions which did not highly appreciated the support staff.

Improvement plan

1. Freshmen will be supported with skills training to adapt to the learning environment;
2. Student support will be improved by reviewing and adjusting the support process.

Criterion 9 – Facilities and Infrastructure

Strengths

1. Modern facilities and infrastructure meet the standards for teaching, learning, and research;
2. The university and the State Bank of Vietnam has investment policies to improve the quality of facilities;

Weaknesses

1. Conditions for implementing practice in the curriculum have not met the requirements due to the lack of practice rooms;
2. Online E-learning system is not in use even though the University has planned and implemented training.
3. Basically, libraries meet students' and lecturers' needs for materials but have not been used with its full capacity.

Improvement plan

1. The university and the Faculty will use the E-learning system for teaching and research ;
2. Libraries will be equipped with more computers and updated materials. The updates will be communicated to students. In addition, the libraries need a more effective policy to attract students and lecturers.

Criterion 10 – Quality Enhancement

Strengths

1. The University and the Faculty periodically collect feedback from alumni, lecturers, and students.

2. Feedback is used for timely adjustment of teaching and assessment methods.
3. Training management is monitored through the ISO management process.
4. Most units at BUH conduct surveys for improvement through lecturers' and students' feedback each semester.

Weaknesses

Methods for conducting surveys are still lacking diversity.

Improvement plan

The Faculty will coordinate with the University to develop diverse feedback forms and channels in 2019-2020.

Criterion 11 - Output

Strengths

1. The university has an ISO management process to monitor teaching and learning. This procedure specifically supports the improvement of student quality;
2. The employment rate for graduates has been quite high.
3. Graduates are qualified to participate in national and international post-graduate programmes.
4. The Faculty and the university have conducted stakeholder surveys annually according to MoET's regulations.
5. The Faculty has conducted a benchmarking on the percentage of finance students' dropout rates, employment rates, graduation rates with those of other faculties and institution-wide.

Weaknesses

1. The statistical data related to students' learning and employment after graduation still are not systemized;
2. The coordination between students and businesses is still limited.
3. Faculty does not monitor students' research and mechanisms to encourage students' research.
4. The university and the Faculty have not yet benchmarked students' dropout rates with other institutions and specified clear objectives for reducing dropouts.
5. The faculty has not benchmarked students' dropouts, employment rates, graduation rates to those of similar programmes from other institution.
6. The faculty has benchmarked students' dropouts, employment rates, graduation rates to those of other programmes in the university, but has not specified a plan for improvement.

Improvement plan

1. Develop a systematic and complete database of students' learning process and employment after graduation;

2. The University and the Faculty need to review students' dropouts and benchmark with other universities to identify causes and propose possible solutions.
3. Strengthening connection with finance businesses will grant students more opportunities to practice and obtain practical knowledge in the real world.
4. Faculty should have a separate mechanism to monitor, encourage and improve students' research with rewards.

3.2. SELF-ASSESSMENT RESULTS

1	Expected Learning Outcomes	1	2	3	4	5	6	7
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 outcomes cover both subject-specific and generic (i.e. transferable) learning outcomes						6	
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders					5		
	Overall opinion	5.7						
2	Programme Specification							
2.1	The information in the programme specification is comprehensive and up-to-date					5		
2.2	The information in the course specification is comprehensive and up-to-date					5		
2.3	The programme and course specifications are communicated and made available to the stakeholders					5		
	Overall opinion	5.0						
3	Programme Structure and Content							
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes						6	
3.2	The contribution made by each course to achieve the expected learning outcomes is clear					5		
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date						6	
	Overall opinion	5.7						
4	Teaching and Learning Approach							
4.1	The educational philosophy is well articulated and communicated to all stakeholders				4			
4.2	Teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes					5		
4.3	Teaching and learning activities enhance life-long learning						6	
	Overall opinion	5.0						
5	Student Assessment							
5.1	The student assessment is constructively aligned to the achievement of the expected learning outcomes					5		
5.2	The student assessments including timelines, methods, regulations, weight distribution, rubrics, and grading are explicit and communicated to students					5		

5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability, and fairness of student assessment					5		
5.4	Feedback of student assessment is timely and helps to improve learning					5		
5.5	Students have ready access to the appeal procedure					5		
	Overall opinion	5.0						
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 service					5		
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research, and service					5		
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment, and promotion are determined and communicated					5		
6.4	Competencies of academic staff are identified and evaluated					5		
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfill them					5		
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research, and service					5		
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement					4		
	Overall opinion	4.9						
7	Support Staff Quality							
7.1	Support staff planning (at the library, laboratory, IT facility, and student services) is carried out to fulfill the needs for education, research, and service					5		
7.2	Recruitment and selection criteria for appointment, deployment, and promotion are determined and communicated					5		
7.3	Competencies of support staff are identified and evaluated						6	
7.4	Training and developmental needs of support staff are identified and activities are implemented to fulfill them				4			
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research, and service					5		
	Overall opinion	5.0						
8	Student Quality and Support							
8.1	The student intake policy and admission criteria are defined, communicated, published, and up-to-date					5		
8.2	The methods and criteria for the selection of students are determined and evaluated					5		
8.3	There is an adequate monitoring system for student					5		

	progress, academic performance, and workload							
8.4	Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability				5			
8.5	The physical, social and psychological environment is conducive for education and research as well as personal well-being			4				
	Overall opinion	4.8						
9	Facilities and Infrastructure							
9.1	The teaching and learning facilities and equipment (lecture halls, classrooms, project rooms, etc.) are adequate and updated to support education and research				5			
9.2	The library and its resources are adequate and updated to support education and research			4				
9.3	The laboratories and equipment are adequate and updated to support education and research			4				
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research				5			
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented			4				
	Overall opinion	4.5						
10	Quality Enhancement							
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development					6		
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement					6		
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment					6		
10.4	Research output is used to enhance teaching and learning				5			
10.5	Quality of support services and facilities (at the library, laboratory, IT facility, and student services) is subjected to evaluation and enhancement				5			
10.6	The stakeholder's feedback mechanisms are systematic and subjected to evaluation and enhancement				5			
	Overall opinion	5.5						
11	Output							
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement				5			
11.2	The average time to graduate is established, monitored and benchmarked for improvement				5			
11.3	Employability of graduates is established, monitored and benchmarked for improvement				5			
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement			4				
11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement				5			

	Overall opinion	4.8
	TOTAL	

PART 4: APPENDICES

4.1. UNDERGRADUATE PROGRAMME



**BANKING UNIVERSITY OF
HO CHI MINH CITY**

SOCIALIST REPUBLIC OF VIET NAM
Independence – Freedom – Happiness

UNDERGRADUATE PROGRAM

Major : FINANCE- BANKING

Major code : 7340201

Concentration: FINANCE

Mode of study: Full- time

(Attached with Decision No 1302 /QĐ – ĐHNH, date 1st August 2018 of the President of the Banking University of Ho Chi Minh City)

1. EDUCATION OBJECTIVES:

1.1. General Objectives:

Graduates of Finance – Banking major, Finance concentration will master the foundation knowledge of economics, management, accounting and profound, modern knowledge of finance and banking in general and also finance in particular. Furthermore, they have the competencies to build and implement domestic and international financial plans or projects, start-up the company, self- study and research.

1.2. Detailed Objectives:

1. Knowledge:		
Education programme's ELOs	ELOs assigned to courses	Bloom's taxonomy (2001)
1.1. Natural and social sciences	1.1.1. Understanding the theory of politics	2
	1.1.2. Understanding the theory and law	2
	1.1.3. Understanding mathematics	3
	1.1.4. Understanding research methods	3
1.2. Economics, business, and	1.2.1. Understanding the fundamental knowledge of economics	3

management	1.2.2. Understanding basic knowledge of management and marketing	3
	1.2.3. Understanding fundamental knowledge of accounting	3
	1.2.4. Understanding the principles of finance-monetary, public finance, financial institutions, and markets	3
1.3. Finance - Banking	1.3.1. Understanding in-depth knowledge of mathematical economics	3
	1.3.2. Understanding in-depth knowledge of banking and insurance	4
	1.3.3. Understanding in-depth knowledge of corporate finance and financial investment.	4
2. Personal and professional skills		
Education programme's ELOs	ELOs assigned to courses	Dave's taxonomy (1975)
2.1. Personal skills	2.1.1. Presentation, communication, and teamwork skills	3
	2.1.2. Tasks organization and time management skills	3
	2.1.3. Critical thinking	3
2.2. Professional skills	2.2.1. Skills of searching, synthesizing, and analyzing economic and financial data	4
	2.2.2. Problem-solving skills in finance	4
	2.2.3. Forecasting skills; serving for analysis, valuation, and decision-making on financial investment	4
	2.2.4. Skills of using foreign languages and informatics in finance.	3
3. Attitudes and professional values		
Education programme's ELOs	ELOs assigned to courses	Krathwohl's taxonomy (1973)
3.1. Attitudes and professional values	3.1.1. Be careful, honest, compliant with professional ethical standards and having a communal sense	3
	3.1.2. Proactive, passionate, committed to work, and positive thinking	3
	3.1.3. Persevering, serious and cooperative spirit at work	3
4. Professional competencies:		

Education programme's ELOs	ELOs assigned to courses	MIT- CDIO
4.1. Professional Competencies	4.1.1. Be able to evaluate the financial market	4
	4.1.2. Be able to evaluate the financial situation of the enterprise	4
	4.1.3. Be able to evaluate financial products	5
	4.1.4. Be able to plan and implement financial governance for entities in the economy	5

2. CAREER OPPORTUNITIES AFTER GRADUATION

Graduates of Finance - Banking, Finance major are capable of taking professional positions at foreign and domestic enterprises, banks and other financial institutions, research and training institutions, government agencies; with typical positions as follows:

- (1) Financial specialist;
- (2) Researcher and lecturer;
- (3) Founder of a business;

3. DURATION:

Designed duration of the program is 04 years with 08 main semesters and 03 summer semesters. In 8 main semesters, the first seven semesters are primarily studying on the lecture hall, the last semester is the Internship semester and Dissertations or courses replacing the Dissertations with equivalent credits. Students can re-study, learn to improve, learn to shorten the designed duration in the main semesters and summer semesters. Summer semester is organized according to the needs of students.

Students can study more to complete the program one year before the 4-year designed duration. The excess time of learning against the designed duration is no more than 02 years.

4. KNOWLEDGE VOLUME

The total credits of the Program are 129 units of credit, not including Physical Education modules (5 units) and Defense Education (8 units).

5. ADMISSION REQUIREMENT

A high school diploma or equivalent according to the regulations of the Ministry of Education and Training is required.

6. TRAINING PROCESS - GRADUATION REQUIREMENT

Comply with the current regulations of the Ministry of Education and Training, detailed regulations of the Banking University HCMC.

7. GRADING SYSTEMS

BUH use a grading scale of 10, letter grades and grading scale of 4 converted from the 10- scale to use only for reference and comparison.

8. REFERENCE AND COMPARISON PROGRAM

- 1) The undergraduate programme major in Finance of Ho Chi Minh City University of Economics was issued and applied since 2014;
- 2) The undergraduate programme major in Finance of Griffith University's (Australia) issued and applied since 2013.
- 3) Professional standards of CFA Institute .

9. PROGRAMME STRUCTURE

Items	Knowledge group	No. of Module	Credits	Proportion (%)
1.1	General Education	10	23	18%
1.2	Major Foundation	19	53	41%
1.3	Major and Concentration	16	53	41%
	Total	45	129	100%

10. CURRICULUM

No	COURSE/MODULES	NUMBER OF CREDITS	PREREQUISITE*
1.1	GENERAL EDUCATION KNOWLEDGE GROUP	23	
	<i>Compulsory modules</i>	21	
1.1.1	The Basic Principles of Marxism and Leninism 1	2	-/-
1.1.2	The Basic Principles of Marxism and Leninism 2	3	1.1.1
1.1.3	The Revolutionary Lines of the Vietnamese Communist Party	3	1.1.1, 1.1.2
1.1.4	Ho Chi Minh Ideology	2	1.1.1, 1.1.2
1.1.5	Advanced Mathematics 1 (Linear Algebra)	2	-/-
1.1.6	Advanced Mathematics 2 (Analytics)	2	1.1.5
1.1.7	Theory of Probability and Statistics	3	1.1.5, 1.1.6

1.1.8	Mathematical Economics Model	2	1.2.2, 1.1.6
1.1.9	Theory of State and Law	2	-/-
	<i>Selective modules (choose 01 of 03 modules)</i>	2	
1.1.10	Fundamentals of Vietnamese Culture	2	
1.1.11	Psychology	2	
1.1.12	Logic	2	
1.2	MAJOR FOUNDATION KNOWLEDGE GROUP	53	
	<i>Compulsory modules</i>	50	
1.2.1	Microeconomics	3	-/-
1.2.2	Macroeconomics	3	1.2.1
1.2.3	Principles of Accounting	3	1.2.2
1.2.4	International Economics	3	1.2.1, 1.2.2
1.2.5	Business Law	3	1.1.9
1.2.6	Fundamentals of Management	2	-/-
1.2.7	Principles of Marketing	2	-/-
1.2.8	Applied Informatics	3	1.2.9
1.2.9	Econometrics	3	-/-
1.2.10	Scientific Research Method	2	-/-
1.2.11	Introduction to Finance	2	-/-
1.2.12	The Theory of Finance and Money	3	1.2.1, 1.2.2
1.2.13	Financial Markets and Institutions	3	1.2.12
1.2.14	Corporate Finance	3	1.2.3, 1.2.12
1.2.15	Financial Accounting 1	3	1.2.3, 1.3.3
1.2.16	Multinational Corporation Finance	3	1.2.4, 1.2.14
1.2.17	English for Specific Purposes 1	3	-/-
1.2.18	English for Banking and Finance	3	1.2.17

