

SELF ASSESSMENT REPORT
FOR AUN-QA

THE 10th INTERNAL QUALITY ASSESSMENT
AT PROGRAM LEVEL

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PROGRAM
BACHELOR IN INTERNATIONAL ECONOMICS (HONORS)

FACULTY OF INTERNATIONAL BUSINESS AND ECONOMICS
UNIVERSITY OF ECONOMICS AND BUSINESS
VIETNAM NATIONAL UNIVERSITY, HANOI

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LIST OF ABBREVIATION

1.	AUN	ASEAN University Network
2.	AUN-QA	ASEAN University Network – Quality Assurance
3.	CDIO	Conceive-Design-Implement-Operate
4.	CHEQA	Center for Higher Education Quality Assurance
5.	FIBE	Faculty of International Business and Economics
6.	QH-2004-E-CLC	2004-2008 intake
7.	QH-2005-E-CLC	2005-2009 intake
8.	QH-2006-E-CLC	2006-2010 intake
9.	QH-2007-E-CLC	2007-2011 intake
10.	QH-2008-E-CLC	2008-2012 intake
11.	QH-2009-E-CLC	2009-2013 intake
12.	QH-2010-E-CLC	2010-2014 intake
13.	QH-2011-E-CLC	2011-2015 intake
14.	The Honors Program	Bachelor Program in International Economics (Honors)
15.	The Standard Program	Bachelor Program in International Economics (Standard)
16.	UEB	University of Economics and Business
17.	VNUHN	Vietnam National University, Hanoi

GENERAL OVERVIEW

Brief Introduction of Vietnam National University, Hanoi and University of Economics and Business

Together with Vietnam National University Hochiminh City, Vietnam National University Hanoi (hereafter called VNUHN) is one of the most leading educational institutes at national level operating independently and receiving state prioritized investment in order “*to build up the two universities becoming high-quality centers of education, scientific research and technology transformation in multi-disciplines and multi-sectors within Asian region and gradually reaching international standard*”¹ (**Attachment 0.1**). VNUHN consists of member universities, research institutes and sub-units including faculties and research centers (**Attachment 0.2**). Member universities were founded under the Decisions by the Prime Minister and are high-ranking institutions in higher education system of Vietnam. VNUHN Council consists of all members of the Board of Directors of VNUHN, Rectors of its member universities, the leaders of several member Institutes, senior leaders of the State agencies, leaders of economic groups and corporations (**Attachment 0.3**).

The member universities of VNUHN operate under the coordination of VNU and, therefore, are able to benefit from their inter-association in training and research, as well as enjoying the strengths of one another. Under this strong bond of cooperation, students of University of Economics and Business (hereafter called UEB), as a member of VNUHN, are now enjoying lectures by guest lecturers from different member universities. For example, Mathematics and Natural Science subjects are delivered by lecturers from University of Science; subjects in social sciences and humanities are conducted by those from University of Social Science and Humanities; Foreign Languages are instructed by lecturers from University of Languages and International Studies; and Economic Law subjects are taught by lecturers from the Faculty of Law. As the result of these, students of UEB are now working with top specialists and lectures of Vietnam in relevant areas. In terms of infrastructure and facilities, UEB also share and cooperate with other members in usage of auditoria, libraries and computer laboratories under the regulations and coordination of VNUHN.

UEB has undergone a number of developmental periods:

- 11/1974-8/1995: Faculty of Political Economics of Hanoi University
- 9/1995-6/1999: Faculty of Economics, University of Social Sciences and Humanities - VNUHN
- 7/1999-2/2007: Faculty of Economics, VNUHN
- 3/2007- present: University of Economics and Business (UEB) – VNUHN.

¹ Report No 315-TB/TW meeting conclusion of Politburo Standing Central Committee Communist Party of Vietnam on 28/08/2000.

As soon as being founded, UEB has set their mission statements as follows:

- Providing high quality human resources with expertise, leadership and managerial orientations in economics, management and business administration for society to meet the demands of industrialization and modernization of Vietnam;
- Researching and transforming research outcomes to the government, organizations, business and the society;
- Creating an encouraging and favorable environment to seek, nurture and develop talents in modern economics, management and business administration.

By October 2010, UEB has 5 Faculties: International Business and Economics, Business Administration, Development Economics, Political Economics, and Finance & Banking. In addition, there are research and affiliated services centers such as Vietnam Center for Economic and Policy Research (VEPR), Center for Economics Development Studies (CEDS), Centre for Foreign Investment Studies (CFIS), Center for International Management Studies (CIMS), Center for International Training and Education (CITE), Center for Higher Educational Quality Assurance (CHEQA), and Center for Student Support (CSS).

Some outstanding achievements by UEB over the past years are as follows:

- Organizing and training human resources with expertise, leadership and managerial orientations in economics, management and business administration (**Attachment 0.4A, B**): Training scale increases significantly e.g. roundly 40% for high quality and international standard trainings and 33% for postgraduate trainings (**Attachment 0.4C**).
- Organizing and implementing training programs from undergraduate to doctoral level (with several training programs meeting international standards) (**Attachment 0.5**); Credit-based training offers learners flexibility, particularly in inter-connected/ articulation programs (double degrees, double majors) (**Attachment 0.6**).
- Developing inter-connected/ articulation training programs and multi-disciplinary research such as the bachelor program in Development Economics (in 2008).
- Co-operating and setting affiliated training programs from undergraduate level to the doctoral degree with many accredited universities in developed countries (**Attachment 0.7**).
- Hosting and carrying out a number of research and projects at National and Ministry levels; publishing a number of books, articles and reports; organizing a number of domestic and international conferences and seminars (see details in **Attachment 0.4C**).
- Developing a wide network of cooperation with enterprises, economic groups, large business associations and ministries / sectors, research institutes who are currently using / are going to use the training products and research outcomes of the University (**Attachment 0.8**).
- Setting up a compact and flexible organizational mechanism governed with modern university administration (**Attachment 0.9**).
- Improving the quality of students in annual intakes (**Attachment 0.10**).
- Having a pool of teaching staff participating in research projects and international research groups (**Attachment 0.11**).

With the motto of focusing on quality, UEB has continuously improved quality of training, research and other services in its development, aiming at becoming a center of researching and training high quality human resources in the fields of economics and business administration in Vietnam and worldwide. Specifically, UEB is one of a few universities in Vietnam having obtained ISO 9001:2008 Quality Certificate in May 2010 (**Attachment 0.12**). UEB has also self-assessed its Bachelor program in International Economics (Honors) in accordance with VNUHN quality assurance standards which has been undergone the external assessment in November 2009; the outcome of which satisfied VNU standards (in equal with national-level standard) of which a number of criteria met regional and international standards (**Attachment 0.13**). From October 2010, UEB has implemented its self-assessment at organization level following the VNUHN quality assurance standards for educational organizations. In the next 3-5 years time UEB plans to have its major training programs assessed following the VNUHN and AUN-QA standards.

Headquarter of UEB is currently located at 144 Xuan Thuy street, Cau Giay district, Hanoi. In the next 3-5 years ahead, UEB is going to move to a new campus with an area of 27 hectares (**Attachment 0.14**).

Introduction of Faculty of International Business and Economics

Faculty of International Business and Economics (hereafter called FIBE) – renamed from Faculty of International Economics since September 2010 – has been founded in 2007 (based on the foundation of the Department of World Economy and International Economics Relations within Faculty of Political Economics – the predecessor of UEB since 1974) (**Attachment 0.15**).

FIBE has set its objectives and developmental plan to become an international-level center of training, research and consultancy in international economics and international business by 2020 (**Attachment 0.16A, B**).

By October 2010, FIBE has two departments: Department of World Economy and International Economic Relations and Department of Economic Expertise and International Project Management (the Faculty is planning for the establishment of the 3rd Department: International Business). In addition, Center for Foreign Investment Studies (CFIS) founded by UEB officially and directly supports and ties with specialized activities of FIBE (**Attachment 0.17**). Currently, FIBE officially has 19 full-time staffs (**Attachment 0.18**) including:

- *16 lecturers*: 4 Associate Professors, 6 Doctors (PhD) and 6 Masters. Of these, 13 lecturers obtained their trainings and qualifications from Universities in developed countries such as the UK, the USA, Japan, Australia and other countries and have practical experiences which are relevant to training programs (**Attachment 0.19A**). 3 out of the 6 Masters are PhD candidates (**Attachment 0.19B**); 2 are planning to apply for PhD programs in 2011 (**Attachment 0.19C**).
- *3 office staffs*: 2 prospective masters and 1 bachelor (**Attachment 0.20**).

- Apart from these full-time lecturers, with a close association and link with other international economic organizations, research institutes, research centers, universities, international and domestic enterprises, FIBE has developed staffs of cumulated lecturers (part-time lecturers) and annually invited prestigious guest professors, doctors, economic experts from leading research and education institutions in Vietnam, as well as leading businessmen to participate in training programs and research activities (**Attachment 0.21**).

Up to October 2010, FIBE has been operating 3 undergraduate programs (including 1 double degree program with the University of Languages and International Studies – VNUHN), 2 master programs (including one international affiliated program) and 1 PhD program. From 2011 to 2015, FIBE, as planned, will be providing 4 undergraduate programs, 3 master programs (including one international affiliated program), 2 PhD programs (**Attachment 0.22A, B**).

Some recent prominent achievements of FIBE are listed as follows:

- Training high-quality human resources at undergraduate and graduate levels in International Economics and Business. Highly qualified training products (i.e. bachelors) satisfy the demand of society for high-quality human resources (100% bachelors have jobs of their fields after graduation) (**Attachment 0.23A, B** – See Chapter 5; 6).
- Hosting and conducting a number of important research projects at national and international levels: In the period 2007-2010, FIBE has 65 scientific journal papers published inside and outside the country, some of which have appeared in the World top prestigious peer-reviewed journals (**Attachment 0.24**). FIBE has hosted and coordinated to implement two scientific research projects at national level (**Attachment 0.25**) and organized or co-organized a number of international scientific conferences (**Attachment 0.26**). Currently, apart from the annual research projects serving teaching and professional development purposes, FIBE is also focusing on two research directions: "*foreign investment*" and "*supply and value chain*".
- Carrying out collaborative training and research with other members within VNUHN, research institutes and leading universities in Vietnam and some prestigious universities around the world such as Cambridge University (United Kingdom), University of Wisconsin Eau - Claire (United States), University of Paris XII (France), Keio University (Japan), Waseda University (Japan) (**Attachment 0.27; 0.28**).

With its outstanding achievements and contributions to the training of high quality human resources in international economics (i.e. economics for foreign affairs) for the country, FIBE has been rewarded “Outstanding Working Team” in three consecutive years (2007, 2008, 2009), and the University Certificate of Merit for outstanding achievements (**Attachment 0.29**).

Currently, the facilities and infrastructure of FIBE, UEB and VNUHN are sufficient for teaching, learning and researching activities of the University and the Faculty. In the plan of building the new campus of VNUHN in Hoa Lac, the facilities will be even more sufficient and modern meeting the standard of top Universities around the world (**Attachment 0.14**).

Brief introduction of Bachelor Program in International Economics (Honors)

Bachelor program in International Economics (Honors) - (hereafter called the Honors Program) - was approved and officially carried out since 2004 on the basis of the Bachelor Program in International Economics (standard) - (hereafter called the Standard Program) - which was implemented from 1995. At present, this Honors Program is a core training program of FIBE.

The current objectives of the Honors Program are "*to train high quality and expertise and leadership-oriented bachelors in the field of international economics and international business*". Learners in the program are outstanding students with good English competence in order to be able to study a number of subjects at advanced levels (in comparison with the Standard Program) and taught in English. Teaching staff in the program are experienced specialists who are highly skilled and well-trained from advanced universities in the world. The system of course-books, reference materials and modern facilities to be used for this Honors Program is of international standard. After graduated from the Honors Program, graduates are expected to be able to work in a highly competitive environment of the international economics or international business and adapt quickly to the jobs with the help of the combination of their modern economics and international economics and business knowledge, English proficiency, and ability to analyze, evaluate and response to issues of world economy and modern international economic relations. Graduates are able to work for the government, enterprises and organizations in the related field. They are also able to start their own business in the training field (e.g. import/export/logistics) or to pursue higher education (**Attachment 0.30**).

In the past seven years, the Honors Program has been updated regularly and improved annually to ensure that the program can constantly keep pace with the advance of knowledge and application (i.e. practice). The results of this process are recorded in different versions of the curriculum in 2005, 2006 and 2008 (see Chapter 2). The later version is developed and improved based upon the preceding versions by conducting surveys with stakeholders of the program. Specifically, by identifying the students' need of English proficiency, the 2008 version has added 20 English credits as the first year requirements for learners to complete at University of Languages and International Studies - VNUHN. The number of subjects taught in English also increased in the following years.

From September 2008 to July 2009, FIBE has carried out its self-assessment for the Honors Program according to the VNUHN Quality Assurance Standards. The external assessment was conducted in November 2009 and the outcome satisfied VNU standards of which a number of criteria met regional and international standards (**Attachment 0.13**).

Outstanding accomplishments and achievements of the Honors Program in recent years are:

- Having attracted and established a pool of qualified teaching staff to participate in the training programs and, therefore, adding to the human resources of UEB and VNUHN (**Attachment 0.31**).
- Having been assessed externally following VNUHN quality assurance standards in November 2009 (**Attachment 0.13**).

- Having students and graduates (i.e. bachelors) highly appreciated by employers and society: Many students have won competitive scholarships given by enterprises and organisations (**Attachment 0.32A**); Students have effectively solved practical problems at the enterprises where they went for internship or fieldtrip (**Attachment 0.32B**); Students have proactively participated in social activities (**Attachment 0.32C,D**); Graduates have proved their effectiveness, flexibility and quick adaptation to the working environment at enterprises and organizations (**Attachment 0.32E**).
- Having students achieved national and international recognition such as the Ministry of Education and Training's first prize for student's scientific research (**Attachment 0.33**), the first prize for international business plan in Taiwan (**Attachment 0.34**), SIFE Spirit award (**Attachment 0.35**); Students have been actively participating in the international workshops, conferences, cooperation and exchange (**Attachment 0.36**) and other extra-curricular activities (**Attachment 0.37A, B**).
- Having 100% graduates gained employability within 3-6 months after graduation (**Attachment 0.38**); Some students got employed while they have not yet graduated (**Attachment 0.39**); Some received scholarships from advanced universities all over the world to continue their Master level studies (**Attachment 0.40**); Especially, one student has been offered admission and scholarship to do PhD without taking M.A. degree at the prestigious University of Chicago in the USA (**Attachment 0.41**).
- Adopting the modern training program management mechanism of the advanced universities around the world by setting up and implementing the system of having Director and Coordinator for the program (**Attachment 0.42**).

Self-assessment of Bachelor program in International Economics (Honors)

In March 2010, UEB has decided to conduct its self-assessment according to AUN-QA standards for the Honors Program and registered for external review in December 2010. FIBE (Faculty of International Business and Economics) and CHEQA (Centre of Higher Education Quality Assurance at UEB) has together worked out the AUN-QA project right after that. On 17th May 2010, the Rector of UEB has signed the Decision No. 898/QD-DTDH on establishment of Steering Committee and Implementation Committee to carry out the AUN-QA project for the Honors Program following AUN-QA standards. On 3rd June 2010, the Rector has continuously signed the Decision No 1036/QD-DBCL on establishment of the self-assessment Council (**Attachment 0.43**) and Document No. 1041/KH-DBCL on the self-assessment plan for the Honors Program in accordance with AUN-QA standards (**Attachment 0.44**).