	<i>Selective modules (choose 01 of 03 modules)</i>	3	
1.2.19	History of Economic Theories	3	
1.2.20	Development Economics	3	
1.2.21	Public Economics	3	
1.3	MAJOR AND CONCENTRATION KNOWLEDGE GROUP	53	
	Major knowledge	26	
	<i>Compulsory modules</i>	20	
1.3.1	Banking Operations	3	1.2.11, 1.2.13
1.3.2	Corporate Finance Analysis	3	1.2.14, 1.2.15
1.3.3	Taxation	3	1.2.12, 1.2.2
1.3.4	Financial Services Marketing	3	1.2.7, 1.3.1
1.3.5	Investment Project Appraisal	3	1.2.14, 1.3.2
1.3.6	Credit Rating	3	1.2.9, 1.3.2
1.3.7	Applied Econometrics	2	1.2.9, 1.2.14
	<i>Selective modules (choose 02 of 10 modules)</i>	6	
1.3.8	Project Finance	3	
1.3.9	Bank Loans	3	
1.3.10	International Payment	3	
1.3.11	Commercial Banking Management	3	
1.3.12	Property Evaluation	3	
1.3.13	Foreign Exchange Trade	3	
1.3.14	Principles of Audit	3	
1.3.15	Entrepreneurship	3	
1.3.16	International Finance	3	
	Concentration knowledge	27	
	<i>Compulsory modules</i>	27	

1.3.18	Corporate Finance Management	3	1.2.14
1.3.19	Insurance	3	1.1.7, 1.2.14
1.3.20	Portfolio Management	3	1.3.22, 1.3.21
1.3.21	Financial Investment	3	1.3.2
1.3.22	Investment Banking	3	1.2.14, 1.3.2
1.3.23	Internship	3	According to the Training Regulations
1.3.24	Dissertations	9	According to the Training Regulations
	<i>Alternative modules for Dissertations</i>	9	
1.3.25	Behavioral Finance	3	1.3.20, 1.2.14
1.3.26	Financial Derivatives	3	1.2.14, 1.3.21
1.3.27	Financial Risk Management	3	1.3.20, 1.3.26

11. PROGRAM BY SEMESTER

11.1 Semester 1

No	MODULES/COURSES	NUMBER OF CREDIT
1.1.1	The Basic Principles of Marxism and Leninism 1	2
1.1.5	Advanced Mathematics 1 (Linear Algebra)	2
1.2.1	Microeconomics	3
1.2.7	Principles of Marketing	2
1.1.9	Theory of State and Law	2
-	Physical Education 1	1
-	Defense - Security Education	8
	Total of credits (Not including Physical Education and Defense – Security Education)	11

11.2. Semester 2

No.	MODULES/COURSES	NUMBER OF CREDIT
1.1.2	The Basic Principles of Marxism and Leninism 2	3
1.1.6	Advanced Mathematics 2 (Calculus)	2
1.2.2	Macroeconomics	3

1.2.6	Fundamentals of Management	2
1.2.5	Business Law	3
1.2.9	Econometrics	3
-	Selective modules of general knowledge group	2
-	Physical Education 2	2
	Total of credits (Not including Physical Education)	18

11.3 Semester 3

No.	MODULES/COURSES	NUMBER OF CREDIT
1.1.4	Ho Chi Minh Ideology	2
1.1.7	Theory of Probability and Statistics	3
1.1.8	Mathematical Economics Model	2
1.2.4	International Economics	3
1.2.3	Principles of Accounting	3
1.1.3	The Revolutionary Lines of the Vietnamese Communist Party	3
-	Selective modules of major foundation knowledge group	3
-	Physical Education 3	2
	Total of credits (Not including Physical Education)	19

11.4 Semester 4

No.	MODULES/COURSES	NUMBER OF CREDIT
1.2.17	<i>English for Specific Purposes 1</i>	3
1.2.10	<i>Scientific Research Method</i>	2
1.2.12	<i>The Theory of Finance and Money</i>	3
1.2.11	<i>Introduction to Finance</i>	2
1.2.13	<i>Financial Markets and Institutions</i>	3
1.2.8	<i>Applied Informatics</i>	3
-	Physical Education 4	2
	Total of credits (Not including Physical Education)	16

11.5 Semester 5

No.	MODULES/COURSES	NUMBER OF CREDIT
1.3.1	Banking Operations	3
1.2.18	English for Banking and Finance	3
1.2.14	Corporate Finance	3
1.2.15	Financial Accounting 1	3
1.3.3	Taxation	3
1.3.4	Financial Services Marketing	3
-	Physical Education 5	2
	Total of credits (Not including Physical Education)	18

11.6 Semester 6

No.	MODULES/COURSES	NUMBER OF CREDIT
1.2.16	Multinational Corporation Finance	3
1.3.2	<i>Corporate Finance Analysis</i>	3
1.3.7	Applied Econometrics	2
1.3.19	Insurance	3
-	Selective modules of major knowledge group	6
	Total of credits	17

11.7 Semester 7

No.	MODULES/COURSES	NUMBER OF CREDIT
1.3.18	Corporate Finance Management	3
1.3.5	Investment Project Appraisal	3
1.3.21	Financial Investment	3
1.3.22	Investment Banking	3
1.3.6	Credit Rating	3
1.3.20	Portfolio Management	3
	Total of credits	18

11.8 Semester 8

STT	MODULES/COURSES	NUMBER OF CREDIT
1.3.23	Internship	3
-	Dissertations of alternative courses	9
	Total of credits	12

12. BRIEF DESCRIPTION OF MODULES

1.1.1 The Basic Principles of Marxism and Leninism 1

Prerequisite:-/-

Description: The Basic Principles of Marxism-Leninism 1 is a basic subject, providing learners with the essential philosophical knowledge of Marxism-Leninism; Materialism and dialectical materialism; Dialectics and materialist dialectics; Historical materialism.

Group presentation topics accompanying lectures to equip students with necessary and useful skills to explain the issues of politics and society of the country and the world ...

The subject helps to foster and enhance political bravery, gradually form good cultural and humanity value, consolidating ideals and beliefs in the road and the cause of national construction and development that the Vietnamese Communist Party and President Ho Chi Minh have suggested.

1.1.2 The Basic Principles of Marxism and Leninism 2

Prerequisite: The Basic Principles of Marxism and Leninism 1

Description: The Basic Principles of Marxism-Leninism 2 is a basic subject, providing learners with philosophy knowledge of the theory of value, the theory of surplus value, the theory of monopolistic capitalism and state monopolies; the historical mission of the working class; regular social and political issues in the process of socialist revolution; Socialism: reality and prospects.

The group presentation topics accompanying the lecture aimed to equip students with necessary and useful skills to explain the socio-economic and political issues of the country and the world, to initially be able to analyze, synthesize and evaluate basic economic issues ...

The subject helps to foster and enhance political bravery, gradually form good cultural and human value, consolidating ideals and beliefs in the road and the cause of national construction and development that the Vietnamese Communist Party and President Ho Chi Minh have suggested.

1.1.3 The Revolutionary Lines of the Vietnamese Communist Party

Prerequisite: The Basic Principles of Marxism and Leninism 1 and 2

Description: Revolutionary Lines Of Vietnamese Communist Party is a basic subject, including the opening chapter and 8 chapters of content. Main contents include The way to fight for

national liberation from 1930 to 1975; Party's lines in the innovation period in some basic areas such as the industrialization, building the socialist-oriented market economy, building the political system, forming culture value, solving social problems and building foreign policies.

The group presentation topics accompanying the lecture aimed to equip students with necessary and useful skills to identify the basic issues of the country and the world. At the same time, the subject helps students apply specialized knowledge to proactively and positively solve economic, political, cultural and social issues according to the Party's and State's lines, policies and laws.

The subject helps to foster and enhance political bravery, gradually form good cultural and humanity value, consolidating ideals and beliefs in the road and the cause of national construction and development that the Vietnamese Communist Party and President Ho Chi Minh have suggested.

1.1.4 Ho Chi Minh ideology

Prerequisite: The Basic Principles of Marxism and Leninism 1 and 2

Description: Ho Chi Minh's Ideology is a basic subject, including the opening chapter and 7 chapters of content which provides knowledge of the process of formation and development of Ho Chi Minh's ideology and the specific contents of Ho Chi Minh's ideology about issues of the Vietnamese revolution: National and revolution national liberation issues, socialism and the path to socialism in our country, the Communist Party of Vietnam, the great national unity and international solidarity, the State of the people, by the people, for the people, the ethics, culture and developing new people.

1.1.5 Advanced Mathematics 1

Prerequisite: -/-

Description: Advanced Mathematics 1 is a subject of general knowledge group which provides learners with advanced math knowledge about linear algebra that applies to economic analysis. Main contents include: Matrix, determinant, inverse matrix, rank of matrix, general and homogeneous system of linear equations, vector spaces, cross-matrix and quadratic form of a matrix

This is a prerequisite subject for Advanced Mathematics 2.

1.1.6 Advanced Mathematics 2

Prerequisite: Advanced Mathematics 1

Description: Advanced mathematics 2 is a subject of general knowledge group which will help learners to apply mathematical analysis in economics. Main contents include limit, continuity, derivative and differential, integral of a single-variable function; partial derivative and total differential, extreme of multi-variable functions; some types of first and second-degree differential equations.

This is a prerequisite subject for the subjects of Mathematical Economics Model, Theory of Probability and Statistics, Econometrics.

1.1.7 Theory of Probability and Statistics

Prerequisite: Advanced Mathematics 1 and 2

Description: Theory of Probability and Statistics is a compulsory subject of general knowledge group which consists of 5 chapters including the following contents: Random events and probability of random events, Random variables and probability distribution rules, numerical characteristics of random variables, laws of large numbers, multidimensional random variables; sample and sample characteristics, parameter estimation, and statistical

hypothesis testing. The subject aims to provide learners with knowledge about probability and statistics to apply in the field of banking and finance. This is a compulsory subject for Finance Concentration.

1.1.8 Mathematical Economics Model

Prerequisite: Advanced Mathematics 2 and Macroeconomics.

Description: Mathematical Economics Model is a compulsory subject of general knowledge group which will provide learners with basic knowledge of econometric modeling, application in economic relations, and especially in the field of banking and finance.

1.1.9 Theory of State and Law

Prerequisite: -/-

Description: Theory of State and Law is a compulsory subject of general knowledge group which consists of 4 chapters, providing basic knowledge about the state and the law. Students can access to the legal foundation of state and law. The main content refers to theoretical and practical issues of the state and laws in general, the state and Vietnamese laws in particular; issues related to the basic concepts of law such as breaking the law, legal; At the same time, the subject also introduces methods to apply law to students to analyze, assess the reality phenomena. The subject also provides basic legal thinking (critical thinking) which is very useful for students in their future practice.

1.2.1 Microeconomics

Prerequisite: -/-

Description: Microeconomics is a subject of major foundation knowledge group which has aimed at the goals:

- Providing background knowledge about economics in general and microeconomics in particular;
- Practice some necessary skills such as reading skills, self-study skills, teamwork skills.

To achieve the above objectives, the subject will provide learners with basic knowledge including Ten principles of economics; theories of supply and demand; market structures; behavioral theory of consumers and businesses.

1.2.2 Macroeconomics

Prerequisite: Microeconomics

Description: Macroeconomics is a subject of major foundation knowledge group which has aims equip students: (i) understanding the basic macroeconomic concepts, how to measure the

indicators of the macroeconomy and the relationship between them; (ii) understanding government policies in macroeconomic management. To achieve the above objectives, this subject consists of 8 chapters, providing learners with basic knowledge of macroeconomics, including an overview of macroeconomics, macroeconomic data, production and growth, monetary system, aggregate demand, and aggregate supply, monetary policy and fiscal policy, inflation and unemployment, macroeconomic theory in open economies.

1.2.3 Principles of Accounting

Prerequisite: Macroeconomics

Description: This is a subject of major foundation knowledge group which equips student an overview of accounting. Specifically, this course consists of 8 chapters referring to the accounting objects, roles, and functions of accounting; accounting methods such as documentation, inventory, account, bookkeeping, pricing, aggregate and balance accounting methods; organization of accounting, accounting forms and an overview of the financial reporting system. Thereby, students can apply that accounting background to implement the accounting process of major economic operations in enterprises.

This is a compulsory subject and a prerequisite subject for Corporate Financial Analysis and Corporate Financial Management for Finance and Banking major.

1.2.4 International economics

Prerequisite: Microeconomics and Macroeconomics

Description: International economics is a subject of major foundation knowledge group which aims to equip students:

- Knowledge of international economic concepts, theories, and international economic models.
- Understand the policies and tools to implement government policies in regulating international economic activities.

To achieve the above objectives, the subject studies economic relations between countries through the exchange of goods, services and the movement of economic resources (labor, capital). The subject also provides a system of international economic theories, international trade policy instruments and fundamental analysis of the international balance of payments and exchange rates.

1.2.5 Business Law

Prerequisite: Theory of State and Law

Description: Business law is a subject belonging to major foundation knowledge group to provide students with the provisions of law relating to the conditions for investment, establishment, operation management, operation termination of business entities, regulations on entering into, implementing, terminating business contracts, dispute resolution in the operation of business entities, enterprise and cooperative bankruptcy. In addition, business law subjects also help students to solve legal situations in business activities.

1.2.6 Fundamentals of Management

Prerequisite:-/-

Description: The subject is built on the foundation of corporate governance. This is the basic knowledge module of the economic sector. The content focuses on introducing basic management concepts and practices in organizations. Subject topics include a number of approaches to the basic functions of governance including planning, organization, leadership, and control. Trends in theory and management functions are also assessed, as well as management and application research into management practices and responsible, ethical and global aspects of current business practices.

1.2.7 Principles of Marketing**Prerequisite:-/-**

Description: The subject consists of 7 chapters, providing basic knowledge about marketing. Marketing principles is a subject of the sector knowledge group. The subject provides knowledge of basic marketing principles in business operations which helps the student understand and apply the knowledge of the subject to explain the needs of customers, the composition of marketing plans and deploy marketing tools to serve the needs of target customers while bringing competitive advantages for businesses

1.2.8 Applied Informatics

Prerequisite: Econometrics, Meeting the standard of information technology at the basic level

Description: The subject equips some necessary knowledge and skills that help students in economics - management - administration of the Banking University of Ho Chi Minh City can use computers well for their study, research, and work. After finishing the course, students obtain basic knowledge and skills, use MS Word, MS Excel, SPSS, and other software to draft high-quality documents to get complex spreadsheets, solve some problems in financial analysis, business analysis, data analysis, and project management, directly serve their learning, research and work in the future. Applied informatics is the basic subject needed to learn specialized subjects and for the implementation of research topics. This course equips knowledge to choose the right computer software and skills to use them to support the management decision-making process using quantitative methods such as the application software in processing statistical data analysis, financial analysis, business analysis,. . .

1.2.9 Econometrics**Prerequisite: -/-**

Description: Econometrics is a compulsory subject of the major foundation knowledge group which will provide learners with basic knowledge of OLS estimation methods, statistical inferences and forecasts, and how to test and select models.

This course is a prerequisite for Applied Econometrics.

1.2.10 Scientific Research Method

Prerequisite: Econometrics

Description: Scientific Research Method is a compulsory subject of the major foundation knowledge group which is designed to provide learners with basic knowledge of methods of conducting scientific research activities in a systematic and scientific way.

Specifically, the course will introduce the basic theories of research, the role of research and research designs; Determination of research topics, conducting general research, identifying research gaps and questioning research questions; Ethics in research, how to cite and present references; How to prepare a research proposal; How to collect data and select samples; Data analysis in qualitative research and quantitative research.

1.2.11 Introduction to Finance

Prerequisite:-/-

Description: This course consists of four chapters that provide basic knowledge of finance and financial industry, financial major training program, career opportunities and ethics for finance majors. This is a compulsory subject of the major foundation knowledge group for the finance concentration. After completing this module, students can understand and apply basic financial issues, have the right attitude and orientation in studying financial majors.

1.2.12 The Theory of Finance and Money

Prerequisite: Macroeconomics

The Theory of Finance and Money, including 14 chapters, is a course in the major foundation knowledge group. The course aims at helping students to understand the basic theory of monetary and financial systems; understand the structures, functions, and roles of financial institutions system (focusing on commercial banks); understand basic theories of currency circulation such as central banks, money supply and demand, inflation, and monetary policies.

To obtain the above objectives, this course content mentions the basic theory of finance and money such as an overview of finance and money; state budget; basic issues of credit, banks, and financial markets; theories of the money supply, money demand, interest, inflation, and monetary policies, etc. Those are necessary and important knowledge which are the foundation for concentration studying in the field of economy, finance and banking

1.2.13 Financial Market and Institutions

Prerequisite: The Theory of Finance and Money

Description: This course belongs to the knowledge system of the Finance and Banking major, which is a compulsory module before studying courses in the Finance concentration. This course provides general knowledge about the financial system, financial markets, and institutions, with key contents such as characteristics of financial instruments, organization, and operation of financial markets and financial institutions, including commercial banks, investment banks, insurance companies, investment funds, and other financial institutions in the financial system.

1.2.14 Corporate Finance

Prerequisite: Financial and Monetary Theory, Principles of Accounting

Description: Corporate finance provides basic knowledge about the principles of corporate finance; students will study the principles and be able to use financial models to handle assignments and case studies related to corporate financial decisions, including investment decisions, financing decisions, and asset management decisions. The content of the course will discuss in turn the following topics such as the overview of corporate finance, the time value of money, risk and return, cost of capital, leverage, and theories of capital structure. In addition, students are instructed to use a calculator and excel spreadsheet to process data in corporate finance.

Corporate finance is a module in the major foundation knowledge group and a prerequisite for approaching specialized areas such as financial analysis and management, financial investment and other related fields.

1.2.15 Financial Accounting 1

Prerequisite: Principles of Accounting, Tax

Description: The subject of Financial Accounting 1 consists of 09 chapters, providing learners with accounting knowledge of specific parts of production enterprises accounting of capital in cash, accounting of payments; accounting of inputs of the production process (accounting of materials and tools, accounting of fixed assets, accounting of workers' payables); accountants gather production costs and calculate product prices; financial investment accounting; Accounting identified business results; accounting of equity. The subject introduces the basic contents of each part such as concepts, meanings, and basic accounting principles; then show the accounting process of each part, including accounting documentary, accounts, accounting methods of some major operations and presenting information on financial statements. The subject also provides knowledge of financial statement to help financial majors analyze and evaluate the financial situation, business results, cash flow ... of manufacturing enterprises.

1.2.16 Multinational Corporation Finance

Prerequisite: International Economics, Corporate Finance

Description: The subject consists of 5 chapters, providing in-depth knowledge of corporate finance, specifically emphasizing the financial management issues of a multinational corporation. Students will have access to important financial issues in the operation of a multinational corporation such as foreign direct investment, exchange rate risk management, capital structure and cost of capital, and capital budgeting. This subject will equip students with the knowledge, skills, and competencies needed to solve financial problems, plan and implement financial management for a multinational corporation.

1.2.17 English for Specific Purposes 1

Prerequisite: TOEIC 350 or equivalent certificate

Description: The subject consists of 7 units, designed to provide students in finance concentration with a considerable amount of vocabulary related to economics, finance, and business. In addition, each lesson is designed with four interwoven Listening, Speaking, Reading and Writing skills to help students develop both knowledge and improve skills significantly.

Students have the opportunity to apply their knowledge and vocabulary in the business and economics fields to pairs or groups work and presentations on topics related to the content of the lesson. The module helps students to be confident in their knowledge and promote their English language skills in an international environment.

1.2.18 English for Banking and Finance

Prerequisite: English for Specific Purposes 1

Description: The course is designed to continue providing finance and banking students, especially financial majors knowledge as well as a significant amount of vocabulary related to the financial sector such as foreign investment, start-up capital, optional trading, investment credit evaluation, bankruptcy, banks, bonds, and stocks.

Specifically, the subject aims to:

- Provides specialized banking and finance vocabulary and grammar structure;
- Provide context of banking and finance for learners to practice basic language skills.

The course helps students confidently use specialized terminology in the financial sector, sentence structure and thereby can improve their English skills in an international environment.

1.3.1 Banking Operations

Prerequisite: Introduction to Finance, Financial Markets, and Institutions

Description: Banking Operations is a compulsory subject of the Finance and Banking major. The subject provides basic knowledge of the business operations of the banking system in a modern economy, helping learners master the fundamental knowledge in the banking business, facilitating further research on each type of banking activities in subjects of banking majors.

1.3.2 Corporate Finance Analysis

Prerequisite: Corporate Finance

Description: The course, including 5 chapters, is compulsory in the major and concentration knowledge group. It explains to learners and instructs them how to use analytical models to draw correct conclusions about business performance, the uses and sources of funds, financial structures, working capital management, cash flow management, capital's rates of return and liquidity. The analysis outcomes provide useful information about business health and support creditors, managers and other agents in making decisions.

Moreover, during the course, learners are also instructed to collect and process enterprise financial information, apply MS Excel in processing data and building analysis tables. Through real business scenarios, learners are instructed to practice performing analysis and writing analytical reports. That will equip learners with necessary and useful skills to shape and develop the related professional practice capacity.

1.3.3 Taxation

Prerequisite: Theory of Finance and Money, Macroeconomics

Description: The subject consists of 7 chapters which helps students to understand and apply the tax system of Vietnam, presents the basic knowledge of tax on a theoretical perspective

(economic, political and legal), guides students how to do tax calculation and discuss tax-related issues for individuals, businesses and societies from which students can effectively calculate payable tax in cases, adapted to different tax situations in practice. Through this subject, students get the right attitude in tax matters, explaining the effects of taxes in social life, sharing their tax knowledge to the community.

This is a compulsory subject of the major knowledge group for the finance concentration, which is a prerequisite subject for Financial Accounting 1 and also a prerequisite subject for Tax Policy Analysis of the Master's program.

1.3.4 Financial Services Marketing

Prerequisite: Principles of Marketing, Banking Operations

Description: Financial services marketing is a subject of the major knowledge group. The course will provide learners with knowledge about specific marketing activities in organizations providing financial services such as banks, insurance companies, finance companies, and securities companies. Thereby, learners can understand and apply knowledge to plan and implement specific marketing activities such as developing financial services products, pricing, advertising, and communication for one organization providing financial services ...

1.3.5 Investment Project Appraisal

Prerequisite: Corporate Finance, Corporate Financial Analysis

Description: Appraisal of an investment project is a subject of the financial sector knowledge which aims to provide learners with the expertise and skills to appraise an investment project in order to make a credit decision of credit institutions. The subject includes the following chapters:

Chapter 1 presents an overview of investment projects and appraisal of investment projects, including key definitions, roles, classifications, cycles and main contents of investment projects, definitions, roles and internal content and views of investment project appraisal.

Chapter 2 presents the assessment contents in terms of markets, technology, human resources and management as a basis for evaluating financial effectiveness of investment projects.

Chapter 3 presents the method of planning project cash flows according to different points of view.

Chapter 4 presents the criteria for evaluating the financial performance of an investment project.

Chapter 5 presents the method of estimating the capital cost of each appraisal point of view;

Chapter 6 presents techniques for analyzing the financial efficiency of a project in an inflationary condition.

Chapter 7 presents quantitative risk analysis techniques in investment project appraisal.

1.3.6 Credit Rating

Prerequisite: Econometrics, Corporate Finance Analysis

Description: The subject belongs to the knowledge of the Finance and Banking sector which provides learners with a basic knowledge of credit ratings, business models of independent rating organizations as well as the performance of the credit rating market, from which learners can

identify and control risks in the process of performing customer assessment, financial investment, bank credit, risk management as well as other banking operations. The main content of the course includes (i) Overview of credit ratings; (ii) Credit risk composition; (iii) Credit risk model; (iv) Services of independent credit rating organizations; (v) Internal credit rating in banks customers.

1.3.7 Applied Econometrics

Prerequisite: Econometrics, Corporate Finance

Description: The course consists of 4 chapters, providing students with knowledge about econometric methods and models applied in empirical research in banking and finance, including single-variable time series models, autoregressive conditional heteroskedasticity model, methods for panel data. The subject is approached from an application perspective and associated with economic, financial - banking theories. Lectures are designed to introduce specific models, necessary techniques to conduct estimation, testing, forecasting, implement estimation techniques on case studies. The exercises on the actual data set are structured with lectures to ensure students can understand and apply to do research.

1.3.18 Corporate Finance Management

Prerequisite: Corporate finance

Description: This subject consists of 05 chapters which provide students with specialized knowledge about corporate financial management with the aim of increasing enterprise value. The contents of the subject include knowledge related to short-term asset management, long-term investment decisions through capital budgeting, knowledge of main financing sources, dividend policy and financial planning, financial forecast.

1.3.19 Insurance

Prerequisite: Theory of Probability and Statistics, Corporate Finance

Description: The Insurance subject consists of 6 chapters, providing issues of principles of insurance activities and essential practical knowledge about insurance business, provided by professional insurance companies, context of economic, social, legal environment of Vietnam, which helps students understand the relationship between banking and insurance, make judgments and assessments related to security activities insurance in particular and the financial market in general. Insurance subject provides knowledge related to Risks and basic principles of insurance; introduce and analyze characteristics of basic insurance products on the market and principles of commercial insurance business activities; analyze the content and nature of insurance contracts; types of insurance premiums and methods of calculating insurance premiums; basic operations of insurance enterprises; mechanism of formation and use of insurance fund of non-commercial insurance products.