From the first day announcing the plan to self-assess the Honors Program in May 2010 until the submission date of the report in October 2010, FIBE and UEB have carried out a number activities to introduce, disseminate and propagate AUN-QA and deployed activities related to the Faculty and the University (**Attachment 0.45**). Involved in the preparation process were not only CHEQA (UEB), Institute for education quality assurance (VNUHN), all FIBE's teaching and office staffs but also the representative students coming from the 4 intakes of the Honors Program and from the Standard

Program, representative alumni, representatives from Student Association of UEB, and representatives of FIBE's and UEB's student clubs.

From June to the middle of September 2010, the Departments' managers and especially teaching and office staffs of FIBE actively participated in the self-assessment activities and writing the self-assessment report. The manuscripts as well as the final version of the report were circulated to UEB's managing board, Faculties' Deans, Heads of related departments and centers, all teaching and office staffs of FIBE, CHEQA, Institute for education quality assurance (VNUHN), and some external quality assurance experts for proof-reading and consultation. The report was then modified a number of times to improve. The final version was produced and officially submitted to the AUN-QA Council on 26th October 2010 under the consensus of the entire University. For the next step, UEB continues to implement other tasks related to quality assurance activities on a regular basis and prepare for AUN-QA external assessment.

Chapter 1
GOALS AND OBJECTIVES / EXPECTED LEARNING OUTCOMES

With a view to developing high quality human resources, Faculty of International Business and Economics (FIBE) has formulated, reviewed, revised and set up objectives and expected learning outcomes for students. The Bachelor program in International Economics (Honors) was built up with clear and scientific approach to ensure that its graduates would be equipped with necessary knowledge, skills and attitudes expected by employers and other stakeholders, which is in line with the mission and strategy of Vietnam National University Hanoi (VNUHN) and University of Economics and Business (UEB).

1.1. Mission and Vision of Vietnam National University Hanoi and University of Economics and Business

VNUHN is a high-quality and interdisciplinary center for higher education, scientific - technological research and application. It plays a crucial and leading role in Vietnam's higher education system. VNUHN's mission has been officially stated (**Attachment 1.1**):

- To establish and develop the model of a high-quality and interdisciplinary training and research center for higher education, and scientific - technological research, application and transfer, keeping pace with advanced universities in the region, gradually reaching international standards.
- To train high-quality and highly-educated human resources and cultivate talents for the country.
- To do research and promote scientific - technological development, addressing the socio-economic issues that arise in practice; to provide consultancy in strategy, and policy planning and propose solutions to education and training, scientific - technological and socio-economic development.
- To take a leading role in Vietnam's higher education system, providing professional assistance to universities and colleges nationwide.
- To serve as a center for international scientific, educational and cultural exchanges of the entire nation.

On 6 March 2007, in pursuant to the Decision No. 290/QĐ-TTg by the Prime Minister, University of Economics and Business (UEB) under VNUHN was established. Upon its establishment, based on VNU's mission, UEB declared its mission (**Attachment 1.2A**):

- To provide the society with high - quality human resources expected to develop into experts and leaders in economics, management and business administration, satisfying Vietnam's industrialization and modernization demands;
- To create and transfer the research findings to the Government, organizations, enterprises and the society;

- To bring about favorable conditions to create, foster and develop talents in the areas of economics, modern business management and administration.
- Based on its mission, UEB strives for the following objectives (**Attachment 1.2B**):
- By 2020, it will become a leading research-based university in Vietnam, ranking at the same level as some advanced universities in ASEAN, in which, some disciplines and numerous majors will be accredited based on ASEAN University Network Quality Assurance (AUN-QA).
- By 2030, UEB will become a research-based university in equal rank with advanced universities in Asia, in which some disciplines and majors will be accredited by the prestigious international education accreditation organizations.

Hence, the mission of UEB is absolutely in line with VNUHN's mission. In addition, the University's mission and vision have been universally disseminated among its managers, lecturers, and students as well as to external partners via its website, leaflets and introductory handbooks (**Attachment 1.3**).

1.2. Objectives of Faculty of International Business and Economics - University of Economics and Business – Vietnam National University Hanoi

FIBE is one of those selected by VNU Hanoi to roll out Honors BA Degree Programs. In an attempt to realize the mission, strategic targets and vision of UEB, FIBE set its targets as follows (**Attachment 1.4**):

- Provide the society with high-quality human resources oriented towards expertise and leadership in international economics and international business, satisfying Vietnam's industrialization, modernization and international economic integration needs.
- Conduct theoretical studies and make the studies closely related to the real demands from the Government, local and international enterprises, non-governmental organizations and the society.
- Bring about favorable conditions to create, foster and develop talents in international economics and international business.

By 2020, this Faculty aims to develop itself into a world-class institute for training, research and consultancy in economics and international business. (**Attachment 1.4**).

The Faculty's targets are in line with the vision, strategy, and development orientation of VNUHN in general and UEB in particular (**Attachment 1.1, 1.2, 1.4**).

1.3. Objectives of the Bachelor Program in International Economics (Honors)

In 2004, the Honors Program was introduced with the following officially stated objectives: “*Discover and train outstanding students in International Economics by favorably giving investment in teaching and learning facilities, and qualified teaching staff; applying modern methods in teaching and learning to meet the quality standards of advanced universities in the region*” (**Attachment 1.5**).

In order to realize the goals of training high-quality human resources that can gradually reach the regional and international standards and satisfy the society's demands, UEB has continuously made plans for upgrading and developing this Honors Program. From June 2009 to December 2010, the Faculty has been developing the project "*Reviewing theoretical and practical foundation of CDIO and developing CDIO-based training approach and applying for Bachelor Program in International Economics (Honors) at Vietnam National University, Hanoi*" (**Attachment 1.6**). The project adopts the CDIO approach² - an advanced model - so as to set objectives and expected learning outcomes for the Honors Program, according to which, the program's objective approved on 1 July 2010 is "*To train high-quality bachelors, oriented towards expertise and leadership in International Economics and International Business*" (**Attachment 1.7A**).

Students enrolled in this program must pass the national entrance examination to one of the training disciplines at UEB, satisfy the requirements of English proficiency and pass the interview round (**Attachment 1.8A, B**). The University has favorably given the best offer of its lecturer resources (**Attachment 1.9**) and physical facilities to the program (**Attachment 1.10**).

The objectives set for the program is perfectly in line with the mission of UEB and well matched with the objectives of FIBE (**Attachment 1.2, 1.4, 1.5, 1.7A**).

1.4. Expected learning outcomes of the Bachelor program in International Economics (Honors)

From 2004 to 2006, this Honors Program was set up and developed based on the standard BA program of the same major (International Economics). Therefore, the expected learning outcomes of the Honors Program were exactly the same as that of the Standard Program. More specifically, in terms of (**Attachment 1.11**):

- *Knowledge*: Students are equipped with basic and systematic knowledge of economics, international economics as well as necessary specialized knowledge.
- *Skills*: Students are provided with the skills of analysis, synthesis and evaluation over the issues related to modern world economy and international economic relations; skills of resolving practical issues of international economics in Vietnam.

Since 2007, along with the transformation to credit-based training, the Honors Program's learning outcomes were adjusted (**Attachment 1.12**):

- *Knowledge*: Students are equipped with basic and systematic knowledge of economics and international economics as well as necessary intensive specialized knowledge approaching to

² CDIO is a solution to upgrade the training quality, satisfying the society's demands based on the identification of disciplinary core capabilities and expected learning outcomes (detailed level 4) with a view to designing the curriculum and training plan in accordance with the process of Conceive - Design, Implement and Operate. Based on CDIO approach, the establishment, development and implementation of the training programs must obey a strict and close process, from output standard setting, curriculum frame designing, to converting the curriculum frame into reality.

modern regional and global knowledge. This ensures that students can develop scientific methodology to well adapt to the fast changes of the environment. Graduates are to master the specialized knowledge and demonstrate high creativity.

- **Skills:** Students have skills in analyzing, synthesizing and evaluating the issues of the modern global economy and international economic relations; skills in handling practical issues of international economics in Vietnam, as well as other necessary skills in occupational operation. Students are equipped with efficient practical skills, including trade - related professional techniques; investment projects' administration, development and analysis techniques; international financial analysis techniques Especially, graduates are competent in using English skills in daily work as well as in communicating with international colleagues about both professional and generic issues; they are also well capable of using computers for professional work.
- **Attitudes:** The program's graduates must be those with good health, good political quality and good occupational ethics.

From 2010 onwards, basing on the expected learning outcomes officially announced in 2007 and the CDIO approach, the expected learning outcomes of the Honors Program have been significantly upgraded with a view to helping the graduates to comprehensively develop themselves, fast adapt to the modern working environment and the ever-changing practical needs (**Attachment 1.7A**).

The current detailed expected learning outcomes of the Honors Program have been set as follows (**Attachment 1.7A**):

- **Knowledge:** The program graduates are provided with generic knowledge, knowledge of mathematics and natural science, fundamental knowledge of the discipline groups (including groups of Economic Principles, Quantitative Research, Law and History etc.), disciplinary basis knowledge (including the groups of courses in advanced economics, specialized economics in the certain areas regarding external economics, international business, etc.), and specialized knowledge (international trade, international investment, international finance).

- **Personal and Professional Skills and Attributes**

The program's graduates are competent in:

- *Economics or business reasoning and problem solving*, such as identifying, forming issues, evaluating, analyzing, synthesizing and proposing recommendations.
- *Systematic thinking* when approaching and handling the issues in general and economics for foreign affairs issues in particular (international economics and international business).
- *Scientific research and knowledge discovering*, especially the issues related to international economics and international business.
- *Practising the skills and professional techniques*, such as trade professional techniques, investment projects' administration formation, analysis and management techniques, international financial analysis techniques, and skills to solve practical international economics problems in Vietnam.

The program's graduates are expected to develop personal attributes such as self-confidence, flexibility, risk taking, enthusiasm, passion, creativity, criticism, self-esteem, cultural awareness, fast adaptability to the changes etc. Students are also trained to develop some personal skills such as self-study for life-long study, time management and personal management skills. Graduates are trained to be competent in using computer applications such as Microsoft office (Word, Excel, PowerPoint) and other softwares for specialized work namely E-View or SPSS.

The program's graduates are trained the professional and occupational skills and qualities, including occupational ethics, professionalism, planning capacity, task arrangement and organization, and independent working capabilities in international environment, goal setting capacity and self-development as well as career roadmap planning. The graduates are competent in using English for Special Purpose in Economics for Foreign Affairs and score at IELTS 5.0 (or equivalent) at least.

- ***Interpersonal (Social) skills and attributes***

The program's graduates are able to work in group and they can form, develop and lead a team with good and effective communication skills (in Vietnamese and English) in both spoken and written form.

- ***Ability/Competence in applying the knowledge into practice***

The program's graduates are capable of (i) conceiving the international economics and international business ideas ("conceiving" capability – C), (ii) designing the international economic/business ideas/projects/policies ("design" capability – D), (iii) implement the international economic/business ideas/projects/policies ("implement" capability – I), and (iv) evaluate the international economic/business solutions/projects/policies ("evaluate" capability– E) given a certain social context, an environment, and enterprise and business context. The competence in putting the knowledge into practice mentioned above is known as C-D-I-E.

The expected learning outcomes of the Honors Program have also been specifically built up in more detail - at the 3rd level of detail (e.g. 2.1.1 or 3.1.1 etc.) (**Attachment 1.7A**) (**Box 1.1**).

**Box 1.1: Summary of expected learning outcomes for
Bachelor Program in International Economics (Honors)**

1- INTERNATIONAL ECONOMICS DISCIPLINARY KNOWLEDGE AND REASONING

- 1.1 GENERAL KNOWLEDGE
- 1.2 MATH AND NATURAL SCIENCES
- 1.3 BASIC KNOWLEDGE
- 1.4 DISCIPLINARY FUNDAMENTAL KNOWLEDGE
- 1.5 DISCIPLINARY SPECIALISED KNOWLEDGE

2- PERSONAL & PROFESSIONAL SKILLS & ATTRIBUTES

- 2.1 ECONOMICS OR BUSINESS REASONING & PROBLEM SOLVING
 - 2.1.1 *Problem Identification and Formulation*
 - 2.1.2 *Modeling*
 - 2.1.3 *Estimation and Qualitative Analysis*
 - 2.1.4 *Analysis With Uncertainty*
 - 2.1.5 *Problem analysis using math knowledge (quantitative)*
 - 2.1.6 *Problem solving*
 - 2.1.7 *Solution and Recommendation*
- 2.2 RESEARCH AND KNOWLEDGE DISCOVERY
 - 2.2.1 *Hypothesis Formulation*
 - 2.2.2 *Survey of Print and Electronic Literature*
 - 2.2.3 *Experimental Inquiry*
 - 2.2.4 *Hypothesis Test, and Defense*
 - 2.2.5 *Application of research in practice*
 - 2.2.6 *Information collection, analysis and handling skills*
- 2.3 SYSTEMATIC THINKING
 - 2.3.1 *Thinking Holistically*
 - 2.3.2 *Emergence and Interactions in Systems*
 - 2.3.3 *Prioritization and Focus*
 - 2.3.4 *Trade-offs, Judgment and Balance in Resolution*
 - 2.3.5 *Multi-perspective analysis / reasoning*
- 2.4 PERSONAL SKILLS AND ATTRIBUTES
 - 2.4.1 *Initiative and Willingness to Take Risks*
 - 2.4.2 *Perserverant / Patient*
 - 2.4.3 *Flexible*
 - 2.4.4 *Self-confident*
 - 2.4.5 *Diligent / hard working*
 - 2.4.6 *Enthusiasm and passion for career*
 - 2.4.7 *Creative Thinking*
 - 2.4.8 *Critical Thinking*
 - 2.4.9 *Awareness of One's Personal Knowledge, Skills, and Attitudes*
 - 2.4.10 *Curiosity and Lifelong Learning*
 - 2.4.11 *Time and Resource Management*
 - 2.4.12 *Adaptability to complicated real situations*
 - 2.4.13 *Cross-cultural savvy*
 - 2.4.14 *Self-esteem*
 - 2.4.15 *Learning and self-learning skills*
 - 2.4.16 *Self-management skills*
 - 2.4.17 *Computer skills*
- 2.5 PROFESSIONAL SKILLS AND ATTRIBUTES
 - 2.5.1 *Professional Ethics, Integrity, Responsibility, and Accountability*
 - 2.5.2 *Professional Behavior*
 - 2.5.3 *Proactively Planning for One's Career*
 - 2.5.4 *Task organisation and arrangement skills*
 - 2.5.5 *Awareness & catch up with modern world's economy*
 - 2.5.6 *Ability to work independently*
 - 2.5.7 *Self-confidence in international working environment*
 - 2.5.8 *Ability to set objectives*
 - 2.5.9 *Ability to self-motivate at work*
 - 2.5.10 *Ability to develop and promote personal & career*
 - 2.5.11 *Customer and partner care skills*