1.3.20 Portfolio management

Prerequisite: Financial Investment, Investment Banking

Description: This course, consisting of 5 chapters, provides in-depth knowledge of portfolio and portfolio management operations in the series of courses of financial investment. Students will approach the fundamental theories and practice building and managing securities portfolio, making decisions in financial investment as well as consulting portfolio according to customers' requirements. The contents of this subject include: risk-return in portfolio; portfolio theories and Markowitz model; asset valuation models (CAPM, SIM, APT); efficient market hypothesis (EMH); portfolio development and management methods, such as portfolio development process, stock and bond portfolio management strategies, and assessing the performance of a portfolio investment item. Furthermore, the course also introduces the application of informatics to solve specific problems in portfolio management. The practical exercises on the actual data sets are provided together with lectures for students with career orientation related to financial investment such as professional investment consultants, securities analyst, investment fund manager... to develop necessary and useful skills.

This is a compulsory course for Finance Concentration students and a prerequisite subject for a master's program.

1.3.21 Financial investment

Prerequisite: Corporate Finance Analysis

Description: This subject consists of 5 chapters that equip students with a system of basic and advanced theoretical knowledge about investment instruments, industry analysis, joint stock company analysis, corporate and stock valuation, bonds valuation, derivative analysis and valuation, technical analysis. Thereby, students can apply in investment activities in the self-trading division of securities companies or investment sections of investment funds or other businesses. In addition, the knowledge that students obtain from this subject can help them serves for self-investment or investment consulting.

1.3.22 Investment Banking

Prerequisite: Corporate Finance, Corporate Finance Analysis

Description: The course consists of 6 chapters that present basic issues about investment banking, how to organize activities and describe the main business operations of investment banks such as consulting business mergers and acquisitions (M&A), operations of supporting capital mobilization, investment, research, investment management, wholesale banking, and major brokerage business.

1.3.23 Internship

Prerequisite: According to the Training Regulations

Description: Graduation internship is a module that guides students to visit, survey, research and practice practical business activities related to the financial sector of banks at companies, commercial banks, and non-bank financial institutions, government financial-monetary management organizations, etc. in the period of 12-14 weeks. Through the internship process, students will apply the knowledge learned into specific business situations and activities to better understand the theory, supplement the knowledge and professional skills necessary for the future

and contribute ideas for practice place. During the internship, the student can directly study the practical professional to gain more knowledge, experience, improve skills, practical ability, and professional ethics.

1.3.24 Dissertations

Prerequisite: According to the Training Regulations

Description: Graduation thesis is a scientific product, reflecting the results of scientific research of students in the field of Finance - Banking. Based on the orientation and instruction of science instructors, students will apply the knowledge of Banking and Finance major in general, Finance concentration in particular and scientific research methods to study practical matters. Thereby, the student can suggest orientations or proposing solutions to contribute to perfecting problems arising in practice.

1.3.25 Behavioral Finance

Prerequisite: Portfolio Management, Corporate Finance

Description: The main goal of this course is to provide students with general knowledge to distinguish the differences between classical financial theory and behavioral finance. The subject focuses on the psychological principles of behavioral finance; especially characteristics of decision making in an inefficient market; describes how individuals and businesses make financial decisions and how those decisions can deviate from what is predicted by traditional financial or economic theory. The course also helps students discover the existence of a method of heuristics and psychological biases, overconfidence, emotions and social forces in decision making. Mainly, examine the impact of this bias on the decisions of investors, practitioners, managers and financial markets. The subject also equips insights into behavioral finance to complement the traditional financial model.

1.3.26 Financial Derivatives

Prerequisite: Corporate Finance, Financial Investment.

Description: This course is designed to introduce students to the theoretical and practical aspects of options, futures, forward, swap contracts and other derivative products. Over the past 40 years, the market for these multi-purpose tools has increased tremendously and has created a range of innovative products and ideas, not to mention creating recurring crises. Derivative securities have become one of the most important tools of modern finance, from both academic and practical perspectives. This course requires using many relative methods of quantifying and reasoning theory is more than other business subject and therefore some students may face many challenges. However, the emphasis in the subject is not on mathematics and theory, not derivative models and proofs of theorems also, but on the intuition of learners, helping learners understand the operating principles of these important tools and the market.

1.3.27 Financial Risk Management

Prerequisite: Portfolio Management, Financial Derivatives.

Description: The course helps learners understand the different types of risks, origins of risk, importance, benefits of risk management and financial risk management practices. To accomplish this goal, learners need to learn how to identify risks, measure risks with qualitative and quantitative tools, and assess the effects of financial risks to make control strategies and effectively prevent and adjust financial risks.

13. LIST OF ACADEMIC STAFF

No. (*)	COURSES / MODULES	No. of CREDITS	ACADEMIC STAFF	ACADEMIC TITLE
1.1.1	The Basic Principles of Marxism and Leninism 1	2	1. Hồ Trần Hùng	MSc.
			2. Vũ Văn Gầu	Assoc.Prof., Ph.D.
			3. Ông Văn Năm	Ph.D.
			4. Hà Thanh Quyền	MSc.
			5. Trần Mai Ước	Ph.D.
			6. Phùng Văn Ứng	MSc.
			7. Võ Thị Yên	MSc.
1.1.2	The Basic Principles of Marxism and Leninism 2	3	1. Trương Thị Thùy Dung	MSc.
			2. Hồ Việt Hà	MSc.
			3. Dương Thị Thanh Hậu	MSc.
			4. Nguyễn Thị Thanh Liên	Ph.D.
			5. Ngô Gia Lưu	Ph.D.
			6. Cung Thị Tuyết Mai	Ph.D.
			7. Nguyễn Quốc Toàn	MSc.
1.1.3	The Revolutionary Lines of the Vietnamese Communist Party	3	1. Ngô Quang Định	Ph.D.
			2. Dương Thị Thanh Hậu	MSc.
			3. Vũ Thị Thu Hiền	MSc.
			4. Phan Thị Cẩm Lai	MSc.
			5. Nguyễn Thị Thu Lài	MSc.
			6. Ngô Thị Kim Liên	MSc.
			7. Lê Xuân Minh	MSc.
1.1.4	Ho Chi Minh Ideology	2	1. Vũ Thị Thu Hiền	MSc.
			2. Hồ Trần Hùng	MSc.
			3. Nguyễn Thị Thu Lài	MSc.
			4. Ngô Thị Kim Liên	MSc.
			5. Ông Văn Năm	Ph.D.
			6. Hà Thanh Quyền	MSc.
			7. Trần Mai Ước	Ph.D.
			8. Võ Thị Yên	MSc.
1.1.5	Advanced Mathematics 1	2	1. Lê Thị Kim Anh	MSc.
			2. Tạ Quốc Bảo	Ph.D.
			3. Nguyễn Ngọc Giang	Ph.D.
			4. Phạm Hải Hà	Ph.D.
			5. Nguyễn Thanh Hà	MSc.
			6. Lê Thị Diễm Hằng	MSc.
			7. Trần Thị Thu Hương	MSc.
			8. Bùi Thị Thiện Mỹ	MSc.

			9. Lê Phương	Ph.D.
			10. Nguyễn Huy Thao	MSc.
			11. Hồ Vũ	Ph.D.
			12. Nguyễn Thị Yến	MSc.
1.1.6	Advanced Mathematics 2	2	1. Lê Thị Kim Anh	MSc.
			2. Tạ Quốc Bảo	Ph.D.
			3. Nguyễn Ngọc Giang	Ph.D.
			4. Phạm Hải Hà	Ph.D.
			5. Nguyễn Thanh Hà	MSc.
			6. Lê Thị Diễm Hằng	MSc.
			7. Trần Thị Thu Hương	MSc.
			8. Bùi Thị Thiện Mỹ	MSc.
			9. Lê Phương	Ph.D.
			10. Nguyễn Huy Thao	MSc.
			11. Hồ Vũ	Ph.D.
			12. Nguyễn Thị Yến	MSc.
1.1.7	Theory of Probability and Statistics	3	1. Tạ Quốc Bảo	Ph.D.
			2. Phạm Hải Hà	Ph.D.
			3. Nguyễn Thanh Hà	MSc.
			4. Nguyễn Minh Hải	Ph.D.
			5. Trần Thị Thu Hương	MSc.
			6. Bùi Thị Thiện Mỹ	MSc.
			7. Nguyễn Ngọc Phụng	MSc.
			9. Lê Phương	Ph.D.
			10. Nguyễn Huy Thao	MSc.
			11. Hồ Vũ	Ph.D.
			12. Nguyễn Thị Yến	MSc.
1.1.8	Mathematical Economics Model	2	1. Lê Thị Kim Anh	MSc.
			2. Nguyễn Thanh Hà	MSc.
			3. Nguyễn Minh Hải	Ph.D.
			4. Trần Thị Thu Hương	MSc.
			5. Bùi Thị Thiện Mỹ	MSc.
			6. Lê Phương	Ph.D.
			7. Nguyễn Huy Thao	MSc.
			8. Hồ Vũ	Ph.D.
			9. Nguyễn Thị Yến	MSc.
1.1.9	Theory of State and Law	2	1. Bùi Kim Dung	MSc.
			2. Vương Tuyết Linh	MSc.
			3. Nguyễn Thị Kim Thoa	MSc.
			4. Nguyễn Thị Thu Thủy	Ph.D.
			5. Võ Song Toàn	MSc.
			6. Bùi Huy Tùng	MSc.
			7. Nguyễn Kiên Bích Tuyền	MSc.
1.2.1	Microeconomics	3	1. Nguyễn Hồ Phương Chi	MSc.
			2. Hạ Thị Thiệu Dao	Assoc. Prof. Ph.D.
			3. Trần Thị Thủy Dung	MSc.
			4. Trương Thị Hạnh	-

			5. Nguyễn Thị Thu Hương	MSc.
			6. Nguyễn Thanh Minh	MSc.
			7. Lê Trung Nhân	MSc.
			8. Lê Phan Ái Nhân	MSc.
			9. Lê Thị Thương	MSc.
			10. Nguyễn Văn Tùng	MSc.
1.2.2	Macroeconomics	3	1. Vũ Thị Hải Anh	MSc.
			2. Hạ Thị Thiệu Dao	Assoc. Prof. Ph.D.
			3. Trần Thị Thuỳ Dung	MSc.
			4. Lâm Thị Thu Hiền	MSc.
			5. Trần Mạnh Kiên	MSc.
			6. Nguyễn Thanh Minh	MSc.
			7. Võ Thị Thanh Nga	MSc.
			8. Lê Phan Ái Nhân	MSc.
			9. Đoàn Hồng Nhật	MSc.
			10. Lê Minh Sơn	Ph.D.
1.2.3	Principles of Accounting	3	1. Huỳnh Thị Ngọc Anh	MSc.
			2. Nguyễn Hoàng Bình	MSc.
			3. Mai Hồng Chi	MSc.
			4. Nguyễn Thị Thục Đoan	MSc.
			5. Phùng Thị Hồng Gấm	MSc.
			6. Nguyễn Quỳnh Hoa	Ph.D.
			7. Tiêu Thị Thanh Hoa	MSc.
			8. Nguyễn Thị Hiền	Ph.D.
			9. Lê Mỹ Hoàng	MSc.
			10. Nguyễn Thanh Huyền	MSc.
			11. Nguyễn Thị Mai Hương	Ph.D.
			12. Đỗ Thị Hương	MSc.
			13. Nguyễn Thị Loan	Assoc. Prof. Ph.D.
			14. Nguyễn Phương Mai	MSc.
			15. Lương Xuân Minh	MSc.
			16. Nguyễn Thị Hằng Nga	MSc.
			17. Hồ Hạnh Mỹ	MSc.
			18. Phạm Ngọc Nam	MSc.
			19. Lý Hoàng Oanh	MSc.
			20. Nguyễn Xuân Nhật	MSc.
			21. Đoàn Quỳnh Phương	MSc.
			22. Nguyễn Thị Kim Phụng	MSc.
			23. Dương Nguyễn Thanh Tâm	MSc.
			24. Nguyễn Thị Tường Tâm	MSc.
			25. Trần Quốc Thịnh	Ph.D.
			26. Trần Thị Thu Thủy	MSc.
			27. Trần Thị Hải Vân	MSc.
			28. Trần Thị Tuyết Vân	MSc.
1.2.4	International Economics	3	1. Võ Lê Linh Đan	MSc.
			2. Nguyễn Xuân Đạo	MSc.
			3. Lê Hoàng Long	MSc.

			4. Nguyễn Văn Nền	Ph.D.
			5. Nguyễn Minh Sáng	Ph.D.
			6. Hoàng Thị Thanh Thuý	MSc.
			7. Nguyễn Xuân Trường	MSc.
			8. Nguyễn Thị Hồng Vinh	Ph.D.
			9. Nguyễn Thị Tường Vy	MSc.
1.2.5	Business Law	3	1. Bùi Kim Dung	MSc.
			2. Vương Tuyết Linh	MSc.
			3. Nguyễn Thị Kim Thoa	MSc.
			4. Nguyễn Thị Thu Thủy	Ph.D.
			5. Võ Song Toàn	MSc.
			6. Bùi Huy Tùng	MSc.
			7. Nguyễn Kiên Bích Tuyền	MSc.
1.2.6	Fundamentals of Management	2	1. Dương Văn Bôn	MSc.
			2. Võ Thị Ngọc Linh	MSc.
			3. Hồ Thiện Thông Minh	MSc.
			4. Đặng Trương Thanh Nhàn	MSc.
			5. Lê Ngọc Thắng	MSc.
			6. Trương Đình Thái	MSc.
			7. Nguyễn Phúc Quý Thanh	MSc.
			8. Nguyễn Văn Thụy	Ph.D.
			9. Trần Dục Thức	Ph.D.
			10. Nguyễn Thị Anh Thy	MSc.
			11. Nguyễn Văn Tiến	Ph.D.
			12. Bùi Quang Tín	Ph.D.
1.2.7	Principles of Marketing	2	1. Ngô Thị Xuân Bình	MSc.
			2. Trần Văn Đạt	Ph.D.
			3. Hoàng Thị Thanh Hằng	Ph.D.
			4. Châu Đình Linh	MSc.
			5. Lê Minh Hoàng Long	MSc.
			6. Nguyễn Thị Thanh Nhàn	MSc.
			7. Đinh Thu Quỳnh	MSc.
			8. Trần Thị Ngọc Quỳnh	MSc.
			9. Nguyễn Văn Thích	Ph.D.
			10. Phạm Ngọc Thu Trang	MSc.
1.2.8	Applied Informatics	3	1. Nguyễn Hoàng Ân	MSc.
			2. Huỳnh Đỗ Bảo Châu	MSc.
			3. Đặng Hoàng Huy	MSc.
			4. Hồ Thị Linh	MSc.
			5. Hà Bình Minh	Ph.D.
			6. Trịnh Hoàng Nam	MSc.
			7. Nguyễn Phương Nam	MSc.
			8. Trần Việt Tâm	MSc.
			9. Nguyễn Duy Thanh	MSc.
			10. Đào Quốc Thắng	MSc.
			11. Thái Thị Thu Thủy	MSc.
1.2.9	Econometrics	3	1. Tạ Quốc Bảo	PhD.

			2. Lê Sĩ Đồng	Assoc. Prof. Ph.D.
			3. Nguyễn Thanh Hà	MSc.
			4. Nguyễn Minh Hải	TS
			5. Bùi Thị Thiện Mỹ	MSc.
			6. Nguyễn Ngọc Phụng	MSc.
			7. Nguyễn Thị Yến	MSc.
1.2.10	Scientific Research Method	2	1. Nguyễn Thế Bính	Ph.D.
			2. Lê Hồ An Châu	Ph.D.
			3. Hạ Thị Thiệu Dao	Assoc. Prof. Ph.D.
			4. Phạm Thị Thúy Diễm	MSc.
			5. Trương Thị Thùy Dung	MSc.
			6. Đoàn Thanh Hà	Assoc. Prof. Ph.D.
			7. Lê Thị Thanh Huyền	Thu
			8. Phạm Văn Kiên	Ph.D.
			9. Ông Văn Năm	Ph.D.
			10. Nguyễn Minh Sáng	Ph.D.
			11. Nguyễn Ngọc Thạch	Assoc. Prof. Ph.D.
			12. Ngô Vi Trọng	Ph.D.
			13. Trần Mai Ước	Ph.D.
			14. Phan Diên Vỹ	Ph.D.
			15. Võ Thị Yến	MSc.
1.2.11	Introduction to Finance	2	1. Nguyễn Thế Bính	Ph.D.
			2. Đặng Văn Dân	Ph.D.
			3. Lê Thâm Dương	Ph.D.
			4. Võ Văn Hào	MSc.
			5. Huỳnh Quốc Khiêm	MSc.
			6. Nguyễn Phạm Thi Nhân	MSc.
			7. Dư Thị Lan Quỳnh	MSc.
			8. Lê Phan Thị Diệu Thảo	Assoc. Prof. Ph.D.
			9. Huỳnh Lưu Đức Toàn	MSc.
			10. Ngô Vi Trọng	Ph.D.
			11. Lê Hoàng Vinh	Ph.D.
1.2.12	The Theory of Finance and Money	3	1. Đặng Thị Quỳnh Anh	MSc.
			2. Nguyễn Trần Phước Bảo	MSc.
			3. Phạm Thị Mỹ Châu	MSc.
			4. Đặng Văn Dân	Ph.D.
			5. Lê Văn Hải	Ph.D.
			6. Lê Thị Tuyết Hoa	Assoc. Prof. Ph.D.
			7. Huỳnh Quốc Khiêm	MSc.
			8. Nguyễn Văn Nghiện	MSc.
			9. Trần Nguyên Sa	MSc.
1.2.13	Financial Markets and Institutions	3	1. Nguyễn Thế Bính	Ph.D.
			2. Phạm Thị Mỹ Châu	MSc.
			3. Lê Thâm Dương	Ph.D.
			4. Nguyễn Thị Mai Huyền	MSc.
			5. Ngô Sỹ Nam	MSc.
			6. Nguyễn Phạm Thi Nhân	MSc.

			7. Bùi Đan Thanh	Ph.D.
			8. Vũ Thị Anh Thư	MSc.
			9. Nguyễn Anh Vũ	MSc.
1.2.14	Corporate Finance	3	1. Đặng Thị Quỳnh Anh	MSc.
			2. Trần Nguyễn Minh Hải	MSc.
			3. Nguyễn Thị Thu Hiền	MSc.
			4. Lê Mạnh Hưng	MSc.
			5. Nguyễn Thiên Kim	MSc.
			6. Nguyễn Thị Ngọc Linh	MSc.
			7. Đào Mai	MSc.
			8. Nguyễn Văn Nhật	MSc.
			9. Bùi Ngọc Mai Phương	MSc.
			10. Dư Thị Lan Quỳnh	MSc.
			11. Lê Phan Thị Diệu Thảo	Assoc. Prof. PhD.
			12. Huỳnh Lưu Đức Toàn	MSc.
			13. Võ Thiên Trang	MSc.
			14. Ngô Vi Trọng	Ph.D.
			15. Lê Hoàng Vinh	Ph.D.
1.2.15	Financial Accounting 1	3	1. Mai Hồng Chi	MSc.
			2. Nguyễn Quỳnh Hoa	Ph.D.
			3. Tiêu Thị Thanh Hoa	MSc.
			4. Nguyễn Thị Mai Hương	Ph.D.
			5. Đỗ Thị Hương	MSc.
			6. Nguyễn Thị Loan	Assoc. Prof. Ph.D.
			7. Phạm Ngọc Nam	MSc.
			8. Nguyễn Thị Hằng Nga	MSc.
			9. Lý Hoàng Oanh	MSc.
			10. Đoàn Quỳnh Phương	MSc.
			11. Dương Nguyễn Thanh Tâm	MSc.
			12. Nguyễn Thị Tường Tâm	MSc.
			13. Trần Quốc Thịnh	Ph.D.
1.2.16	Multinational Corporation Finance	3	1. Nguyễn Phước Kinh Kha	Ph.D.
			2. Nguyễn Thị Như Quỳnh	MSc.
			3. Nguyễn Minh Sáng	Ph.D.
			4. Lê Phan Thị Diệu Thảo	Assoc. Prof. PhD.
			5. Huỳnh Lưu Đức Toàn	MSc.
			6. Võ Thiên Trang	MSc.
			7. Phạm Thị Tuyết Trinh	MSc.
1.2.17	English for Specific Purposes 1	3	1. Lê Nguyễn Bảo	MSc.
			2. Phạm Lê Sùng Chính	MSc.
			3. Nguyễn Ngọc Phương Dung	MSc.
			4. Nguyễn Quang Nhật	MSc.
			5. Lê Thị Thùy Nhung	Ph.D.
			6. Võ Đức Tâm	MSc.
			7. Hoàng Anh Thư	MSc.
			8. Lý Ngọc Toàn	MSc.
			9. Đinh Thị Thùy Trang	MSc.

			10. Nguyễn Thị Thanh Trúc	MSc.
			11. Võ Thanh Tuấn	MSc.
1.2.18	English for Banking and Finance	3	1. Lê Nguyễn Bảo	MSc.
			2. Phạm Lê Sùng Chính	MSc.
			3. Nguyễn Ngọc Phương Dung	MSc.
			4. Nguyễn Quang Nhật	MSc.
			5. Lê Thị Thùy Nhung	MSc.
			6. Võ Đức Tâm	MSc.
			7. Hoàng Anh Thư	MSc.
			8. Lý Ngọc Toàn	MSc.
			9. Đinh Thị Thùy Trang	MSc.
			10. Nguyễn Thị Thanh Trúc	MSc.
			11. Võ Thanh Tuấn	MSc.
1.3.1	Banking Operations	3	1. Trần Thị Bình An	MSc.
			2. Bùi Diệu Anh	Ph.D.
			3. Nguyễn Thị Minh Châu	MSc.
			4. Trần Chí Chính	MSc.
			5. Nguyễn Chí Đức	Ph.D.
			6. Nguyễn Thị Mỹ Hạnh	MSc.
			7. Nguyễn Trung Hiếu	MSc.
			8. Trần Kim Long	MSc.
			9. Phạm Thanh Nhật	MSc.
			10. Nguyễn Minh Nhật	MSc.
			11. Nguyễn Văn Phúc	Ph.D.
			12. Phạm Phú Quốc	Ph.D.
			13. Lê Thị Anh Quyên	MSc.
			14. Nguyễn Thị Thu Trang	MSc.
			15. Ngô Văn Tuấn	Ph.D.
			16. Hồ Thị Ngọc Tuyền	MSc.
			17. Phan Diên Vỹ	Ph.D.
1.3.2	Corporate Finance Analysis	3	1. Lê Mạnh Hưng	MSc.
			2. Lê Thị Khuyên	MSc.
			3. Nguyễn Văn Nhật	MSc.
			4. Ngô Kim Phụng	MSc.
			5. Trần Minh Tâm	MSc.
			6. Lê Hoàng Vinh	Ph.D.
1.3.3	Taxation	3	1. Đặng Văn Dân	PhD.
			2. Lê Mạnh Hưng	MSc.
			3. Triệu Kim Lanh	MSc.
			4. Đào Mai	MSc.
			5. Phạm Anh Thủy	Ph.D.
			6. Vũ Thị Anh Thư	MSc.
			7. Nguyễn Đoàn Châu Trinh	MSc.
			8. Ngô Vi Trọng	Ph.D.
			9. Đặng Thị Hải Yến	MSc.
1.3.4	Financial Services Marketing	3	1. Ngô Thị Xuân Bình	MSc.
			2. Hoàng Thị Thanh Hằng	Ph.D.

			3. Châu Đình Linh	MSc.
			4. Trần Thị Ngọc Quỳnh	MSc.
1.3.5	Investment Project Appraisal	3	1. Lê Hoài Ân	MSc.
			2. Lê Hà Diễm Chi	Ph.D.
			3. Đặng Trí Dũng	MSc.
			4. Trần Trọng Huy	Ph.D.
			5. Nguyễn Hoàng Vĩnh Lộc	Ph.D.
			6. Lê Thanh Ngọc	Ph.D.
			7. Đào Lê Kiều Oanh	Ph.D.
			8. Liêu Cập Phủ	MSc.
			9. Phạm Phú Quốc	Ph.D.
			10. Trần Thị Vân Trà	MSc.
			11. Nguyễn Anh Tú	MSc.
1.3.6	Credit Rating	3	1. Nguyễn Thị Minh Châu	MSc.
			2. Trần Chí Chinh	MSc.
			3. Nguyễn Trung Hiếu	MSc.
			4. Trần Kim Long	MSc.
1.3.7	Applied Econometrics	2	1. Hà Văn Dũng	Ph.D.
			2. Đỗ Hoàng Oanh	MSc.
			3. Lê Minh Sơn	Ph.D.
			4. Nguyễn Văn Tùng	MSc.
			5. Phạm Thị Tuyết Trinh	Ph.D.
1.3.18	Corporate Finance Management	3	1. Đặng Thị Quỳnh Anh	MSc.
			2. Trần Nguyễn Minh Hải	MSc.
			3. Lê Mạnh Hưng	MSc.
			4. Nguyễn Thị Ngọc Linh	MSc.
			5. Nguyễn Văn Nhật	MSc.
			6. Bùi Ngọc Mai Phương	MSc.
			7. Ngô Kim Phụng	MSc.
			8. Dư Thị Lan Quỳnh	MSc.
			9. Đỗ Thị Hà Thương	Ph.D.
			10. Lê Hoàng Vinh	Ph.D.
1.3.19	Insurance	3	1. Nguyễn Trần Phước Bảo	MSc.
			2. Đặng Văn Dân	Ph.D.
			3. Huỳnh Quốc Khiêm	MSc.
			4. Trần Nguyên Sa	MSc.
			5. Nguyễn Đoàn Châu Trinh	MSc.
1.3.20	Portfolio Management	3	1. Hồ Công Hưởng	PhD.
			2. Triệu Kim Lanh	MSc.
			3. Nguyễn Phạm Thi Nhân	MSc.
1.3.21	Financial Investment	3	1. Phạm Thị Mỹ Châu	MSc.
			2. Võ Văn Hào	MSc.
			3. Trần Tuấn Vinh	MSc.
1.3.22	Investment Banking	3	1. Võ Văn Hào	MSc.
			2. Hồ Công Hưởng	Ph.D.
			3. Ngô Sỹ Nam	MSc.
			4. Trần Tuấn Vinh	MSc.