3- INTERPERSONAL SKILLS: TEAMWORK AND COMMUNICATION

- 3.1 TEAMWORK
 - 3.1.1 ***Forming Effective Teams***
 - 3.1.2 *Team Operation*
 - 3.1.3 *Team Growth and Evolution*
 - 3.1.4 *Leadership*
 - 3.1.5 *Ability to work with different teams*
- 3.2 COMMUNICATION
 - 3.2.1 *Communications Strategy*
 - 3.2.2 *Communications Structure (argument, idea arrangement...)*
 - 3.2.3 *Written Communication*
 - 3.2.4 *Electronic/Multimedia Communications*
 - 3.2.5 *Presentation*
 - 3.2.6 *Oral Inter-Personal Communications*
- 3.3 COMMUNICATION IN FOREIGN LANGUAGES
 - 3.3.1 *English – listening and speaking*
 - 3.3.2 *English – reading and writing*
 - 3.3.3 *Other languages*

4- APPLYING INTERNATIONAL ECONOMICS KNOWLEDGE TO BENEFIT SOCIETY BY C-D-I-E COMPETENCE

- 4.1 EXTERNAL AND SOCIETAL CONTEXT
 - 4.1.1 *Roles and responsibility of bachelors*
 - 4.1.2 *The Impact of economics/business on Society*
 - 4.1.3 *Society's Regulation of economics/business*
 - 4.1.4 *The Historical and Cultural Context*
 - 4.1.5 *Contemporary Issues and Values*
 - 4.1.6 *Developing a Global Perspective*
- 4.2 ENTERPRISE AND BUSINESS CONTEXT
 - 4.2.1 *Appreciating Different Enterprise Cultures*
 - 4.2.2 *Enterprise Strategy, Goals, and Planning*
 - 4.2.3 *Entrepreneurship and relationship between enterprises and economics for foreign affairs issues*
 - 4.2.4 *Working Successfully in Organizations*
- 4.3 CONCEIVING ECONOMICS / BUSINESS IDEAS
 - 4.3.1 *Set up economics/business objectives (based on the market need and societal context)*
 - 4.3.2 *Basic definitions, concepts, theories as foundation*
 - 4.3.3 *Modeling of ideas and insuring goals can be met*
 - 4.3.4 *Development Project Management (risks, feasibility, costs, resources...)*
- 4.4 DESIGNING ECONOMICS / BUSINESS PLAN / PROJECT
 - 4.4.1 *Plan/project designing process (implementing conditions...)*
 - 4.4.2 *Plan's or project's approach (approach methods, steps...)*
 - 4.4.3 *Utilisation of knowledge in designing plan/project*
 - 4.4.4 *Disciplinary plan/project design (tools, methods and relevant process...)*
 - 4.4.5 *Multi-disciplinary plan/project design (relationships among tools, methods and processes...)*
 - 4.4.6 *Multi-objective plan/project design (designing implementation plan, testing, environmental factors, reliability ...)*
- 4.5 IMPLEMENTING ECONOMICS / BUSINESS PLAN / PROJECT
 - 4.5.1 *Training/coaching to implementing plan/project*
 - 4.5.2 *Selecting resources for implementing plan/project*
 - 4.5.3 *Organising the implementation of plan/project*
- 4.6 EVALUATE ECONOMICS / BUSINESS PLAN / PROJECT
 - 4.6.1 *Designing standards/criteria to evaluate performance / outcomes*
 - 4.6.2 *Evaluating performance/outcomes (economic - social – environmental...)*
 - 4.6.3 *Adjusting/upgrading plan/project*
 - 4.6.4 *Creating new plans/projects*

Hence, 4 groups of objectives and expected learning outcomes have been developed to solve the 4 focal questions students needs to answer since enrollment to the Honors Program in the University:

- 1) To learn what to be?
- 2) To learn who to be?
- 3) To learn how to work with others?
- 4) To learn how to apply knowledge and skills into practice?

The expected learning outcomes cover both generic, basic and specialized skills and knowledge (**Attachment 1.7B**).

In comparison with the previous expected learning outcomes, there have been some improvements in the 4 groups of competence in the objectives and learning outcomes mentioned above:

- *First*, the current learning outcomes (knowledge, skills and attitude) that a student of this Honors Program is supposed to achieve upon their completion are presented in a clearer and more detailed way (**Attachment 1.11, Attachment 1.12, Attachment 1.7A**).
- *Secondly*, the current expected learning outcomes adds more skills and especially the practical capacity to better equip students with the skills and understanding of the working environment related to the fields of international economics and international business, as well as provide students with real-life experiences so that the graduates of this program can confidently work in international environment. Besides, the current expected learning outcomes also add the skills necessary to get students prepared better for their future career (namely: cultivating self-study and life-long study skills, scientific research skills) and require students to develop competence in analyzing the application of econometrics to research; supplementing advanced working skills such as negotiation skills in the extra-curricular activities; increasing the practicum activities in somewhat foreign environment to familiarize students with an international environment (**Attachment 1.11, Attachment 1.12, Attachment 1.7A**).
- *Thirdly*, the current objectives and expected learning outcomes also identify the level of proficiency that students need to reach based on Bloom's updated knowledge acquisition model (**Attachment 1.13**).
- *Fourthly*, the program's objectives and expected learning outcomes are highly correlative to the graduate (i.e. bachelor) requirements of some international education systems such as of Netherlands and Dublin's recognition system for European tertiary educational system (**Attachment 1.14, 1.15**).

1.5. Objectives and expected learning outcomes to meet the demands of the stakeholders

For the intakes from QH-2004-E-CLC to QH-2009-E-CLC, the program's objectives and expected learning outcomes were developed with reference to the objectives of the well-known international economics training centers in the worlds, such as the programs of Georgetown University, Suffolk University, Benedictine (**Attachment 1.16**), consulting the comments by Faculty's staff members,

local experts from Institute of World Economics and Politics (in Vietnam) and from some domestic universities, professors from prestigious international universities. The expected learning outcomes in terms of knowledge, skills and attitude set for the Honors Program are highly appreciated by experts (**Attachment 1.17, 1.18, 1.19**).

In this period (2004-2009), evaluation on the program's expected learning outcomes were carried out among employers, alumni and students using survey questionnaires. In 2008, a survey on the program was conducted. According to the survey findings, the majority of the students, alumni, and employers evaluated the program's objectives and expected learning outcome as being appropriate. Therefore, the program's objectives remained unchanged. Besides, employers shared that students should be additionally equipped with the following skills: presentation, negotiation, report writing, positive working environment building skills, teamwork skills and time management skills (**Attachment 1.20**). In order to fine-tune the expected learning outcomes to make them in conformity with the survey findings, VNUHN built up and organized soft skill training courses for students in the program to enable the program graduates to better meet the requirements of employers (**Attachment 1.21**).

In 2009, to re-assess the expected learning outcomes of the program upon the supplementation of soft skill training courses, FIBE conducted a survey among the program stakeholders. The survey findings shows that: 79,8% of respondents think the objectives in terms of knowledge is appropriate and very appropriate; 73,5% and 73,6% think the objectives in terms of skills and attitude are appropriate and very appropriate. However, many of them think it is necessary to add to the objectives and expected learning outcomes in terms of personal and professional skills and attributes, interpersonal (social) skills and attributes, and capability of applying the knowledge into practice (**Attachment 1.22**). Survey findings in 2009 was a crucial basis for revising and announcing the expected learning outcomes of this Honors Program (**Attachment 1.7A**).

Based on the survey findings in 2009 and the previous expected learning outcomes, in 2010 the current objectives and expected learning outcomes were systematically, carefully, scientifically developed, taking the program's stakeholders' satisfaction into consideration right from the very first steps according to the CDIO approach. The process of developing objectives and expected learning outcome went through 4 steps (Figure 1.1) (**Attachment 1.6**).

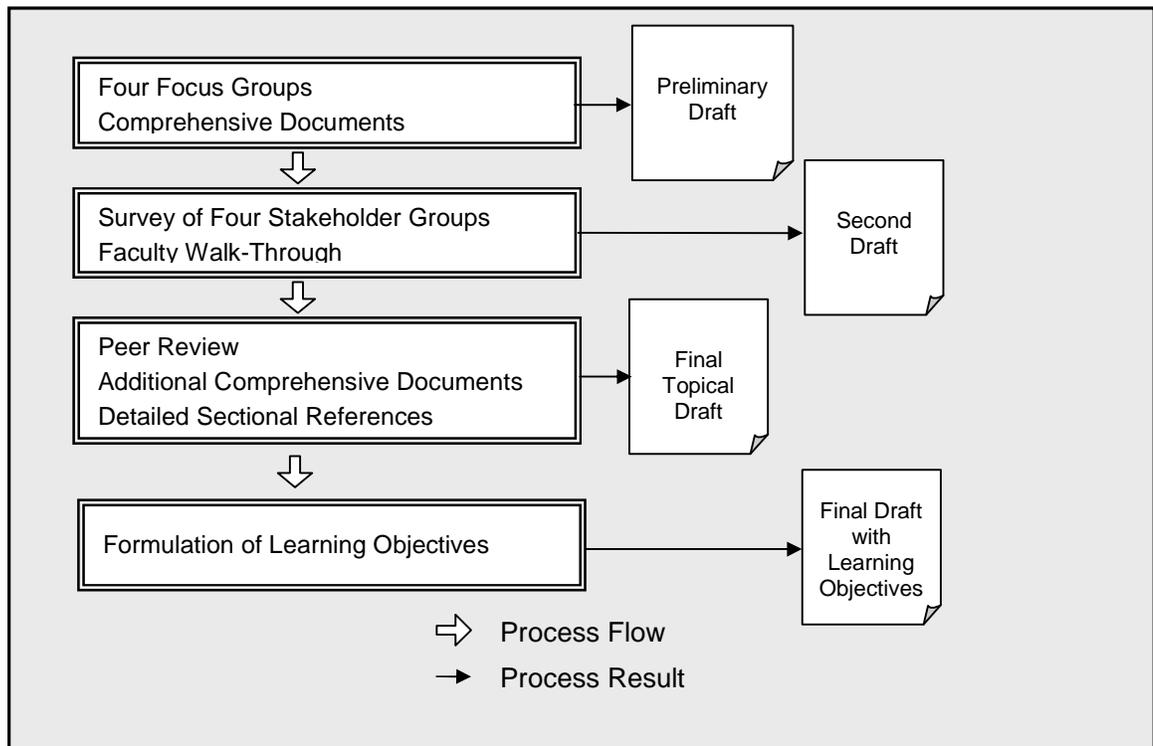


Figure 1.1: Development of detailed expected learning outcomes

Details of the process: **(Attachment 1.6)**

- *Step 1:* Focus groups developed the preliminary draft of objectives and expected learning outcomes by answering the question “Which knowledge, skills and attitude do students need to obtain upon graduation?”. Stakeholder groups involved in the development of the preliminary draft are Faculty’s lecturers and officers, the University’s managerial staff group, student group, and group of enterprise owners, professors and senior experts from universities and research institutes. They also referred to a number of comprehensive documents such as the CDIO template of learning outcomes, the industry requirements for bachelors etc.
- *Step 2:* Intensive in-depth surveys on the program’s objectives and expected learning outcomes were conducted. The program’s objectives and expected learning outcomes were developed based on the investigation among the program’s stakeholders, including: (1) Group of experts; (2) Group of managers from State administrative organizations; (3) Group of lecturers; (4) Group of University’s Managerial personnels; (5) Group of students: including students and alumni; (6) Group of enterprises and (7) Group of international organizations. The total number of survey questionnaires returned was 132. The groups were asked to comment on the preliminary draft of the objectives and expected learning outcomes. The survey findings helped to formulate the 2nd draft of objectives and expected learning outcomes for Bachelor Program in International Economics (Honors).

- *Step 3:* After completing the 2nd draft, the University and Faculty sent it to experts in international economics and business field. A seminar to discuss the 2nd draft of expected learning outcomes was also organized. The seminar participants voiced their opinions and reached an agreement on the final objectives and outcomes of the program.
- *Step 4:* Basing on the final version of expected learning outcomes, the learning objectives of the program were developed.

The roadmap of developing and applying the objectives and expected learning outcomes of the program was announced on the Faculty's website (**Attachment 1.23**).

With this development procedure, the program has helped the stakeholders to closely follow their requirements of the expected learning outcomes. Announced and implemented exactly the same as it is in the procedure, the expected learning outcomes issued in 2010 were disseminated to students via the University and Faculty's website. Besides, the Dean of FIBE also directly disseminated the expected learning outcomes and give the program's students the handouts of the expected learning outcomes (**Attachment 1.24A, B, C**). In addition, the University also organized a seminar on the expected learning outcomes for the Faculty lecturers (**Attachment 1.24D**).

On an annual basis, before the university entrance examination, the University has enrollment announcement, which includes the introduction to the Honors Program. Especially, at the beginning of an academic year, in the notice reserved for the Honors BA Degree Programs, a summary of the program's expected learning outcomes are fully communicated to students registering to take the entrance examination to this program. In addition, the program's expected learning outcomes are also universally announced in various ways: on the website of UEB, website of FIBE, in the University's handbook, student's handbook, and flyers. Moreover, expected learning outcomes are also integrated in each course (subjects) and delivered to individual students (**Attachment 1.25**).

Up to October 2010, students can self-assess to see how much of expected learning outcomes of some courses they have achieved and at what level of proficiency (**Attachment 1.26**).

1.6. Life-long learning

With the purpose of encouraging the capability of self-study, self-research and life-long learning, the expected learning outcomes of the Honors Program have been designed with the skills and attributes needed for self-study, namely problem identification and formulation skills; problem analysis and solving skills; material finding and synthesizing skills; research skills, information processing and analysing skills; investigation and acquisition from life, study and self-study skills, self-management skills, and willingness to pioneer and to take risk; communication skills, and skills of communication in foreign languages (**Attachment 1.7A**).

In addition, the expected learning outcomes of the program also include the following skills: problem identification; information processing and analysis; discovery and acquisition; applying research

findings into practice, etc. Such skills are integrated in subjects of the program with appropriate methods of teaching and assessment to make sure that students can understand and practise the study and life-long study skills. The subjects have a good balance of the theory and practice, group work and individual work. Students are also welcomed to ask for lecturers' assistance and encouraged to investigate the case studies with an aim to enhancing the ability to use the obtained knowledge to solve the issues in real life (**Attachment 1.27**).

In order to encourage students' self-study ability via scientific research activities, the program's expected learning outcomes included research and knowledge discovery skills, such as formulating hypothesis, finding and synthesising material, applying research findings into practice; analysing and synthesising information (**Attachment 1.7A**). Thus, scientific research is a highly-valued activity in the program to enable students to achieve the above skills and develop the habit of life-long learning. More specifically, since the academic year 2010 – 2011, students will attend the course of “Economic research methodology” instead of the course named “Scientific research methodology”, and have an opportunity to participate in the student's scientific research activities organized by the Faculty and the University. A number of the program's students have been awarded with high prize in scientific research (**Attachment 1.28**).

Another special feature of the program is that the expected learning outcomes are designed with a focus on English skills, and English - for - Special - Purpose (ESP) skills (**Attachment 1.7A**). Specifically, students are taught English and a number of courses in the program are delivered in English. (**Attachment 1.11, 1.12**). The university is planning to increase the number of subjects delivered in English from 14 subjects in 2010 to 20 in 2011 (**Attachment 1.29**). During the study process, students' English is comprehensively improved in all 4 skills: listening, speaking, reading and writing. Students are supposed to complete the graduation thesis in English (**Attachment 1.11, 1.12**). English practice and improvement during the study time at the university helped the Honors Program's students to have greater opportunity of upgrading the skills of study, life-long study and continue their study at higher level of education, to apply for master and PhD scholarship in the country as well as in advanced foreign countries.