1.3.23	Internship	3	All Faculty of Finance's Academic Staff	
1.3.24	Dissertations	9	All Faculty of Finance's Academic Staff	
1.3.25	Behavioral Finance	3	1. Hồ Công Hưởng	PhD.
			2. Ngô Vi Trọng	Ph.D.
1.3.26	Financial Derivatives	3	1. Lê Thị Tuyết Hoa	Assoc. Prof. Ph.D.
			2. Hồ Công Hưởng	Ph.D.
			3. Ngô Vi Trọng	Ph.D.
1.3.27	Financial Risk Management	3	1. Hồ Công Hưởng	PhD.
			2. Nguyễn Phạm Thi Nhân	MSc.
			3. Huỳnh Lưu Đức Toàn	MSc.
			4. Ngô Vi Trọng	Ph.D.

14. GUIDANCE FOR IMPLEMENTATION OF THE PROGRAM

14.1. Replacement of dissertations: In case students do not write the dissertations, a group of alternative courses must have 9 credits.

14.2. Physical education and defense education modules: is a requirement for graduation recognition (with a certificate of completion), is not used to calculate the cumulative overall GPA.

14.3. English courses: There are no general English modules designed in the Program. Specialized English consists of 2 modules with a total of 6 credit units: English for Specific Purposes 1 (3 credits) and English for Finance - Banking (3 units).

14.4. English and Informatics Criteria: After enrolling, students must take the exam to test English proficiency (according to TOEIC standards) and basic computer skills (according to A, B, C standards). In case a student cannot meet the criteria, the certificate must be presented according to the roadmap prescribed by the university:

+ English level after the end of the 3 first semester reaches TOEIC 350 or equivalent. English level before the graduation (conditions for graduation) achieves TOEIC 530 or equivalent B1 according to the Common European Framework of Reference for Languages.

+ The criteria of informatics after the end of the first year is the certificate of basic information technology application (to be able to enroll for Applied Informatics course in semesters 3 and 4). Informatics level before the graduation (conditions for graduation) is achieving advanced information technology application certificate.

THE RECTOR

4.2. PROGRAMME SPECIFICATION

BANKING UNIVERSITY OF HCMC
FACULTY OF FINANCE
Number:/2018/DHNNH

SOCIALIST REPUBLIC OF VIETNAM
Independence – Freedom - Happiness
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PROGRAM SPECIFICATION **MAJOR: BANKING AND FINANCE** **Concentration: FINANCE**

(Attached with Decision No 1302 /QĐ – ĐHNNH, date 1st August 2018 of the President of the Banking University of Ho Chi Minh City)

The general objective of the undergraduate program, Finance – Banking major, Finance concentration is providing the foundation knowledge of economics, management, accounting and profound, modern knowledge of finance and banking in general and also finance in particular to students; enable them to build and implement domestic and international financial plans or projects, start-up the company, self- study and research.

SECTION A: PROGRAM INFORMATION AND AWARDDING INSTITUTION	
1. Program Title	Bachelor of Banking and Finance – Finance Concentration
2. Awarding Institution	Banking University of HCMC <i>(The bachelor degree will be signed by the President of the Banking University of HCMC)</i>
3. Faculty in charge	Faculty of Finance – Banking University of HCMC
4. Major	Banking and Finance – Finance Concentration
5. Code of Major	7340201
6. Degree title	Bachelor of Banking and Finance – Finance Concentration
7. Admission Requirements	Firstly, the candidates have to meet the undergraduate admission requirements based on the regulation of the Ministry of Education: Graduated from High school (under official or continuing education) or graduated from technical school. Graduates from technical school without the Diploma of High School Graduation have to study and be recognized that they have finished several required high school subjects based on the regulation. Students applied for the Bachelor of Banking and Finance, Finance Concentration is admitted based on the results of the National Graduation Exam

	organized by the Ministry of Education, the group of subjects is A00, A01, D01 or D90 ¹ . Every year, BUH's Council of Admission will announce the minimum entrance score, the candidates must have a total score greater than or equal to the minimum entrance score. Candidates will be considered from the highest grade to lower grade until the required number of students (quota approved by MOET) is acquired.
8. Studying Plan	The schedule for each semester ² in the whole program which is well-organized will be given to the students on the beginning day.
9. Program Duration	The designed duration of the program is 4 years Depends on each student's personal ability and condition, the duration can be shortened to 3 years minimum or extended to 6 years maximum.
10. Total Number of Credits	129 credits, not included Physical Education (5 credits) and National Defense Education (8 credits)
11. Students Support Activities	These support activities below will be offered to students: <ul style="list-style-type: none"> – Students are provided with studying documents by the teachers (in paper and electronic) – Students are provided with a collection of extended exercises for self-study, improve skills and knowledge apart from the exercises in class. – Students are provided with support from the Department of Student Affairs, or they can complain, recommend and evaluate the University's educational quality and the teachers through the survey at the end of each semester conducted by the Department of Testing and Quality Assurance.
SECTION B: PROGRAM OBJECTIVE, EXPECTED LEARNING OUTCOMES, TEACHING METHODS	
12. Educational Philosophy and Program Objectives	Graduates of Finance – Banking major, Finance concentration will master the foundation knowledge of economics, management, accounting and profound, modern knowledge of finance and banking in general and also finance in particular. Furthermore, they have the competencies to build and implement domestic and international financial plans or projects, start-up the company, self-study and research.
11. Expected Learning Outcomes	<p>Knowledge³</p> <ul style="list-style-type: none"> – <i>Natural and social sciences</i>: Understanding the theory of politics; Understanding the theory and law; Understanding mathematics; Understanding research methods. – <i>Economics, business, and management</i>: Understanding fundamental knowledge of economics; Understanding basic knowledge of management and marketing; Understanding fundamental knowledge of accounting; Understanding the principles of finance-monetary, public finance, financial institutions, and markets. – <i>Finance – Banking</i>: Understanding in-depth knowledge of mathematical economics; Understanding in-depth knowledge of banking and insurance; Understanding in-depth knowledge of corporate finance and financial investment. <p>Personal and professional skills⁴</p> <ul style="list-style-type: none"> – <i>Personal skills</i>: Presentation, communication, and teamwork skills; Tasks organization and time management skills; Critical thinking. – <i>Professional skill</i>: Skills of searching, synthesizing, and analyzing economic and financial data; Problem-solving skills in finance; Forecasting skills; serving for analysis, valuation, and decision-making on financial investment; Skills of using foreign languages and informatics in finance.

¹ **A00**: Math – Physics – Chemistry; **A01**: Math – Physics – English; **D01**: Math – Literature – English; **D90**: Math – Natural Science - English

² Educational program scheme attached

³ Bloom's Taxonomy (2001)

⁴ Dave's Taxonomy (1975)

	Attitudes and professional values⁵ <ul style="list-style-type: none"> ○ Be careful, honest, compliant with professional ethical standards and having a communal sense ○ Proactive, passionate, committed to work, and positive thinking ○ Persevering, serious and cooperative spirit at work
	Professional Competencies⁶ <ul style="list-style-type: none"> – Be able to evaluate the financial market – Be able to evaluate the financial situation of the enterprise – Be able to evaluate financial products – Be able to plan and implement financial governance for entities in the economy
12. Teaching and Grading Method	<ul style="list-style-type: none"> – Depends on each specific courses/modules, the lecturer can combine suitable teaching methods such as lecturing, case study, presentation, group discussion... – Student's final result is evaluated by many different methods such as mid-term test, final test, homework, class exercises, presentation, group assignment, discussion result,... and diligence evaluation.

SECTION C: PROGRAM STRUCTURE & EXPECTED LEARNING OUTCOMES MATRIX

13. Program Structure: Our program is designed with 129 credits which included:

NUMBER	AREA OF KNOWLEDGE	NUMBER OF MODULES	NUMBER OF CREDITS	PROPORTION(%)
1.1	GENERAL EDUCATION	10	23	18%
	<i>Compulsory</i>	9	21	
	<i>Elective</i>	1 out of 3 modules	2	
1.2	MAJOR FOUNDATION KNOWLEDGE	19	53	41%
	<i>Compulsory</i>	18	50	
	<i>Elective</i>	1 out of 3 modules	3	
1.3	MAJOR AND CONCENTRATION KNOWLEDGE	16	53	41%
	MAJOR KNOWLEDGE	9	26	
	<i>Compulsory</i>	7	20	
	<i>Elective</i>	2 out of 10 modules	6	
	CONCENTRATION KNOWLEDGE		27	
	<i>Compulsory</i>		18	
	<i>Elective</i>	Graduate thesis or 3 alternative subjects	9	
	TOTAL	45	129	100%

⁵ Krathwohl Taxonomy (1973)

⁶ MIT - CDIO (1972)

– *Group 1:*

General education knowledge group: includes 23 credits, provides overall, fundamental knowledge about natural and social science that is crucial for professional needs and skill for lifelong learning.

– *Group 2:*

Major foundation knowledge group: includes 53 credits, provides fundamental knowledge about economics, business and management, and a part of banking-finance fundamental knowledge.

– *Group 3:*

Major and concentration knowledge group: includes 53 credits, provides in-depth knowledge in the field of finance that is crucial for students to make decisions in finance and orientate future career.

Graduate Internship (3 credits) and graduate dissertation (9 credits) are the component of group 3, occur at the final phase of the educational program. The internship is a compulsory module. Students with an average score from 7.5 and above (on a scale of 10) can choose between 2 options for the last 9 credits: to do a graduate dissertation (equals to 9 credits) or to study 3 alternative courses (9 credits). Students with an average score below 7.5 (on a scale of 10) will study 3 alternative courses equal to 9. These alternative courses belong to major and concentration knowledge in group 3.

Outside the curriculum, students are equipped with soft skills by different extracurricular activities organized by BUH and many academic and skill clubs. These activities are planned for the whole year and taken place monthly, such as music, sport, Green Summer, social work, English club, financial club, research club, physical education, national defense education, conferences,... where students can practice and improve their communication skill, teamwork skill, problem-solving skill.

14. EXPECTED LEARNING OUTCOME MATRIX

NUMBER	COURSES/MODULES	1. KNOWLEDGE											2. PERSONAL AND PROFESSIONAL SKILLS							3. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1. NATURAL AND SOCIAL SCIENCE				1.2. ECONOMICS, BUSINESS AND MANAGEMENT				1.3. FINANCE AND BANKING			2.1. PERSONAL SKILLS				2.2. PROFESSIONAL SKILLS			3.1. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1.1.	1.1.2.	1.1.3.	1.1.4.	1.2.1.	1.2.2.	1.2.3.	1.2.4.	1.3.1.	1.3.2.	1.3.3.	2.1.1.	2.1.2.	2.1.3.	2.2.1.	2.2.2.	2.2.3.	2.2.4.	3.1.1.	3.1.2.	3.1.3.	4.1.1.	4.1.2.	4.1.3.	4.1.4.
1	Principles of Marxism and Leninism 1	2													3						3					
2	Principles of Marxism and Leninism 2	2													3						3					
3	Revolution Lines of Vietnam Communist Party	2											3								3					
4	Ho Chi Minh 's Ideology	2												3							3					
5	Advanced Mathematics 1 (Linear Algebra)			3										3						3						
6	Advanced Mathematics (Analytics)			3										3						3						
7	Theory of Probability and Statistics			3												4				3						
8	Mathematical Economics Model			3						3						4										
9	Theory of State and Law		2												3							3				
10	Fundamental of Vietnamese Culture	2											3							3						
11	Psychology	2											3							3						
12	Logic	2											3							3						
13	Microeconomics					3									3							3				
14	Macroeconomics					3									3							3				
15	Principles of Accounting							3						3						3		3				
16	International Economics					3									3							3				
17	Business Law		2												3					3						
18	Fundamentals of Management						3							3								3				
19	Principles of Marketing						3						3								3					
20	Applied Informatics			3											3					3						
21	Econometrics					3									4					3						
22	Scientific Research Method				3									3	3	4				3						
23	Introduction to Finance								3											3	3	3				
24	Theory of Finance and Money								3								3			3			4			

NUMBER	COURSES/MODULES	1. KNOWLEDGE											2. PERSONAL AND PROFESSIONAL SKILLS							3. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1. NATURAL AND SOCIAL SCIENCE				1.2. ECONOMICS, BUSINESS AND MANAGEMENT				1.3. FINANCE AND BANKING			2.1. PERSONAL SKILLS				2.2. PROFESSIONAL SKILLS			3.1. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1.1.	1.1.2.	1.1.3.	1.1.4.	1.2.1.	1.2.2.	1.2.3.	1.2.4.	1.3.1.	1.3.2.	1.3.3.	2.1.1.	2.1.2.	2.1.3.	2.2.1.	2.2.2.	2.2.3.	2.2.4.	3.1.1.	3.1.2.	3.1.3.	4.1.1.	4.1.2.	4.1.3.	4.1.4.
25	Financial Markets and Institutions								3								3			3			4			
26	Corporate Finance											4							3	3				4		
27	Financial Accounting 1							3						3						3		3				
28	Multinational Corporation Finance											4					4			3						5
29	English for Special Purposes 1												3						3			3				
30	English for Banking and Finance												3						3			3				
31	History of Economics Theories					3										3						3				
32	Development Economics					3										3						3				
33	Public Economics					3										3						3				
34	Banking Operations										4						3			3	3					
35	Corporate Finance Analysis											4				4	4						4			
36	Taxation								3								4			3						
37	Financial Services Marketing										4		3								3	3				
38	Investment Project Appraisal											4				4	4			3						
39	Credit Rating										4						4			3						
40	Applied Econometrics									3						4				3						
41	Project Finance										4						4					3				
42	Bank Loans										4						4					3				
43	International Payment										4						4					3				
44	Commercial Banking Management										4						4					3				
45	Property Evaluation										4						4					3				
46	Foreign Exchange Trade										4						4					3				
47	Principles of Audit							3									4					3				
48	Entrepreneurship					3											4					3				
49	International Finance								3								4					3				
50	Corporate Finance Management											4					4						4			5
51	Insurance										4						4			3			4			
52	Portfolio Management											4					4	4		3					5	

NUMBER	COURSES/MODULES	1. KNOWLEDGE											2. PERSONAL AND PROFESSIONAL SKILLS							3. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1. NATURAL AND SOCIAL SCIENCE				1.2. ECONOMICS, BUSINESS AND MANAGEMENT				1.3. FINANCE AND BANKING			2.1. PERSONAL SKILLS				2.2. PROFESSIONAL SKILLS			3.1. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1.1.	1.1.2.	1.1.3.	1.1.4.	1.2.1.	1.2.2.	1.2.3.	1.2.4.	1.3.1.	1.3.2.	1.3.3.	2.1.1.	2.1.2.	2.1.3.	2.2.1.	2.2.2.	2.2.3.	2.2.4.	3.1.1.	3.1.2.	3.1.3.	4.1.1.	4.1.2.	4.1.3.	4.1.4.
53	Financial Investment											4					4	4		3				4		
54	Investment Banking											4					4	4		3					5	
55	Internship																4			3	3	3			5	
56	Dissertations																4	4		3			4	4	5	5
57	Behavioral Finance											4					4	4				3			5	
58	Financial Derivatives											4					4	4				3		4		
59	Financial Risk Management											4					4	4				3				5

SECTION D: ASSESSMENT METHOD

15. ASSESSMENT METHOD

Scale: The scale of 10 is used. The Department of Academic Affairs will convert the scores into the scale of 4 and character grading scale.

The result	Scale of 10	Character grading	Scale of 4	Classification
Pass	From 9.3 to 10	A+	3.7 – 4.0	Excellent
Pass	From 8.5 to 9.2	A	3.4 – 3.6	Good
Pass	From 7.8 to 8.4	B+	3.1 – 3.3	Fair - Good
Pass	From 7.0 to 7.7	B	2.8 – 3.0	Fair
Pass	From 6.3 to 6.9	C+	2.5 – 2.7	Above average
Pass	From 5.5 to 6.2	C	2.2 – 2.4	Average
Pass	From 4.8 to 5.4	D+	1.9 – 2.1	Below average
Pass	From 4.0 to 4.7	D	1.6 – 1.8	Poor
Fail	Below 4.0	F	Below 1.6	Very poor

Module overall score: is made of 2 component scores: mid-term test and final test. The ratio between the 2 components depends on each department of each course/modules, but the proportion of the final test is not lower than 50% of the overall result. Assessment methods will be announced to students by the lecturers at the first session of the course (diligence, report, essay, test, presentation, multiple choice test, ...)

SECTION E: OTHER ISSUES

16. Job Opportunities	<p>Graduates from Banking and Finance, Finance concentration have the ability to undertake different position at businesses, financial institutions (<i>Security companies, Banks, Insurance companies, Fund management companies, Financial companies...</i>) domestically and internationally as well as government agencies (<i>State Security Commission, Stock Exchange, Securities Depository Center, ...</i>), specific positions as follows:</p> <ul style="list-style-type: none"> – Broker – Financial Analyst – Investment Officer (Security Investment, foreign exchange investment, insurance investment, Commodity Investment) – Financial Officer – Startup business founder
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17. Study Opportunities	Students can shorten they study duration by study more courses/modules per semester but they must match the prerequisite requirement of the courses/modules and program. They can finish the program in 3 to 6 years.
	Students can study a double degree if they achieve the required GPA (International Economics, Accounting, and Auditing, Economics Laws, English Language,...)
	Students can study other postgraduate programs in domestic and foreign university after they finish the full-time program at Banking University of HCMC
18. Information disclosure Channels	http://www.buh.edu.vn
	http://khoatc.buh.edu.vn/
	Student's Brochure, flyers, other official communication channels
<p><i>Note: Further details on our educational program, modules/courses, teaching/learning/evaluating methods can be found on our website: http://khoatc.buh.edu.vn</i></p> <p><i>This document is updated every year.</i></p>	

4.3. EXPECTED LEARNING OUTCOMES MATRIX

NUMBER	COURSES/MODULES	1. KNOWLEDGE											2. PERSONAL AND PROFESSIONAL SKILLS							3. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1. NATURAL AND SOCIAL SCIENCE				1.2. ECONOMICS, BUSINESS AND MANAGEMENT				1.3. FINANCE AND BANKING			2.1. PERSONAL SKILLS				2.2. PROFESSIONAL SKILLS			3.1. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1.1.	1.1.2.	1.1.3.	1.1.4.	1.2.1.	1.2.2.	1.2.3.	1.2.4.	1.3.1.	1.3.2.	1.3.3.	2.1.1.	2.1.2.	2.1.3.	2.2.1.	2.2.2.	2.2.3.	2.2.4.	3.1.1.	3.1.2.	3.1.3.	4.1.1.	4.1.2.	4.1.3.	4.1.4.
1	Principles of Marxism and Leninism 1	2													3						3					
2	Principles of Marxism and Leninism 2	2													3						3					
3	Revolution Lines of Vietnam Communist Party	2											3								3					
4	Ho Chi Minh 's Ideology	2												3							3					
5	Advanced Mathematics 1 (Linear Algebra)			3										3						3						
6	Advanced Mathematics (Analytics)			3										3						3						
7	Theory of Probability and Statistics			3												4				3						
8	Mathematical Economics Model			3						3						4										
9	Theory of State and Law		2												3						3					
10	Fundamental of Vietnamese Culture	2											3							3						
11	Psychology	2											3							3						
12	Logic	2											3							3						
13	Microeconomics					3									3						3					
14	Macroeconomics					3									3						3					
15	Principles of Accounting						3							3						3		3				
16	International Economics					3									3						3					
17	Business Law		2												3					3						
18	Fundamentals of Management						3							3							3					
19	Principles of Marketing						3						3								3					
20	Applied Informatics			3											3					3						
21	Econometrics					3									4					3						
22	Scientific Research Method				3									3	3	4				3						
23	Introduction to Finance								3											3	3	3				
24	Theory of Finance and Money								3								3			3				4		

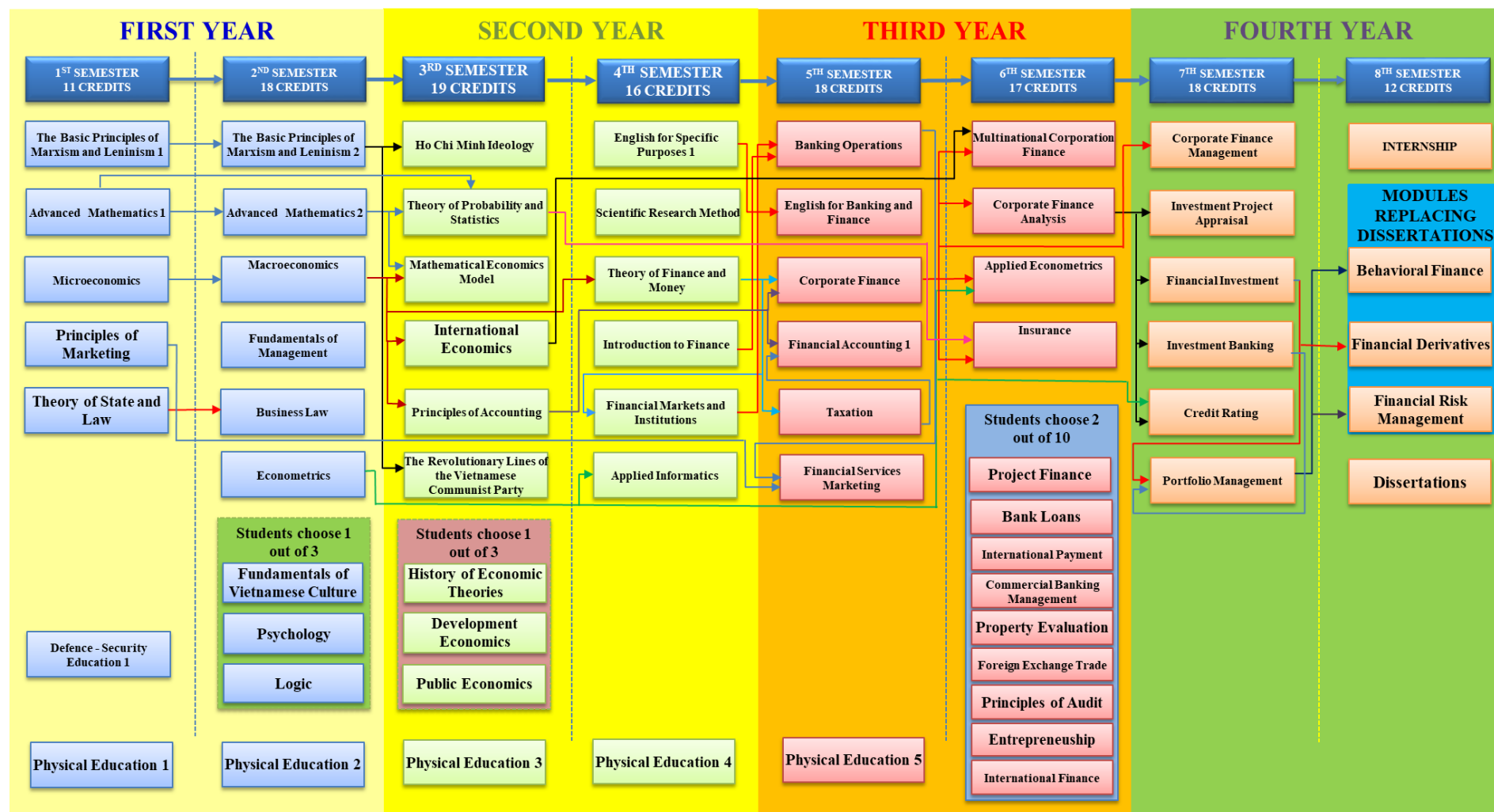
NUMBER	COURSES/MODULES	1. KNOWLEDGE											2. PERSONAL AND PROFESSIONAL SKILLS								3. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1. NATURAL AND SOCIAL SCIENCE				1.2. ECONOMICS, BUSINESS AND MANAGEMENT				1.3. FINANCE AND BANKING			2.1. PERSONAL SKILLS				2.2. PROFESSIONAL SKILLS				3.1. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1.1.	1.1.2.	1.1.3.	1.1.4.	1.2.1.	1.2.2.	1.2.3.	1.2.4.	1.3.1.	1.3.2.	1.3.3.	2.1.1.	2.1.2.	2.1.3.	2.2.1.	2.2.2.	2.2.3.	2.2.4.	3.1.1.	3.1.2.	3.1.3.	4.1.1.	4.1.2.	4.1.3.	4.1.4.	
25	Financial Markets and Institutions							3								3			3			4					
26	Corporate Finance										4							3	3				4				
27	Financial Accounting 1							3					3						3		3						
28	Multinational Corporation Finance										4					4			3						5		
29	English for Special Purposes 1												3					3			3						
30	English for Banking and Finance												3					3			3						
31	History of Economics Theories					3									3						3						
32	Development Economics					3									3						3						
33	Public Economics					3									3						3						
34	Banking Operations										4					3			3	3							
35	Corporate Finance Analysis											4			4	4						4					
36	Taxation							3								4			3								
37	Financial Services Marketing										4		3							3	3						
38	Investment Project Appraisal											4			4	4			3								
39	Credit Rating										4					4			3								
40	Applied Econometrics									3					4				3								
41	Project Finance										4					4					3						
42	Bank Loans										4					4					3						
43	International Payment										4					4					3						
44	Commercial Banking Management										4					4					3						
45	Property Evaluation										4					4					3						
46	Foreign Exchange Trade										4					4					3						
47	Principles of Audit							3								4					3						
48	Entrepreneurship						3									4					3						
49	International Finance								3							4					3						
50	Corporate Finance Management											4				4						4			5		
51	Insurance										4					4			3			4					

NUMBER	COURSES/MODULES	1. KNOWLEDGE											2. PERSONAL AND PROFESSIONAL SKILLS								3. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1. NATURAL AND SOCIAL SCIENCE				1.2. ECONOMICS, BUSINESS AND MANAGEMENT				1.3. FINANCE AND BANKING			2.1. PERSONAL SKILLS				2.2. PROFESSIONAL SKILLS				3.1. ATTITUDES AND PROFESSIONAL VALUES			4. PROFESSIONAL COMPETENCIES			
		1.1.1.	1.1.2.	1.1.3.	1.1.4.	1.2.1.	1.2.2.	1.2.3.	1.2.4.	1.3.1.	1.3.2.	1.3.3.	2.1.1.	2.1.2.	2.1.3.	2.2.1.	2.2.2.	2.2.3.	2.2.4.	3.1.1.	3.1.2.	3.1.3.	4.1.1.	4.1.2.	4.1.3.	4.1.4.	
52	Portfolio Management										4					4	4		3					5			
53	Financial Investment										4					4	4		3				4				
54	Investment Banking										4					4	4		3					5			
55	Internship															4			3	3	3			5			
56	Dissertations															4	4		3			4	4	5	5		
57	Behavioral Finance										4					4	4				3			5			
58	Financial Derivatives										4					4	4				3		4				
59	Financial Risk Management										4					4	4				3				5		