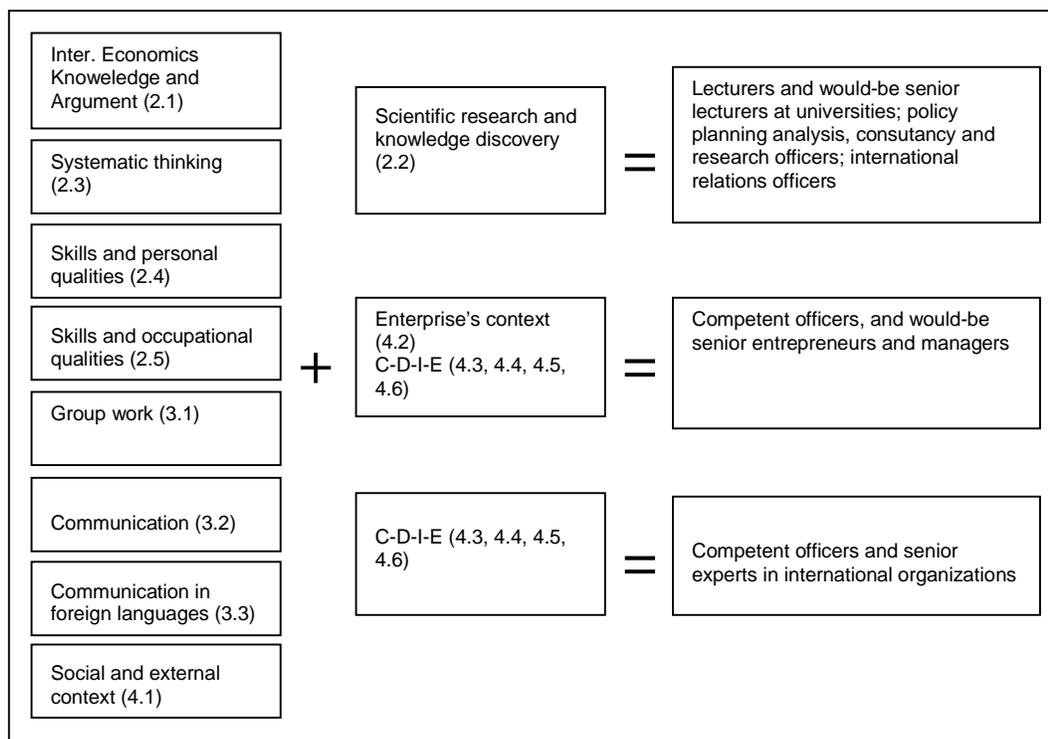
To enable the students to access high - level knowledge, the Faculty has also introduced the master and PhD training programs in International Economics with major in World Economy and International Economics Relations (**Attachment 1.30**). The Faculty has also given its International Economics graduates the advantage of being directly admitted to the Master training program (**Attachment 1.31**). In the past years, the number of students who graduated from this Honors Program and continued their postgraduate study in Vietnam and abroad has increased greatly, accounting for about 25% of the total graduates (**Attachment 1.32**). Especially, there was a case in which an outstanding student was granted scholarship for PhD program abroad (exceptionally accepted without Master degree) thanks to their excellent performance and records in their study and scientific research (**Attachment 1.33**).

1.7. Career development

From 2004 to 2009, the program claimed that its graduates are competent to work at Vietnam's Economic Policy Planning agencies, Vietnam's international economic research and training agencies, or economic organizations and enterprises of all economic sectors in Vietnam which has economic relations with foreign countries, joint-venture companies, international representative offices, and foreign-invested companies in Vietnam (**Attachment 1.11, Attachment 1.12**). In a survey among graduates from Honors Program, intake QH-2004E-CLC in December 2008, 100% of graduates had been offered jobs right upon graduation, in which, 50% were working for local organizations, agencies and enterprises, 30% for joint-venture enterprises and organization and 20% for fully foreign-invested companies (**Attachment 1.34**). In August 2010, 42 graduates from the program, intakes QH-2004-E-CLC to QH-2006-E-CLC responded to another survey. Among them, 31 had been offered jobs, in which 71% were working for local organizations and enterprises; 25,8% for joint-venture organizations and enterprises, and 3,2% of graduates were working overseas (**Attachment 1.35**). The program's graduates were highly appreciated in terms of self-confidence, adaptability to work, capability of career development as well as work ethics, satisfying the demand of the labor market (**Attachment 1.36**).

However, the career development orientation from 2004 to 2009 was not yet specific and detailed. In 2009, FIBE conducted a survey among the employers, lecturers, and officers working in Ministries and Institutes on the career prospect of the program's students. According to the survey findings, the program's graduates can work in various areas including exports and imports, international investment, international business, international economics teaching, banking etc. (**Attachment 1.22**). Based on the survey findings in 2009 and the previous career orientation, the program has made another statement of career orientation for students which are much more detailed and specific. As it says, graduates from this Honors Program can take over the work in the 3 key career groups:

Box 1.2. Career orientation



Specified career development groups: (**Attachment 1.7A**)

- *Group 1:* Lecturers and would-be senior lecturers at universities, policy planning analysis, consultancy, and research officers; international relations officers in agencies - departments - institutes in economics for foreign affairs and international business issues, including Ministry of Industry and Trade, Ministry of Foreign Affairs, International Cooperation Departments of the Ministries, National Committee for International Cooperation, Investment and Planning Departments, Banks, Departments of Trade, Tourism etc.
- *Group 2:* Competent officers, and would-be entrepreneur or senior managers in local and international enterprises, taking the positions related to international economics and international business, such as export and import business officers, logistics officers, international market and international brand development officers, international payment officers, international relations officers, assistant to Chief Executive Officers or Board of Directors at local and international enterprises.
- *Group 3:* Competent officers, and would-be (senior) officers in international organizations, including ILO, UNCTAD, ADB, IMF, World Bank, NGOs etc.

Career orientation for graduates has been clearly communicated to students and included in materials such as *introduction about the training program, expected learning outcomes, students' handbook* and delivered to students at the orientation session. Such information has also been posted on the University's and Faculty's website as well as frequently repeated during the student's study time

(Attachment 1.37). The Faculty's Dean directly communicated the career orientation announced in 2010 to the students of the Honors Program **(Attachment 1.24)**.

Hence, the Honors Program is designed with clearly and academically developed objectives and expected learning outcomes which are in line with the objectives and missions of the University and the Faculty; reflecting the requirements of the program's stakeholders; satisfying the actual demand of the labor market and covering the generic as well as specialized skills and knowledge. The program also encourages the students to do self-study and life-long learning, and provide clear career development orientation to students. They are crucial foundations for the program to train students who are well-rounded in terms of knowledge, skills, attitude and capabilities of putting knowledge into practice, better satisfying the demand of local and international labor market.

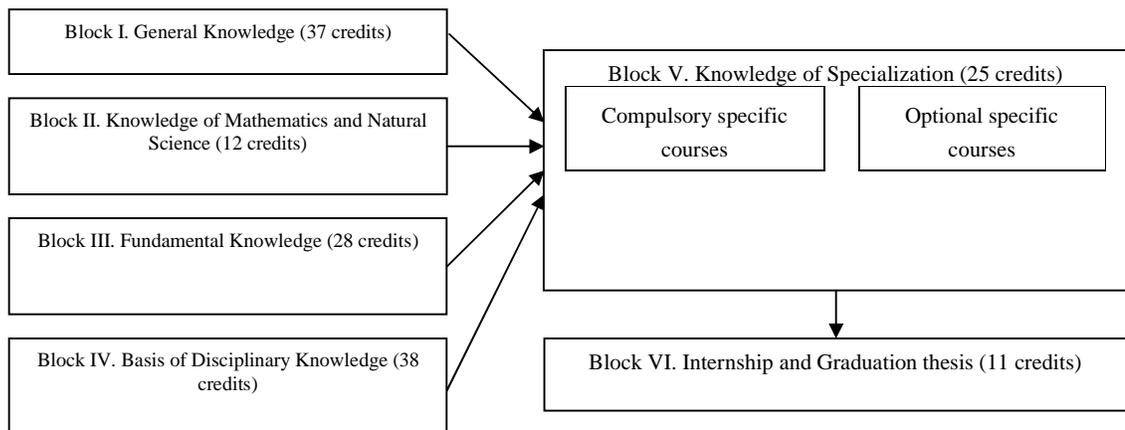
Chapter 2
THE PROGRAM

The Honors Program has been developed and implemented since 2004 based on the Standard Program (in international economics). All the information on the details of the Honors Program is officially announced on the website of UEB³, of FIBE⁴, flyers and advertisement materials. Up to 2010, the Honors Program has been frequently updated and innovated in 4 versions based on the orientation of VNU, of UEB and of FIBE, surveys among the program’s stakeholders in order to ensure it is updated, to international standards, and satisfies the actual demands of the country’s human resources in international economics. The program was designed to ensure the balance among the knowledge areas, between knowledge and skills. Assessment methods are appropriate, with the clear and explicit students’ assessment criteria.

2.1. The Program Specification

The Honors Program was designed based on the Standard Program (in International Economics), (which was) appraised and approved by VNUHN in 2003 (**Attachment 2.1**). The program was designed towards advancing the knowledge from the Standard Program (**Attachment 2.2**) and encouraging creative thinking, self-study, life-long study capability, practice capability and real-life knowledge for students (*see Chapter 1*). The program was first introduced at UEB in September, 2004 with the first graduation batch in July, 2008.

From 2004 to 2006, the curriculum was supplemented with some subjects to equip students with additional knowledge and skills, compared with the Standard Program (**Attachment 2.2**). In 2006, following VNUHN's advocacy of exploiting the strengths of credit-based training model, the Honors Program’s curriculum was revised, updated and issued in 2007 with a total number of 49 subjects, time allocation of 151 credits, covering 6 knowledge Blocks (**Attachment 2.3**):



Box 2.1. Relations of knowledge Blocks in the Honors Program

³ http://ueb.edu.vn/Sub/13/newsdetail/CT_DTCQ/2899/chuong-trinh-dao-tao-dai-hoc-nganh-kinh-te-doi-ngoai-chat-luong-cao.htm

⁴ <http://fibe.ueb.vn/vn/Dao-tao/Dao-tao-Dai-hoc/Cu-nhan-KTDN-CLC.aspx>

Such Blocks have been kept unchanged since 2007. Details are as follows:

- *General Knowledge (Block 1)* provides students with basic knowledge in economics, society, education - national security which all Vietnamese students need to obtain as general requirements by Vietnam Ministry of Education and Training.
- *Knowledge of Mathematics and Natural Science (Block 2)* equips students with basic knowledge of Mathematics and Natural Science, methodologies and quantitative analysis, which would be helpful to students in solving the economic issues in the subjects of the following knowledge blocks.
- *Fundamental Knowledge (Block 3)* is designed with a view to providing students with basic knowledge of the State, law, foundational economics subjects and necessary skills for research and group work.
- *Basis of Disciplinary Knowledge (Block IV)* furnishes students with basic knowledge of economics to make them well-prepared for the specialized subjects that follow.
- *Major's specific knowledge (or specialized knowledge) (Block V)* provides more specialized knowledge of the career. This is divided into 3 specific majors: International Trade, International Investment, and International Finance.
- *Internship report and graduation thesis (Block VI)*: Third-year students are supposed to complete an internship report and a third-year paper (can be considered as a preparation for the final thesis). Fourth- year students will conduct a graduation thesis under their supervisor' instruction. Accordingly, students need to employ the obtained knowledge to solve some basic research issues or propose solutions to an actual issue in international economics. The graduation thesis completion helps students to acquire more knowledge and skills for their professional activities.

Since 2008, based on the regulation of reviewing and revising the training program by VNUHN in which allowing the Program to adjust maximum 20% per year if making sense (**Attachment 2.4**); reference to the programs at some international university, namely George Town University, Suffolk University, Benedictine University (**Attachment 2.5**) and those of some local universities such as Foreign Trade University and National Economics University (**Attachment 2.6**); findings of the survey in 2008 among 2006, 2007 and 2008 graduates (**Attachment 2.7**); and the project on English study (**Attachment 2.8**) of UEB, the curriculum of the Honors Program was adjusted to 44 subjects and 146 credits (**Attachment 2.9**).

From the 2009 – 2010 academic year onwards, based on the same conditions as mentioned above, the curriculum of the Honors Program was revised twice again with the total number of subjects at 45 and the numbers of credits for each revision are 145 and 144 credits respectively (**Attachment 2.10, 2.11**).

After 4 revisions, the curriculum of the Honors Program was as follows (Table 2.1):

Table 2.1: Changes in the number of credits in the curriculum of the Honors Program over the years

Block		Year			
		2007	2008	2009	2010
General Knowledge	Number of credits	37	34	33	32
	Number of subjects	12	8	9	9
Mathematics and Natural Science	Number of credits	12	10	10	10
	Number of subjects	4	3	3	3
Fundamental Knowledge	Number of credits	28	28	28	28
	Number of subjects	10	10	10	10
Basis Knowledge	Number of credits	38	38	38	38
	Number of subjects	12	12	12	12
Major's specific knowledge	Number of credits	25	25	25	25
	Number of subjects	9	9	9	9
3rd year paper and graduation thesis	Number of credits	11	11	11	11
	Number of subjects	2	2	2	2
Total	Number of credits	151	146	145	144
	Number of subjects	47	44	45	45

Subjects' details and duration for each in the program's curriculum are as follows (Table 2.2):

Table 2.2: Curriculum of Honors Program effective from the 2010-2011 academic year

No.	Code	Subjects	Credit
I		General knowledge	32
1	PHI1004	Principles of Maxism-Leninism 1	2
2	PHI1005	Principles of Maxism-Leninism 2	3
3	POL1001	Ho Chi Minh ideology	2
4	HIS1002	Revolutionary Policy of Vietnamese Communist Party	3
5	INT1104	Basic Informatics	3
6	FLF1101A1	English A1	4
7	FLF1102A2	English A2	5
8	FLF1103B1	English B1	5
9	FLF1108	English B2	5

No.	Code	Subjects	Credit
10	PES1001	Physical Education 1	2
11	PES1002	Physical Education 2	2
12	CME1001	National Defense and Security Education 1	2
13	CME1002	National Defense and Security Education 2	2
14	CME1003	National Defense and Security Education 3	3
II		Knowledge of Mathematics and Natural Science	10
13	MAT1092-E	Advanced Mathematics	4
14	MAT1004-E	Probability and Statistics	3
15	MAT1005	Mathematics for Economists	3
III		Fundamental Knowledge	28
<i>III.1</i>		<i>Compulsory Subjects</i>	<i>24</i>
16	THL1057	Introduction to State and Law	2
17	INE1015	Economics Research Methodology	2
18	BSA1054-E	Group work skill	2
19	BSA1053	Principles of Economic Statistics	3
20	INE1150-E	Microeconomics 1	4
21	INE1151-E	Macroeconomics 1	4
22	INE1152	Econometrics	4
23	PEC1050	History of Economic Doctrines	3
<i>III.2</i>		<i>Optional subjects</i>	<i>4/8</i>
24	PEC1051	History of Economics	2
25	HIS1055	History of World Civilization	2
26	BSA1051	Administration	2
27	BSL2050	Business Law	2
IV		Basis Knowledge	38
<i>IV.1</i>		<i>Compulsory Subjects</i>	<i>26</i>
28	INE2101-E	Microeconomics 2	4
29	INE2102-E	Macroeconomics 2	4
30	FIB2101	Economics of Money and Banking	4
31	INE2003	Development Economics	3
32	FIB2102	Public Economics	4
33	INE2004	Environment Economics	3
34	INE2120-E	International Economics	4
<i>IV.2</i>		<i>Selective subjects</i>	<i>12/24</i>
35	BSA2001	Principles of Accounting	3
36	BSA2002	Principle of Marketing	3
37	INE2006	Economics of Social Affairs	2
38	INE2007	International Negotiation	2
39	BSL2051	International Business Law	2

No.	Code	Subjects	Credit
40	BSA2021	Principle of Business Administration	2
41	INE3223-E	International Management: Managing across Cultures and Borders.	3
42	INE2009	World Economy and International Economic Integration	2
43	INE2010	External Economy of Vietnam	3
V		Specialized Knowledge	25
V.1		Major of International Trade	25
<i>V.1.1</i>		<i>Compulsory Subjects</i>	<i>18</i>
44	INE3001-E	International Trade	3
45	INE3002-E	International Investment	2
46	INE3003-E	International Finance	3
47	INE3004-E	E-commerce	2
48	INE3011-E	International Bidding	3
49	INE2008 E	International Business	5
50	INE3006	International Payment	2
<i>V.1.2</i>		<i>Selective subjects</i>	<i>5/12</i>
51	INE3005	Transportation and Insurance in Foreign Trade	2
52	BSA3001	International Marketing	3
53	BSA3002	International Accounting	3
54	INE3007	Export and Import Operations	2
VI		Annual paper and graduation thesis	11
55	INE4050-E	Annual paper	4
56	INE4051-E	Graduation thesis	7
		Total	144

Apart from the Major in International Trade, the Honors Program has developed another 2 majors: International Investment and International Finance. However, the Program currently enrolled up to 30 students per intake, so that the organization of all 3 majors has not been implemented yet (**Attachment 2.12**). FIBE has developed its 5 year plan of 2010-2015 in which the Honors Program would double its number of enrolment each intake. Until then, FIBE will deploy the other 2 majors as well (**Attachment 2.13**).

From 2006 to 2010, curriculum revision and update was carried out with the participation of stakeholders who are education managers (**Attachment 2.14**); lecturers: (**Attachment 2.15, 2.16, 2.17, 2.18**); the major's experts (**Attachment 2.16, 2.17, 2.19**); students and alumni (**Attachment 2.20, 2.21**); employers (**Attachment 2.21**); international experts and professors (**Attachment 2.22**).

Details of the Honors Program were provided in the program specification and was effective from 2010. The program specification provides the following information: degree granting institution, objectives, expected learning outcomes, entrance requirements, program's preferential offers, career

prospect, program's curriculum (**Attachment 2.23**). The specification of the Honors Program was done with more details of the expected learning outcomes in comparison with that of the Standard Program (**Attachment 2.24**). Besides, the curriculum of the Honors Program has been assessed and accredited while that of the Standard Program has not.

Information on the specification of the Honors Program was provided in the annual enrollment information package, on the website of UEB; on the website of FIBE and in other publications of UEB such as introductory materials, student's handbooks, training program advertisement flyers (**Attachment 2.25**). The program's specification helps the stakeholders to be aware of the program's details. In particular, it helps students at the University, Faculty and the students at high schools who are preparing for the entrance examination to university to have access to the list of subjects, objectives and expected learning outcomes, the program's preferential offers, and career orientation; it helps employers and other stakeholders to understand the requirements of the program's graduates; it is the orientation to lecturers in identifying the program's requirements.

Besides, there are also course (or subject) specifications with basic information about the courses. Course specifications have been approved and universally announced to students (**Attachment 2.26A, B**).

With the intention of updating the changes in the curricula of local and international universities, in 2009-2010 FIBE actively expand its cooperation with local and international counterparts to implement the academic transfer and articulation of the Honors Program with other local and international universities. Details are as follows:

- UEB signed the academic transfer and articulation/recognition agreement with University of Economics and Law (UEL) under Vietnam National University - Hochiminh, with which they approve the academic transfer and articulation of 19 subjects (**Attachment 2.27A**). FIBE and the Faculty of International Economics (UEL - VNUHCM) are in positive discussions and preparing for the roll out the academic transfer and articulation in January 2011 (**Attachment 2.27B**).
- UEB signed Agreement on Academic Transfer and Articulation and Student Exchange with AIT - Thailand, by which they approved the academic transfer and articulation of 7 subjects (**Attachment 2.28A**). In August 2010, students of the Honors Program and of the 16+23 program were sent to AIT to attend some extracurricular activities, lectures and go site visit at some enterprises (**Attachment 2.28B**).
- UEB signed Agreement with Benedictine University (USA), by which, they agree the academic transfer and articulation of 13 subjects in the Honors Program (**Attachment 2.29, 2.30**).
- As planned in the coming time, the Honors Program will be in academic transfer and articulation with Keio University (Japan) and University of Westminster (England) (**Attachment 2.31, 2.32**).

Especially, from the 2011-2012 academic year onwards, based on the program’s curriculum issued and implemented in 2010 and the outcome of project named “*Reviewing theoretical and practical foundation of CDIO and developing CDIO-based training approach and applying for the high-quality Bachelor program in International Economics at Vietnam National University, Hanoi*”, the Honors Program’s curriculum has been being revised according to three key career orientations (refer to Chapter 1) and implemented based on a closely - organized roadmap and planned to launch in 2011 (**Attachment 2.34**).

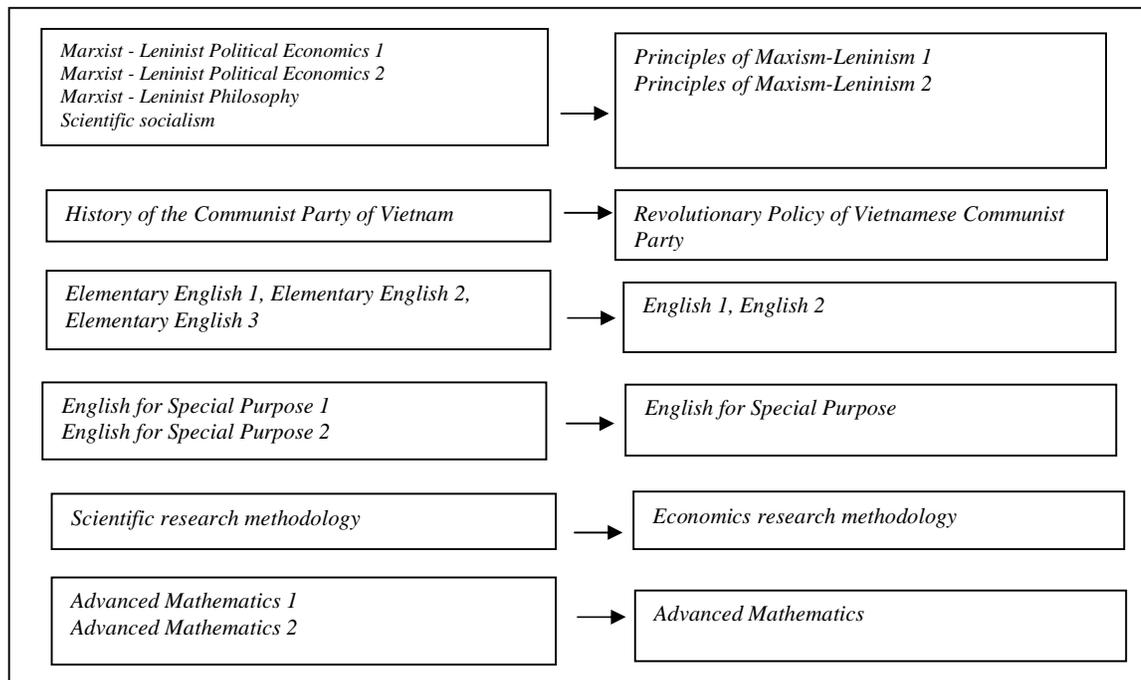
2.2. The Program Content

2.2.1. Recent changes in the courses in the program

2.2.1.1. Changes in the courses in the Honors Program of 2008

Based on the restructuring of the Marxist - Leninist subjects by Ministry of Education and Training, and regulated by VNUHN (**Attachment 2.34, 2.35, 2.36**), the Honors Program’s curriculum was revised in terms of General Knowledge and Knowledge of Mathematics & Natural Science (Box 2.1):

Box 2.1: Changes in the program’s curriculum effective for 2008

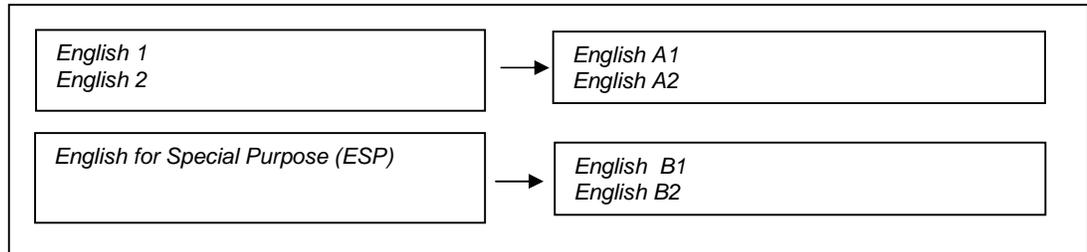


The total number of courses included in the curriculum for the 2008-2009 academic year was 44. There were only changes in the subjects of the general knowledge and knowledge of mathematics and natural science. Other knowledge blocks remained unchanged. (**Attachment 2.9**).

2.2.1.2. Changes in the courses of the Bachelor Program in International Economics (Honors) of 2009

In 2009, according to VNUHN’s regulations, English courses were changed from English 1, English 2, English for Special Purpose to English A1, English A2, English B1, English B2 (Box 2.2) (**Attachment 2.37**).

Box 2.2: Changes in the subjects of the program’s curriculum from 2009 to date



The total number of subjects in the Honors Program from the 2009-2010 academic year to date is 45 (**Attachment 2.10, 2.11**).

2.2.2. The Program content and the balance between General Knowledge, Major's specific knowledge and essential skills

The development of the Honors Program's curriculum content followed a strict procedure based on the regulatory legal documents by VNUHN (**Attachment 2.38, 2.39, 2.40**); and by UEB (**Attachment 2.41, 2.42**). As presented above, the Honors Program is systematically organized into 6 knowledge blocks. Courses (or subjects) of the Program are allocated into semesters so that after each semester, students can gradually improve their knowledge and skills, ensuring the harmony and balance between General Knowledge and Major's Specific Knowledge, partly satisfy the training objectives and be able to obtain the knowledge of the subjects in the semesters that follow. After 4 years at university, students are expected to acquire complete knowledge and skills as stated in the program's requirements and objectives, namely General Knowledge, Fundamental Knowledge, Major's Specific Knowledge, personal skills and attitude, professional skills and attitude, social skills and attitude; capability of applying knowledge into practice (**Attachment 2.43**).

Credit allocation for 6 knowledge blocks in the Honors Program, which is being applied for the intake of QH-2010-E-CLC, is presented in Figure 2.2 (**Attachment 2.11**).

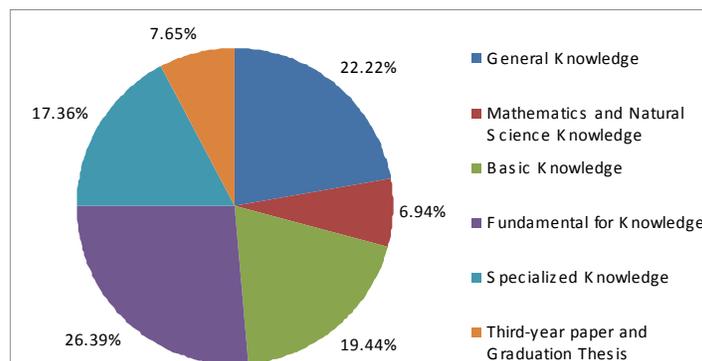


Figure 2.2: Credit allocation for 6 knowledge blocks in the Honors Program

Figure 2.3 clearly demonstrates the balance between General Knowledge and Major's Specific Knowledge in the Honors Program, in which the General Knowledge covers Block I, Block II and Block III; the Major's Specific Knowledge covers Block IV, V and Block of 3rd year paper and graduation thesis.

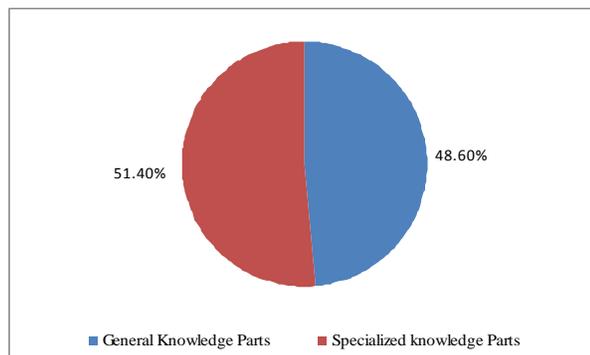


Figure 2.3: Credit allocation for General Knowledge and Major's Specific Knowledge in the Honors Program

Figure 2.2 and Figure 2.3 show that there is a balance between the knowledge blocks in the Honors Program. This is in line with the expected learning outcome and objectives for the program as announced in the current expected learning outcomes: *“The program’s graduates are expected to acquire general knowledge, knowledge of mathematics and natural science, major’s fundamental knowledge (including the subjects in Economics Principle, Quantitative research, Law, History...), major’s intermediate knowledge (including the subjects in advanced economics, specialized economics in the specific areas concerning the Economics for Foreign Affairs, International Business...), major’s knowledge block (international trade, international investment, international finance)”* (Attachment 2.43).

According to the assessment by some foreign professors from prestigious universities worldwide, the program’s curriculum has ensured a reasonable balance among the knowledge blocks. Specifically, Professor David Luff (educational specialist - University of Liege - Belgium) commented that the program provides students with broad knowledge base via the blocks of general knowledge,

knowledge of mathematics and natural science, basic knowledge and is good for learners' logical thinking development (**Attachment 2.44**). In addition, based on the survey findings in 2009 among the program's stakeholders (**Attachment 2.45**), FIBE and UEB have planned to increase the time allocated to the major's specific subjects in the program's curriculum for the 2011-2012 academic year onwards (**Attachment 2.33**).

With a view to taking advantages of being a member of VNUHN and fully exploiting the specialization, the knowledge blocks of the Honors Program were jointly delivered by lecturers from UEB and other training institutions under VNUHN: Training Center for Theoretical - Political Lecturers, University of Technology and Engineering, University of Natural Science, University of Social Sciences and Humanities. Specific ratio is presented in Figure 2.4 (**Attachment 2.46**).