4.4. CURRICULUM MAP

BANKING UNIVERSITY OF HO CHI MINH CITY
FACULTY OF FINANCE

CURRICULUM MAP FOR FINANCE CONCENTRATION
(Faculty of Finance - Effective from the 33 cohort)



4.5. APPENDIX RELATED TO CRITERION 8

Table 8.5: The number of Finance major students and BUH - students received scholarships and social policies during 2013-2018

ACADEMIC YEAR	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
The number of full-time students received scholarships, social policies:						
The number of BUH-students received Banking Industry scholarships (granted by academic year)	68	62	79	93	59	NA
The number of BUH-students received State budget scholarships (granted by semester)	1 st semester: 396 students 2 nd semester: 411 students	1 st semester: 357 students 2 nd semester: 493 students	1 st semester: 461 students 2 nd semester: 455 students	1 st semester: 368 students 2 nd semester: 371 students	1 st semester: 347 students 2 nd semester: 358 students	NA
The number of BUH - students received social policies	Tuition exemption and reduction: 229 students Social aid: 122 students	Tuition exemption and reduction: 210 students Social aid: 100 students	Tuition exemption and reduction: 238 students Social aid: 57 students	Tuition exemption and reduction: 231 students Social aid: 122 students	Tuition exemption and reduction: 224 students Social aid: 116 students	Tuition exemption and reduction: 215 students Social aid: 90 students
The number of Finance major students received scholarships and social policies						
The number of Finance major students received Banking Industry scholarships (granted by year)	29	31	27	31	14	NA
The number of Finance major students received State budget scholarships (granted by semester)	1 st : 121 students 2 nd	1 st : 107 students 2 nd	1 st : 179 students 2 nd semester:	1 st : 38 students 2 nd semester:	1 st : 111 students 2 nd semester:	NA

	semester: 135 students	semester: 170 students	142 students	123 students	106 students	
The number of Finance major students received social policies	Tuition exemption and reduction: 48 students Social aid : 71 students	Tuition exemption and reduction: 57 students Social aid: 14 students	Tuition exemption and reduction: 64 students Social aid: 20 students	Tuition exemption and reduction: 36 students Social aid: 37 students	Tuition exemption and reduction: 34 students Social aid: 22 students	Tuition exemption and reduction: 33 students Social aid: 12 students

Source: Department of Students Affairs, 2018

Table 8.6: The number of Finance major students and BUH - students received scholarships from Companies and Banks during 2013-2018

School year	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
The number of BUH - students received scholarships from companies and Banks	263	252	267	280	270
The number of Finance major students received scholarships from companies s and Banks	43	69	53	62	68

Source: Center for Student Support Services, 2018

Table 8.7: Student support activities

No.	Channels	Activities and scope of support
1	Department of Academic Affairs	<ul style="list-style-type: none"> - The training portal of the University provides a full range of information on training regulations, study programs and academic-related announcements [H8.8.4.9]. - Receiving and answering questions by students related to education [H8.8.4.10].
2	The Faculty of Finance	<ul style="list-style-type: none"> - Organize the welcome program for new students for Finance majors (Youth Union) [H8.8.4.2] - Receive and answer students' questions. [H8.8.4.11] - Notice of recruitment information. [H8.8.4.12] - Organize the annual Financial Arena competition (Financial Club). [H8.8.4.13] - Organize a training session/workshops to write reports on internship and graduation thesis. In this workshop, the Faculty invited potential employers so that they can directly recruit students who are going to graduate. [H8.8.4.14] - Announce so-called welfare social policies and scholarships. [H8.8.4.15]
3	Faculty's Academic Advisors	<ul style="list-style-type: none"> - Directly support, advise students on issues related to the Finance major, the issues related to learning. - Inform co-curricular activities to students at the beginning of each academic year and encourage students to participate. [H8.8.3.5]
4	Department of Student Affairs	<ul style="list-style-type: none"> - Organization of "Citizens' Week" [H8.8.4.1] - Publish the "Student Handbook" and "Handbook for final year students" [H8.8.4.16]. - Receive and answer students' questions [H8.8.4.17]. - Organize meetings with students. [H8.8.4.18] - Coordinate with Youth Union - Student Association to disseminate information about co-curricular activities at the beginning of each academic year. - The announcement of scholarships and social welfare policies [H8.8.4.19]

No.	Channels	Activities and scope of support
5	Center for Student Support and Services	<ul style="list-style-type: none"> - The announcement of employment opportunities [H8.8.4.4] - Organize annual job festival/fair [H8.8.4.20] - The announcement of scholarships. [H8.8.4.21]
6	Youth Union - Student Association	<ul style="list-style-type: none"> - Manage clubs, teams, groups. - Organize co-curricular activities, academic competitions, exchange programs for students [H8.8.4.22]
7	Health Care Center - Department of Personnel Affairs	<ul style="list-style-type: none"> - Organize the health checkup for first-year students. [H8.8.4.23] - Be responsible for activities related to learners' insurance. [H8.8.4.24] - Provide health care activities for learners

4.6. APPENDIX RELATED TO CRITERION 10

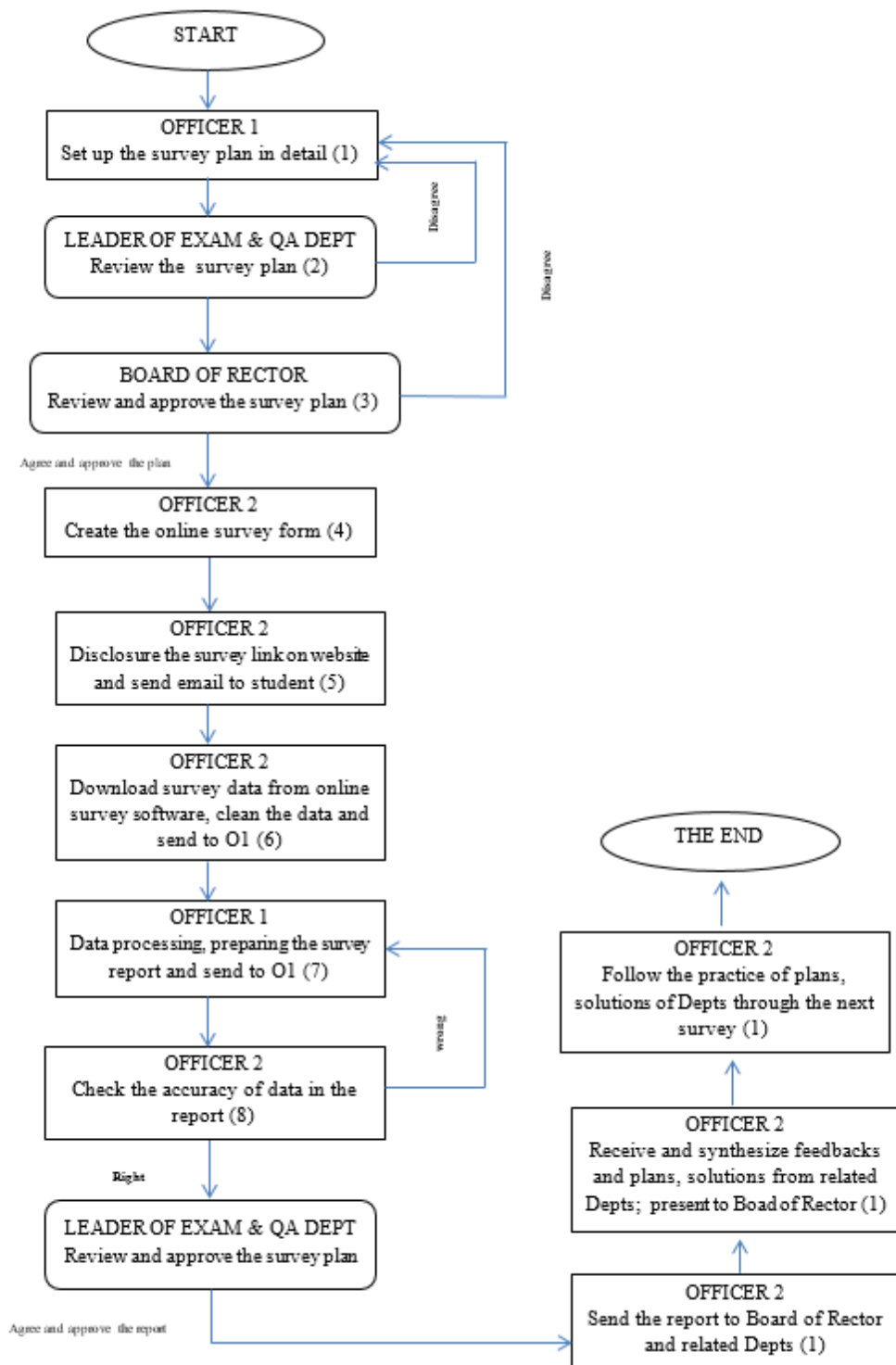


Figure 10.2: The process of surveying management and serving quality, quality of student through lecturers' opinions

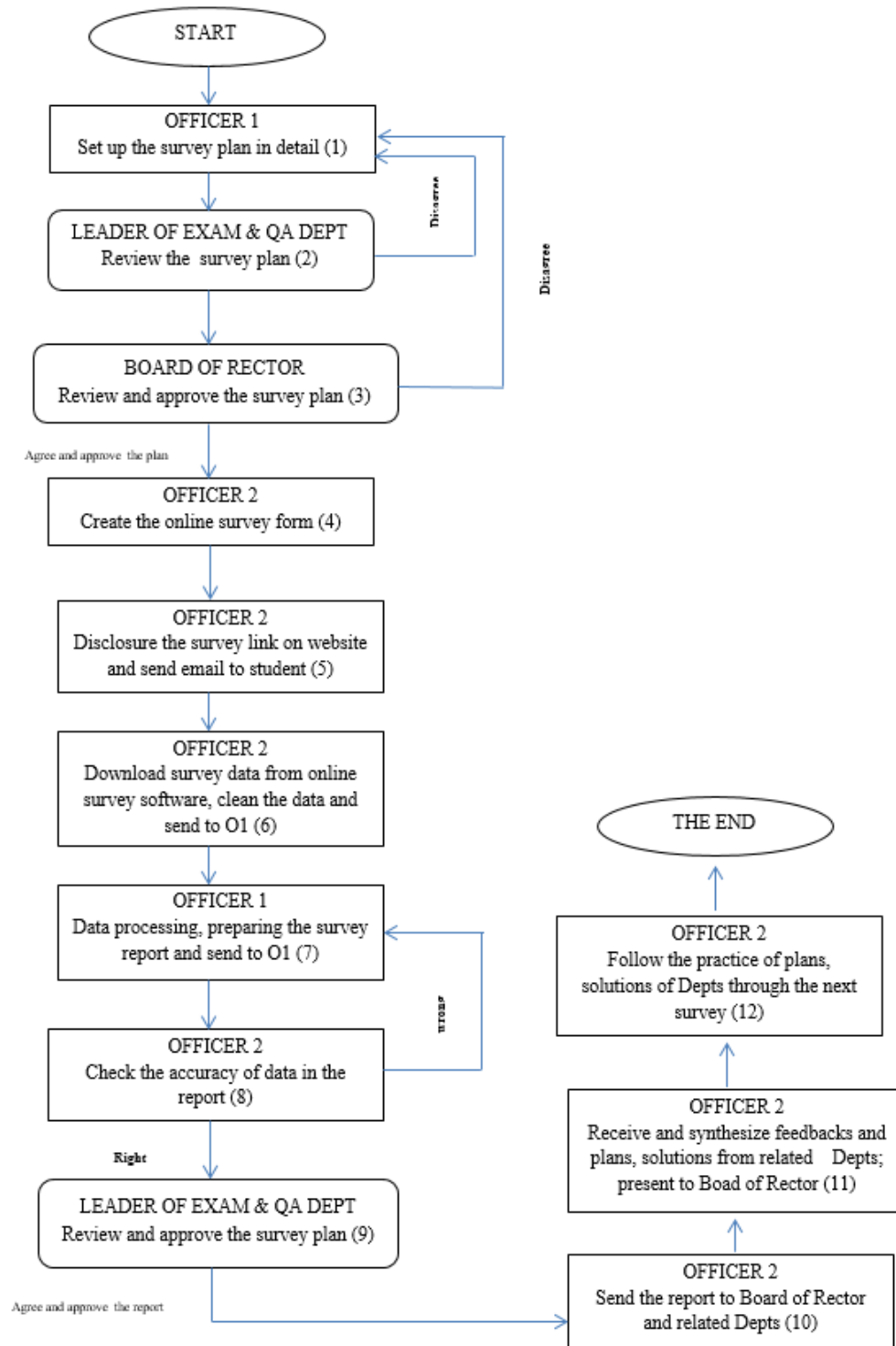


Figure 10.3: The process of surveying management and serving quality through students' opinions