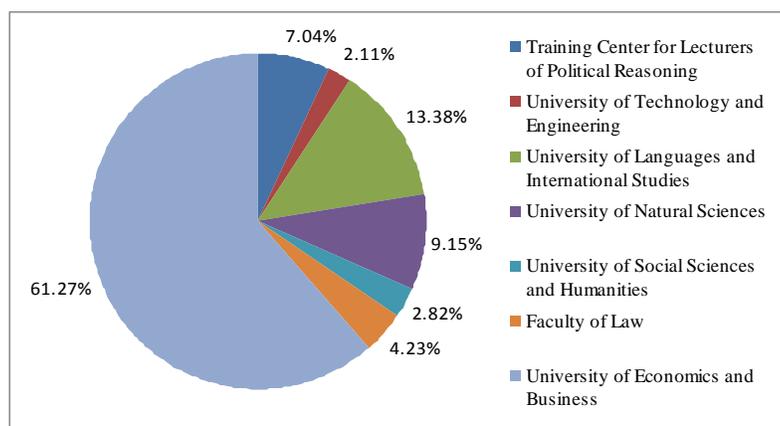


Figure 2.4: Teaching coordination among the training units under VNUHN in the Honors Program at UEB (% of credits)

On the other hand, the curriculum content not only ensures the balance between general knowledge and major's specific knowledge, but also guarantees the harmony between knowledge and skill development. The program's subjects encourage students to comprehensively develop personal, social and occupational skills. Skills of communications in English, and teamwork skills are integrated in a number of subjects through group assignment, and presentation activities to make students well-prepared for self- study, life-time study and adaptive to the active working environment. Some examples of this kind are subjects in Knowledge Block I such as Elementary Informatics, English; subjects of Fundamental Knowledge namely teamwork Skills, Economics Research Methodology, Principles of Economic Statistics; subjects of Basis Knowledge as International Negotiation; major's specific subjects such as International Business, International Trade etc. These subjects not only equip students with general knowledge and major's specific knowledge, but also help students to develop additional occupational skills to prepare for future jobs. (**Attachment 2.47, 2.48**).

In addition to the courses in the curriculum, students of the Honors Program also have to attend soft skill training courses as regulated by VNUHN (**Attachment 2.49**). Moreover, the University and the Faculty have also developed and implemented extracurricular activities for the Program's students

with the aim of furnishing students with necessary soft skills. The plan of extracurricular activities is generally developed on an annual basis with detailed plans for weekly or monthly activities, covering a diversity of activities, namely singing performance, sports, English club, soft skill training classes, local and international seminars etc. (**Attachment 2.50A, B**).

The program also aims at ensuring the balance between theory and practice through research activities and analysis of case studies in such subjects as International Business, International Management: Managing across Cultures and Borders, International Trade (**Attachment 2.47**). Students of the Honors Program are given numerous opportunities to enhance their practical capabilities via site visits to enterprises and localities, and participation at international seminars for knowledge and experience sharing with international students (**Attachment 2.51, 2.52, 2.53**).

With a proper design, demonstrating good balance between general knowledge and major's specific knowledge, between knowledge and skills, between knowledge and practice, the Honors Program is fully in line with the expected learning outcomes officially announced by UEB (**Attachment 2.43**) and its mission of high-quality human resource training (**Attachment 2.54**).

2.2.3. The program's contents, objectives and expected learning outcomes

In accordance with the regulations by VNUHN (**Attachment 2.38, 2.39, 2.40**) and by UEB (**Attachment 2.41, 2.42**), the Honors Program is the one basically developed based on the existing Standard Program but innovated and improved to encourage the application of advanced approaches in teaching and studying with a view to helping students obtain knowledge and sharpen their skills more efficiently. The Honors Programs are dedicated to good and excellent full-time students in certain vital socio-economic majors in order to train high-quality human resources for the society.

The contents of the Honors Program at FIBE fully reflect the requirements by VNUHN and UEB, contributing to the achievement VNU and UEB's objectives and missions of high-quality human resource training and supply. Specifically, the Honors Program was developed based on the Standard Program, yet it was designed with some differences and further improvements against the later.

- a) Courses included in the program have been designed with more advanced knowledge and greater number of credits to equip students with advanced knowledge and skills needed for their future career opportunities. For example, when comparing the subject named "International Business" of the Standard Program and that of the Honors Program, it can be seen obvious differences in the number of credits, advanced training contents, time allocation, language of delivery, and teaching staff's requirements (**Attachment 2.55**). There are some subjects whose time allocations have been increased against that of the Standard Program, for example: Microeconomics 1, Microeconomics 2, Macroeconomics 1, Macroeconomics 2, and International Economics (**Attachment 2.11; 2.56**).
- b) The Honors Program has been supplemented with some courses which are not available in the Standard Program, for instance: English B2, International Management: Managing

across Cultures and Borders, Financial Management of the Multi-national Corporations (**Attachment 2.11; 2.56**).

- c) In the curriculum of the 2010-2011 academic year, there are 14 subjects delivered in English. This is the factor to show the international features of the program (easier for mutual exchange and recognition with international universities and enrolling international students to study in the program) and help its graduates to be self-confident and active when working in an international environment (Table 2.3).

Table 2.3: Courses in the Honors Program delivered in English

No.	Subjects	No.	Subjects
1	Advanced Mathematics	8	International Economics
2	Probability and Statistics	9	International Investment
3	Group work skill	10	International Trade
4	Microeconomics 1	11	International Management: Managing across Cultures and Border
5	Macroeconomics 1	12	International Finance
6	Microeconomics 2	13	International Business
7	Macroeconomics 2	14	E-commerce

Courses in the program have been designed and closely implemented in the orientation of integrating the program's objectives and expected learning outcomes in each course. In other words, each course contributes to the accomplishment of the program's objectives and learning outcomes. Right in the design of the course syllabi, lecturers have to state the expected learning outcomes of a subject following the sample used by FIBE (**Attachment 2.57**). UEB in cooperation with FIBE have also organized a training conference for lecturers of the Honors Program, Faculties' Administration Board, and supporting staff about the expected learning outcomes of the Honors Program and how to integrate these learning outcomes into the course syllabi (**Attachment 2.58**). A committee has also been established by UEB and FIBE to guide and assess the implementation of the integration in a detailed and specific way, especially how each course contributes to the accomplishment of the program's objectives (**Attachment 2.59**). Currently, around 50% courses of the major's specific knowledge, fundamental knowledge, and basic knowledge have had the expected learning outcomes integrated in the course syllabi in a clear and detailed way (**Attachment 2.60**). The rest of the courses, though in lack of syllabi with the expected learning outcomes integrated as the newly designed sample, have clearly stated each course's objectives and expected outcomes in their syllabi (**Attachment 2.61**).

Therefore, all the courses brought into the Honors Program contribute to the realization of the Program's expected learning outcomes. In other words, the program's announced expected learning outcomes were fully translated into the program's subjects or courses (**Attachment 2.62**).

The achievement of expected learning outcomes of several courses in the program, namely “International Business” and “International Management: Managing across Cultures and Borders” have been assessed by students themselves (**Attachment 2.63A**). By the end of the 1st semester of the 2010-2011 academic year, students would be able to assess their achievement of the expected learning outcomes in some other courses which are being taught. It is planned that in 2011, the students’ self-assessment will be implemented to all the courses of the program (**Attachment 2.63B**).

Besides, many courses of the program have been designed to encourage students to self-acquire and obtain the knowledge through activities. For example, the course on “International Business” requires its students to develop a business project for a certain product in international market upon their course completion (**Attachment 2.64**). In the courses named “International Trade”, “International Economics”, “International Investment”, students are divided into groups to study some typical cases and discuss and make presentation on such cases (**Attachment 2.65**). Students also participate in a mock game show when attending “International Investment” (**Attachment 2.66**) and “International Bidding” courses (**Attachment 2.67**). In some courses such as “International Business”, guest speakers cum lecturers are invited to deliver speech and have discussions with students (**Attachment 2.68**).

The program has been designed to encourage students to actively study and promote their self-study capability. In some courses, certain hours are given for students' self-study, self-research and home assignment completion (**Attachment 2.69**). In the program, it is compulsory for students to complete a 3rd year paper, a graduation thesis (**Attachment 2.11**) and many students are involved in scientific research activities (**Attachment 2.70**).

In summary, it can be seen that the Honors Program’s contents have been designed in line with the requirements of VNUHN and UEB, contributing to the accomplishment of the University’s and the Faculty’s mission of supplying high-quality human resources for the society. Each course in the curriculum itself contributes to students' achievement the program’s objectives and expected learning outcomes.

2.3. Program organization

The Honors Program was designed to be completed in four academic years (**Attachment 2.38**). Each academic year is conducted in 2 semesters (semester 1 from September to January of the following year, and semester 2 from February to June; students enjoy a 2-month summer holidays during July and August each year). In each semester, students are supposed to attend class in 15 weeks (week 16 is for provision purpose) and about 3 weeks is for consolidation and end-of-semester examination (**Attachment 2.71**). From the 2008-2009 academic year, UEB has implemented an additional summer semester for all the training programs to help students reduce study load within the normal semesters (**Attachment 2.72**).

The allocation of courses in the semesters is carried out in a way that ensures the prerequisite relations among the courses (**Attachment 2.73**), making sure that the previous courses will be the basis for the

following ones. For such reasons, in the actual rolling out the Honors Program, courses of General Knowledge, Mathematics and Natural Science normally precede courses of Fundamental Knowledge, Basis of Disciplinary Knowledge and Major's Specific Knowledge. However, some courses of General Knowledge (for example: Revolutionary Policy of Vietnamese Communist Party), Mathematics and Natural Science (such as Mathematics for Economists, Probability and Statistics) are delivered along with the courses of basis of disciplinary knowledge to satisfy the psychology of wishing to early access the knowledge and occupational skills in international economy among students (**Attachment 2.11, 2.74**):

- Knowledge blocks I and II are mainly allocated in the 2 first semesters and the rest is delivered in semesters 3 and 4.
- On the contrary, courses in Knowledge Blocks III, IV are focused on in semesters 3, 4, and 5; some courses are delivered in semester 6 (e.g. Economics research methodology; Public Economics). Therefore, in the first semesters, in addition to learning the general knowledge and skills, students also get used to the basic knowledge and skills of international economy. Besides, the completion of almost all the courses in General Knowledge, and Knowledge of Mathematics and Natural Science in the 2 first semesters enables students to access to vital basic knowledge of the program from the 2nd year.
- Major's Specific Knowledge is centrally delivered in semesters 6 and 7 to bring about a solid springboard of knowledge and skills, preparing the students for the graduation thesis in the last semester (Semester 8).
- The practicum is conducted in semesters 4 and 6. In 2009, FIBE organized an additional practicum in Semester 8 for students of QH-2006-E-CLC intake (**Attachment 2.75**). In addition, a number of students start their internship right in the first year (**Attachment 2.76**).
- The 3rd year paper is conducted in the period between Semesters 6 and 7 and its score is recorded for Semester 7.

Details of course allocation in each semester are as follows (**Attachment 2.71**):

Table 2.4: Allocation of courses into semesters – 2010

Semester 1		Semester 2		Semester 3		Semester 4	
<i>Courses</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>
English A1	4	English B1	5	Probability and Statistics	3	Revolutionary Policy of Vietnamese Communist Party	3
English A2	5	English B2	5	Introduction to State and Law	2	Principles of Economic Statistics	
Principles of Maxism-Leninism 1	2	Hochiminh's Ideology	2	Microeconomics 1	4	Macroeconomics 1	3
Principles of Maxism-Leninism 2	3	Advanced math	4	History of Economic Doctrines	3	History of the World Civilization	4
Elementary Informatics	3			Teamworks	2	Business Law	2
				Principles of Accounting	3	Microeconomics 2	2
	17		16		17		18

Semester 5		Semester 6		Semester 7		Semester 8	
<i>Course</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>	<i>Course</i>	<i>Credit</i>
Econometrics	4	Mathematics for Economists	3	International Trade	3	Graduation thesis	7
Macroeconomics 2	4	Economics research methodology	2	International Finance	3		
Economics of Money and Banking	4	Public Economics	4	E-commerce	2		
Development Economics	3	International Negotiation	2	International Business	5		
Environment Economics	3	International Business Law	2	Export and Import Operations	2		
International Economics	4	International Management: Managing across Cultures and Borders	3	International Marketing	3		
		World Economy and International Economic Integration	2	International Payment	2		
		International Investment	2	Annual paper	4		
		International Bidding	3				
	22		23		24		7

The proposed allocation of courses by semester for the 2011-2012 academic year onwards is in the progress of checking and approval (**Attachment 2.77**).

The Honors Program's curriculum has been communicated to all the lecturers of the program, managerial staff involved in the program and the students through various ways such as seminars, publications, website etc. In addition, right at the student recruitment step, it is announced to potential students to provide them with useful information before they make their decision about the university and the major they will apply for (**Attachment 2.78A, B**). The University also organizes meetings, seminars for lecturers, officers and managers to increase their awareness of typical features of the program (**Attachment 2.79**). Additionally, students and those interested in this program can easily learn about the Honors Program by visiting the websites of UEB and FIBE. At the beginning of enrollment, the University also communicates the Honors Program's curriculum, study schedule and study plan in written form to students (**Attachment 2.80**). Course syllabi are also sent to classes at the start of a semester so that students can have an overview of the courses they are going to learn during that semester; hence, they can arrange their timetable and make better study plan (**Attachment 2.81**).

The program implementation received the agreement and close coordination from the concerned parties. The Department of Academic Affairs cooperates with the Faculties under UEB and other training institutions under VNUHN to develop training and studying plans, and other concerned plans for each month, including teaching procedures, class assignment to Faculties, timetable and examination calendar, etc. as well as monitor the implementation of the above plans (**Attachment 2.82**). The unit for student affairs under the Department of Academic Affairs is responsible for developing the regulations, statutes on education and training typical for students of the Honors Program (**Attachment 2.83**). The University also cooperates closely with its external partners to create more opportunities for students of the Honors Program to study and practice effectively. Students have opportunities to participate in international seminars or conferences at prestigious universities in the region, namely University of Chulalongkorn (Thailand), Keio University (Japan); and do internship at big enterprises such as Hanoi Securities Corporation...(**Attachment 2.84**). The close coordination among the Faculties, functional departments and strong link with external organizations and enterprises in organizing and implementing the Program have ensured that the teaching and learning activities are done as planned, knowledge and skills development are reasonably sequenced, and the program's objectives/ expected learning outcomes are well achieved.

2.4. Didactic concept/ Teaching-learning strategy

As mentioned above, the Honors Program aims at training talented graduates in international economics and international business with investment priority in creating an excellent environment for teaching and learning, developing high profile teaching staff who would apply updated teaching – learning methods to facilitate the program to reach quality standards issued by advanced universities in the region. To be in line with this goal, the program's curriculum has been designed to ensure its didactic philosophy: “quality-based training” and “learner-centered strategy” (**Attachment 2.85**). Besides, the curriculum encourages students' responsibility in their study, and activeness in their study

and life-long learning. Since 2004, UEB, FIBE and the lecturers in particular have been initiative in revising their teaching methods towards the above mentioned philosophy and orientation.

2.4.1. Teaching strategy and learning quality

Teaching strategies used in the program comply with the common rules set out by VNUHN and UEB. These rules are stated in such legal documents: “Guidelines on using learning methods that are relevant to credit training model” issued by VNUHN (**Attachment 2.86**), “Decision No. 665/DT dated 2 August 2006 by the President of VNUHN on the issuance of Regulation on talented and high quality bachelor training at VNUHN” (**Attachment 2.39**), “Decision No. 1242/QD-DHKT on the issuance of Regulation on high quality bachelor training at UEB” (**Attachment 2.41**).

Both UEB and FIBE have hosted a number of seminars on modern higher education teaching methods. Invited speakers were experts coming from both local and foreign institutes. Such seminars have created opportunities for teaching staff to innovate and improve their instruction (**Attachment 2.87**). Most of teaching staff in the Faculty have been assigned to participate some joint-affiliated training programs with foreign institutions. This is a good way for them to access and acquire advanced knowledge and skills in teaching (**Attachment 2.88**). A number of lecturers of the Honors Program have been sent to training courses in giving instruction in English offered by the University of Languages and International Studies at VNUHN (**Attachment 2.89**).

Syllabi for all the courses (including both general and specialized ones) in the Honors Program have been developed. All essential information relating to a course like session schedule (time for theory lessons, in-class practice, homework, self-study), student assessment, content outline, guidelines on the use of textbooks and reference books etc. are clearly stated in the course syllabi (**Attachment 2.47**).

Basing on the above mentioned, teaching methods are flexibly used and appropriate to the real physical conditions and typical attributes of each course.

Active teaching instruments are flexibly utilized in almost all courses in the Program. They can be lecturers’ presentation together with dialogue, questions for dialogue, group discussions on identified topics, usage of modern technology and equipment to promote students’ initiatives in knowledge discovery. Appropriate utilization of these teaching measures has helped learners to easily and thoroughly acquire many concepts and technical terms appearing in general knowledge, fundamental and basis of disciplinary fundamental knowledge (**Attachment 2.90**).

In major's specific knowledge courses of the program, teaching performance has particularly been innovated. Learner-centered teaching is maximized with the support of modern facilities. Lecturers have started to explore and apply research results in teaching/learning methods in their teaching. A typical technique is problem – solving in authentic contexts and simulation game playing (**Attachment 2.47, 2.91**).

In a number of disciplinary courses, instructors have practised a variety of teaching methods, which are very useful in developing important values for the students. These methods encourage students to develop their active learning attitude, enhance their creativity in self – study, increase their real life experience, and give them chances to practise soft skills such as being self-confident and handling teamwork well. One example is as follows:

The instructors divide the students into small groups and ask each group to discover an issue appearing in the lesson or solve a problem in a specific context. After discussing in groups, students present their findings to the whole class for further discussions. Through this activity, students' knowledge of the subject is extended. In addition, the activity also makes the students more interested in the subject, fosters the relationship between lecturer and students; the group work has also brought about a more proactive learning environment and most importantly all students are given chance to participate in the learning process with their initiative and responsibility (**Attachment 2.47**).

Case study is also an instrument that the lecturers regularly put in practice during their instruction in disciplinary courses. Typical cases from various countries and regions around the world are used as examples for the students to analyze, encouraging them to learn about multiple dimension issues on international economics and business. This will make students more interested and active in studying about the world around. Thanks to that, their learning outcomes will be improved. As applying case study in teaching like this, lecturers have to pay much attention to selecting relevant textbooks and reference books on international economics and business for students' reading (**Attachment 2.47**). There have been a number of courses using international textbooks such as the course in International Economics (using International Economics by Dominick Salvatore, 2004, Macmillan Publish House), or International Trade (using International Economics: Theory and Policy, 2006, Pearson Addison-Wesley Publication)... Besides, to provide students with more materials for reading, some lecturers have established their own website or page in social network sites with materials for students' free access, creating a very good forum for students and lecturers to have academic exchange (**Attachment 2.92**).

To transfer the knowledge and skills effectively, almost all teaching staff, regardless of the subjects they are teaching, have got innovation in their teaching performance. Up-to-date teaching facilities such as Microsoft Office PowerPoint, teaching support softwares, e-lecture Internet etc. are now more popular in the lessons supporting both teachers and learners in their teaching and learning (**Attachment 2.93, 2.94**). Students are now able to access up to date and diverse material resources and have more time for discussions and information exchange.

With such innovation in teaching, students' learning strategies in the program have also changed considerably. Students need to read in advance before every class, so that they can understand and be active during the lesson. Their learning activities and problem-solving approach have changed, too, from independent study and research into teamwork and information exchange; from passive into active participation in learning activities. Such various learning activities as teamwork and group-

work, practice in authentic situation, project assignment etc. have also been stated clearly in the course syllabi. It has been proved that these learning activities have positively influenced students' learning behaviors and attitudes. As a result, learning outcomes have been improved significantly in the Honors Program (**Attachment 2.47**).

In two surveys conducted in 2008 and 2010 on students' and graduates' assessment of teaching performance in the program, both teaching and learning performance were assessed to be of “very good quality” rank (*see Chapter 6 for details*).

UEB and FIBE are now implementing a plan in which the application of new teaching approaches is encouraged widely in the institution, promoting active and initiative learning of the students. That is an integrated learning/teaching strategy basing on active and experience learning (**Attachment 2.96**). The university has also offered financial support to the teaching staff to do research in teaching innovation and application of up to date teaching/learning methods into the instruction of the courses included in the Honors Program (**Attachment 2.89**).

2.4.2. Students' research performance in the program

Quality of student admission is strength of the Honors Program. A high proportion of the program students have passion for and are competent in doing research (*see Chapter 3 for more details*). Both UEB and FIBE pay much attention to students' research activities. This is a key component in the process of providing the country with high quality human resource in sciences, which is in line with the mission and goals of the University and the Faculty.

In the Honors Program, there is a course equipping students with research methodology (namely Economic Research Methods). This course is delivered in semester 6 (3rd year), when students have acquired sufficient knowledge and skills to start doing research seriously. Entering semester 7, students have to deal with the 3rd year paper (equivalent to 4 credits) as a starting point for their research performance. This helps to encourage students to put their acquired knowledge into practice (solving problems in reality) and at the same time prepares them with essential experience and skills to deal with the graduation thesis, which will be done and accomplished in semester 8, and accounts for 7 credits (**Attachment 2.82**).

A number of students enrolling in the program start doing research in the 3rd year of their university study. However, there are many students who are interested in doing research and start this activity as early as in the 2nd year under the supervision of a lecturer or a research team available in different subject-groups (**Attachment 2.70**). Students' research reports are written not only in Vietnamese but also in English (**Attachment 2.97**). Topics for research are diverse, not only focusing on international economics issues but other global social fields as well such as climate changes, stable development and environment protection (**Attachment 2.98**); industrialization in Vietnam in the context of global changes (**Attachment 2.99**).

Both UEB and FIBE have had policies to encourage students to do research. For instance, students with highly scored research (from the grade 9 above) will be exempted from the 3rd year paper (**Attachment 2.100**). Every year, UEB holds a research competition for students. This is a typical event to facilitate students' research movement. There have been the Honors Program's students being awarded with high prizes in research at the Faculty and the University levels (**Attachment 2.101A**); particularly, some research have got 1st, 2nd and 3rd prizes at Ministry level (**Attachment 2.101B**) and a student has been forwarded directly to PhD degree study thanks to their high achievement in research (**Attachment 2.102**). Moreover, the Honors Program's students are very active in doing research themselves and have their papers presented at conferences in the country and abroad, or have their research shared at information exchange agenda with foreign students (**Attachment 2.98**).

Furthermore, to create a more convenient condition for students to participate in research activities, experts have been invited by UEB to the give presentations to the students in research methods (**Attachment 2.103**). The Honors Program's students are also actively participating in student research teams and clubs within the university such as YEC - Young Economist Club (**Attachment 2.104**).

2.4.3. Internship and fieldwork in the program

In the Honors Program, students are required to do internship in their 2nd and 3rd year. Internship models have been adjusted towards improving students' practical competence. Previously, students had only one week of internship per year. This has been extended to 1 month currently (**Attachment 2.105**). This is a compulsory content in the curriculum, often arranged in the summer, implemented under the university's regulation, covering from preparation steps to the end of the internship, the time when students have to submit an internship report (**Attachment 2.106**). In addition, since the 2009-2010 academic year, FIBE has started to seek opportunities for the Honors students to have one more internship in semester 8, that is often in February of the year (**Attachment 2.105**). After this fieldwork, some students have been employed by the organizations/companies which offered the internship posts (**Attachment 2.107**).

The Faculty takes an active role in seeking internship for the Honors Program's students based on its partners and lecturers' relationship. In addition, the Faculty cooperates closely with Department of Research and Development Cooperation to utilize UEB's list of partners. Apart from state agencies, research institutes, enterprises and banks who are traditional partners of FIBE and UEB, addresses for students' internship are extended annually with great attention paid to reputable corporations and businesses (**Attachment 2.108**).

Dealing with the internship, each student or group of students is supervised and guided by a lecturer or a group of lecturers (**Attachment 2.109**). Lecturer is responsible for guiding their assigned student(s) to select a suitable topic for the internship place (**Attachment 2.110**). The lecturer regularly contact the institution or organization, visit the site to maintain the relationship, to understand about the business, as well as to monitor and give prompt supports to the student. At the end of the internship, students are required to submit their internship reports which are then submitted to the lecturers for assessment (**Attachment 2.111**). The assessment does not base on the report only but also on the

students' attitude and behaviors, as well as feedback of the internship organizations/companies as well.

Fieldtrips have actually brought about valuable experience for students, giving them opportunities to be exposed to working environment, which they would be in near future. This is also a very good context for students to put their acquired knowledge into solving problems in reality. Many organizations and businesses have agreed to cooperate with UEB in student training on campus, providing internship and recruiting the Program's students right after their graduation (**Attachment 2.112**).

2.5. Student assessment

In maintaining high quality of graduates from the Honors Program, student assessment plays a crucial role. The basis for ensuring precision, comprehensiveness and fairness on student assessment is the harmony between the compliance with VNUHN regulations on student assessment and the great concern of UEB, FIBE and individual lecturers. Student assessments are implemented through out the program, from admission to graduation, making up a comprehensive system. Assessments are conducted on course, semester and academic year basis, covering both academic achievement and moral education (behaviors and attitudes) of students.

2.5.1. Input student assessment

Before 2008, students would be eligible for applying for the Honors Program if they could meet the following requirements (**Attachment 2.78A**):

- Graduated from gifted high schools of higher education institutions or provinces; or
- Ranked as excellent students for three years at high school; or
- Was accepted to undergraduate programs at UEB without taking the entrance exam or passed the entrance exam to UEB;
- Had a total university entrance exam score as high as admission score to the Standard Program (in international economics).
- Passed two additional selection rounds: Tests on Mathematics and English proficiency in round 1 and face-to-face interview about social, economic and political knowledge in round 2.

From the 2009-2010 academic year onwards, there were changes in the requirements of the Program admission: the students must pass the entrance exam to UEB with the total score as high as admission score to the Standard Program (in international economics). Candidates will then take a test in English proficiency and attend an interview conducted to assess their social, economic and political knowledge (**Attachment 2.78B**).

Students who are enrolling in the Standard Program of the same major in the first year can transfer to the Honors Program in the second year if they qualify in terms of excellent study and moral education

records. Before the 2008-2009 academic year, specific requirements to students of this type used to be **(Attachment 2.78A)**:

- Good moral values, having properly adhered to all rules and regulations.
- GPA of the first year is 8.0 or above (calculation done with score of official tests only, i.e. not account for re-taken tests).
- Final scores of courses equivalent to advanced knowledge block is 8.0 or above (also account for official tests only).

Since 2009, these requirements to students have been revised as follows **(Attachment 2.78B)**:

- Having good moral values and properly adhered to all rules and regulations.
- GPA of 3.00 at least.
- IELTS overall score of at least 5.5.

Besides, students under below conditions are admitted directly into the Honors Program **(Attachments 2.40, 2.41, 2.42)**.

- Members of national Olympic team in Mathematics, Physics, Chemistry, and Informatics.
- Students having been awarded with the 1st, 2nd and 3rd prizes in National Talented Student Contests in Mathematics, Physics, Chemistry, Informatics, English and having Good results or above in high school graduation exam .

In the past years, the program has attracted a number of talented students from gifted schools **(Attachment 2.113)**.

2.5.2. Student assessment in individual courses

The assessment of students' learning achievements in the Honors Program is regulated by Regulation on Undergraduate Training by VNUHN **(Attachment 2.38)**; and Regulation on Bachelor Program in International Economics (Honors) by UEB **(Attachment 2.41, Attachment 2.42)**.

Most of the courses in the program applied continuous assessment, according to which students are assessed regularly and frequently throughout their study progress to ensure preciseness and comprehensiveness of the assessment.

At the beginning of each academic year, annual training schedule is announced to all students in the civil education week or posted on the university's website. Students are supplied with syllabi of all courses in a semester when the semester starts. These documents must clearly state assessment methods used for each course **(Attachment 2.47)**. In the first session of a course, the lecturer must clearly announce and explain the assessment methods of the course: modes of testing and assessment, time and weights of each component test so that students can plan their study and revision. The final score of the course is added up from the component scores.

The process of marking and handing in the students' component scores in a course must abide a tight procedure regulated by UEB, in which lecturers need to download the score-entering files from the university's website, enter students' component scores, print out the file, sign in and submit to the Department of Academic Affairs right after the course finishes, together with sending a soft copy of the file to the Department via email (**Attachment 2.114**).

Test design also has to follow a strict procedure (**Attachment 2.115A, B**). For each course, the lecturer has to submit a set of 4 test papers, accompanied with the key. For test papers using multiple-choice items (all or half of the test load), instruction on how to give answers (directly on test paper or on the answer sheet) must be clearly stated. In case students are to give answers on the test paper, the lecturer has to put the test in A3 paper format as regulated by UEB (**Attachment 2.116**). If not, students will write down the answers on the answer sheet. Especially, around 50% of courses of the Honors Program have been built up with test banks. The construction of the test banks followed a coherent weight ratio for each test mode (**Attachment 2.117**). It was assigned to lecturer(s) who is responsible for the course to develop the task banks (**Attachment 2.118**).

Test duration is also tightly regulated. For tests with open-ended questions, students have 120 minutes to complete a final test of 3 and above credit courses; and 90 minutes for a final test of 2 credit courses. For objective test with multiple-choice items, test duration is from 45 to 60 minutes. For test with both closed and open ended items, this ranges from 60 to 90 minutes (**Attachment 2.119**).

Popular methods of testing and assessment used in the Honors Program are: the frequency of students' class attendance, students' participation in activities in class, students' completion of individual assignments, students' performance in group-work and presentation, project, mid-term test and final test. All of these methods of assessment are conducted on a continuous basis, so that students' progress and achievements in learning can be closely monitored. Though diverse assessment methods are used, common assessment criteria are still assured (**Attachment 2.47**):

- 1) *Class attendance*: this component score is accounted for with the purpose of encouraging students to attend class regularly. Each course gives different weight this score but commonly, the score is given basing on the frequency of class attendance (**Attachment 2.47**).
- 2) *Contributions in learning activities in class*: this score aims at encouraging the students to actively raise questions and join class discussions, at the same time helping lecturers to find out excellent students, who have profound ideas and thoughts. This assessment method also facilitates communication between lecturers and students, among students and promote "learner-centered" learning environment (**Attachment 2.47**).
- 3) *Individual assignment*: this is for checking students' understanding of the lectures, facilitating their self-study, and encouraging students to dig deep into the issues raised in

class. Various criteria are used to assess students' individual assignments, depending on the forms of the assignments such as composition writing, answering given questions, or problem solving etc. (**Attachment 2.48**)

- 4) *Group-work and presentation*: this assessment aims at equipping students with group-work skills and presentation skills, which are very helpful for their future jobs. Group-work is also a very good method for students to consolidate lessons and use acquired knowledge to solve real-life problems. Criteria for assessing group-work and presentation also vary. Not only specific elements like the structure and contents of the presentation, but also how students in the group cooperate and share work, time management in presentation, non-verbal language usage in presentation are taken into considerations (**Attachment 2.47**).
- 5) *Project*: Students can choose to work individually or in group to develop a project based on specific issues given by the lecturer or ideas of their own. There are well defined criteria to assess students' projects (**Attachment 2.47**).
- 6) *Mid-term exam*: this is a popular assessment method with a variety of modes including written test (with open ended or multiple choice items or both), composition writing and presenting assignment (**Attachment 2.47**). This assessment score is multiple with a coefficient reflecting students' frequency of class attendance. Mid-term exams are scored, commented and feedback to students by the lecturers.
- 7) *Final exam/test*: for most of the subjects, written test is used for final assessment. Test item forms used in this assessment are various, ranging from open- ended questions to short- answer items, multiple choice or True/False/Explain items, problem solving questions etc. which are designed on the basis of the course objectives and program expected learning outcomes (**Attachment 2.120**). Final exams/tests are administrated seriously at UEB, closely adhere to VNUHN's regulations on numbering students in test rooms, assigning administrators to test rooms and other measures to ensure security and equality in scoring (**Attachment 2.38**).

With a variety of assessment methods, conducted in diverse modes as mentioned above, students were forced to have relevant preparation before class, that contribute to the quality assurance of every course and of the whole program. Assessment activities, together with lecturers' comments and feedbacks received positive responses from students because thanks to that, students could take timely adjustments and improvement towards their study to meet the requirements of the training objectives.

Students' GPA calculation is done by UEB as guided by VNUHN. This is the key index reflecting a student's achievement in a semester (and academic year) (**Attachment 2.38, Attachment 2.120**). Student's final GPA is used for ranking students into relevant types, an information source for rewarding and fining. Course-final exam scores and academic year GPA are recorded and filed

systematically. At the end of every semester, the Division of Academic Affairs sends score reports, study achievements, and status of regulation violation to the Faculty, the class's lecturer in charge, and class executive board to be used as supporting documents for class performance summing up. The university always welcomes claims from students on their assessment results of study and has timely responses, ensuring precision and equality (**Attachment 2.121, Attachment 2.122**). The supervision upon teaching and learning performance is reflected in the Daily Study Supervision Notebook (**Attachment 2.123**).

At the end of each semester, surveys are conducted to collect feedback from students on assessment methods used in each course of the Honors Program (**Attachment 2.124**).

In 2010, a survey was conducted by FIBE to collect ideas from 61 students who were enrolling in the Honors Program on assessment methods implemented in the program. According to the findings, 80% respondents agreed that assessments were diverse, up-to-date and relevant to training objectives (**Attachment 2.95**).

2.5.3. Assessment of graduation thesis

To be considered for graduation, students enrolling in the program have to complete a graduation thesis or satisfy equivalent assessment. Assessment of the graduation thesis also follows a strict procedure (**Attachment 2.125**). A lecturer is nominated to work as professional supervisor for a thesis. Participating in the assessment of the thesis, there is the supervisor and two other lecturers working as critics. Criteria for assessing a graduation thesis are very clear and well defined, making the assessment precise and objective (**Attachment 2.126**). The student has to make a presentation on their thesis at the meeting of a Committee consisting of 5 members. All the information relating to the presentation, the meeting and scores given to the student are recorded carefully in the minutes (**Attachment 2.127**).

2.5.4. Assessment of students in moral education and personality development

To serve the career of training human resource which is comprehensively qualified, UEB has closely adhered to VNUHN regulation on enhancing students' competence in self-education and self-improvement "*for future career*". UEB and FIBE encourage students to participate in extracurricular activities hosted by such social – political organizations as Youth Union, Student Association.

Students' achievements in moral education and personality development are assessed against 5 levels: excellent, very good, good, moderate and weak. This assessment is conducted every semester, giving an index for UEB's consideration on rewarding and offering financial support to students (**Attachment 2.120**). Students enrolling the Honors Program have brought into play their personal attributes of smart students that they have developed at high school before entering university (**Attachment 2.128, 2.129**).

2.5.5. Reward and fining

In summing up meetings of classes in the Honors Program, all students in the class will select candidates with high achievements in study and extra-curricular activities for University's and Faculty's rewards. Based on this, the Emulation and Reward Committee of the university will evaluate and select suitable students and submit to the Rector for reward consideration (**Attachment 2.130, 2.131**). Students with high achievements in study and education will be reviewed for financial support given by the university in the next semester. Students being rewarded or receiving scholarships are timely announced and praised in UEB's website.

Criteria for rewarding are well-defined. Specifically, students will be considered for reward when they have achieved one of the followings:

- Best students with GPA at excellent rank at least and moral education score at very good level;
- Class leader (or Youth Union leader) with achievement in extracurricular activities, GPA at good level and moral education score at very good level at least;
- Students coming from families with difficult conditions, GPA at good level and education score at very good level;
- Students with high achievements in national and international contests.

In addition, UEB and FIBE have attracted lots of scholarships from businesses for excellent students. Each scholarship has its own criteria for selecting beneficial students, and very often an evaluation committee is set up for selecting appropriate students for each scholarship. (**Attachment 2.132**).

In contrast, students with low annual GPA may have to stop their study or leave the university. Since 2009, regulations on the Honors Program by UEB have clearly stated which students have to leave the program as follows (**Attachment 2.40**):

- Score of first official exam of an advanced or supplemental course is below D.
- GPA of the year is lower than 2.5 (account for first official exams only).
- Having been fined on campus, from rebuke level up.

2.5.6. Output assessment

For intakes QH-2004-E-CLC and QH-2005-E-CLC, graduation requirements for students of the Honors Program were the same as those of the Standard Program. (**Attachment 2.133**).

- Having accumulated all learning credits as regulated in the curriculum
- Meeting the requirements of Physical education and National Defense Education.

For intake QH-2006-E-CLC, students would be approved for graduation from the Honors Program if they met three following conditions (**Attachment 2.40**)

- Meeting all requirements as regulated to the Standard Program students.
- GPA of the whole program was at least 2.50.
- English proficiency is at 5.0 IELTS or equivalent at least.

From QH-2007-E-CLC to QH-2009-E-CLC, UEB established a very tight procedure of evaluation, in which evaluation for graduation was based on a variety of criteria, including GPA of the whole program, education score and IELTS score. Specifically (**Attachment 2.40, 2.134**):

- Meeting all requirements as regulated to the Standard Program students
- GPA accumulated in the whole program was at least 2.50.
- English proficiency is at 5.5 IELTS or equivalent at least.
- Having obtained 5 certificates in soft-skill training (**Attachment 2.134**)

Those who do not meet the requirements for graduating from the Honors Program will be evaluated to graduate as students enrolling in the Standard Program of the same major.

For further details about output assessment which the university have done over the time, please see Chapter 5.

In short, from 2004 to 2010, the curriculum of the Honors Program has experienced 4 revisions to ensure that it is in line with the mission and development orientation of VNUHN, UEB and FIBE. The curriculum design and development surely involved the participation of all stakeholders and approach foreign advanced training program of similar major. The curriculum is well structured, reflecting the balance between generic knowledge and specialized knowledge, between theory and practice. Each course included in the curriculum has certain contribution to the training program, helping its students achieve the program's objectives and expected learning outcomes. Courses are logically structured and sequenced in terms of their contents. They are communicated to students via diverse teaching methods, which are up to date and appropriately applied. Additionally, transparent assessments are used for evaluating students in the program. Thanks to all the above reasons, the program has been assessed as attractive and effective by the learners, experts and employers. The program has contributed to the fulfillment of the mission of VNUHN, UEB and FIBE, that says providing society with high quality human resources.

Chapter 3

THE INPUT

One important element affecting the training quality of the Honors Program is the input. The term “Input” involves lecturers, supporting staff, students, infrastructure, learning materials, and equipments, all of which are indispensable determinants to the successful operation of a training program.

3.1. Quality of academic staff

Quality of lecturers is a determining factor to the successful operation of the Honors Program. On recognizing the importance of this determinant, FIBE and UEB have invested in developing a qualified and quantified lecturing force for its training programs in general as well as the Honors Program in particular (**Attachment 3.1**).

3.1.1. Quantity and quality of academic staff

As assigned by VNUHN and UEB, FIBE was the faculty in charge of organizing the Bachelor Program in International Economics (Honors). With 20 lecturers (16 full-time and 4 part-time), 75% of whom obtained their training and qualifications overseas, the Faculty is sufficiently staffed to run the Honors Program (**Attachment 3.2**).

Instructors of the Honors Program are lecturers of member universities of VNUHN. Among them, 5 come from University of Natural Sciences, 6 from University of Social Sciences and Humanities, 9 from University of Languages and International Studies, 2 from University of Technology and Engineering, 5 from the Faculty of Law, and 7 from the Training Center for Lecturers of Political Reasoning. Besides, UEB also invites researchers, businesspeople, and lecturers of entities other than VNUHN for several subjects. In October 2010, the number of lecturers who have been teaching for the program is 89 (69 full-time, 20 part-time), including: 2 professors, 18 associate professors - doctors, 30 doctors, 39 masters. 49% lecturers are in the range of 30-50 years old. 99% of the subjects have two or more lecturers per subject (**Attachment 3.3**).

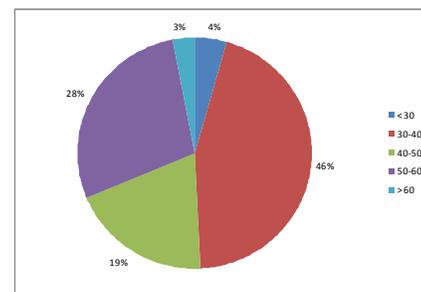
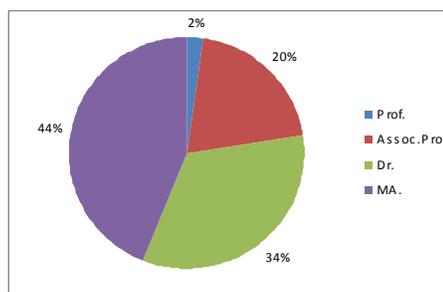


Figure 3.1 A. Lecturer composition by qualifications **Figure 3.1 B. Lecturer composition by age group**

The lecturing force of the Honors Program has degrees, experiences, competences, age structures... suitable with necessary requirements of the program. A number of them are professors, associate professors, top experts who are well-experienced in the field of international business and economics. In addition, 37% of the lecturers have earned their professional training and qualifications in developed countries (**Attachment 3.3, 3.4A**).

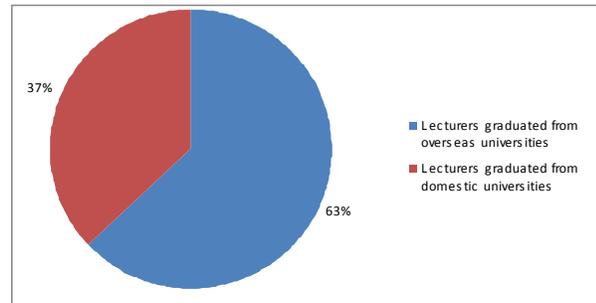


Figure 3.2. Lecturer structure by training venue

Lecturers of the Honors Program possess sufficient qualities and competences to carry out the assigned teaching tasks (**Attachment 3.4A**). 100% lecturers are able to design teaching schedule and contents based on the subject syllabi. In some subjects, apart from theoretical sessions, lecturers arrange practice hours to make the subject visualized to students (**Attachment 3.5**). They also update their teaching contents annually to keep pace with changes of the reality (**Attachment 3.6**). During their teaching, lecturers seek to apply new ideas and innovations in teaching and learning methods, testing and assessments to maximize the students' effective learning (**Attachment 3.7**). Besides, lecturers take initiative to make best use of advancements in IT to assist their teaching activities (**Attachment 3.8A, B**).

Furthermore, 10% of the Program's lecturers used to teach for foreign-affiliated training programs or directly lectured at overseas universities (**Attachment 3.9A, B**).

Moreover, UEB and FIBE have built up the Project for Human Resources Development for the period of 2010-2014 (**Attachment 3.1**).

3.1.2. Management and use of academic staff

3.1.2.1. Recruitment

Lecturers selected to participate in teaching for the Honors Program must satisfy strict requirements of professional expertise, foreign language, IT, teaching and research achievements. Accordingly, lecturers must possess doctoral qualifications. In case of holding a master degree, the minimum time of teaching experiences is at least five years in the relevant subject (**Attachment 3.10A, B**). Priority is given to those who are capable of giving instructions in English. Before starting their teaching in the

Honors Program, they have to deliver a trial lecture for the University Council to assess (**Attachment 3.11**).

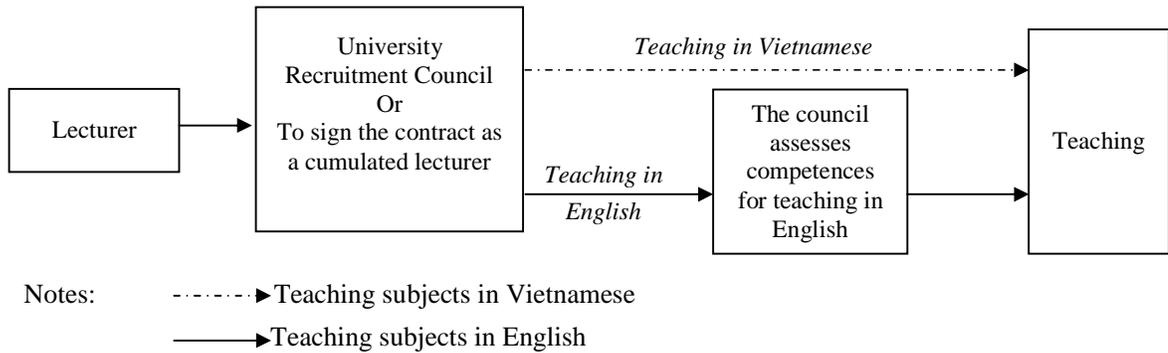


Figure 3.3. Diagram for procedure of selecting lecturers for the Honors Program

From 2007 until now, UEB has recruited 33 lecturers, of these 6 are associate professors – doctors and 27 are doctors (**Attachment 3.4B**). 12/33 lecturers are currently teaching for the Honors Program and 30% of these lecturers have had scientific journal papers published on well-known magazines in the region and worldwide (**Attachment 3.4C**).

Every year, FIBE projects the staffing scheme and decides an appropriate lecturer recruitment plan for the Honors Program (**Attachment 3.12**). In the 2009-2010 academic year, 2 professors and 2 doctors were added to the permanent teaching staff of FIBE.

Apart from the full-time and part-time lecturers, over the past few years UEB has also invited 5 experts with experiences in the fields of international economics and international business to teach for the program (**Attachment 3.13**). Besides, the university has invited professors, associate professors, and experts in leading research institutes of Vietnam to supervise annual assignments and graduation theses for the Honors Program’s students (**Attachment 3.14**).

3.2.1.2. Management and use

To maximize the effective use of its human resources, UEB and FIBE have constructed proper timetable for lecturers. Professors and doctors are arranged to team-teach with masters. In each subject, there is a clear separation between the lead lecturer of the subject, in-charge lecturers, backup lecturers and assistant lecturers (**Attachment 3.12**). Such separation is specified in every course syllabus that details out which content and theme will be taught by which lecturer (**Attachment 3.5**).

It is set out by UEB that in order to train high-quality bachelor, the lecturers participating in Honors Program must be able to fulfill the following responsibilities: (1) imparting and cultivating students aspirations for sciences, desires for learning and research, science-oriented thinking and creativity; encouraging the practice of political qualities and ethics; (2) taking initiative to apply and guide students to apply advanced and appropriate teaching and learning approaches as well as testing and

assessment methods; (3) providing students with materials before the class in one of the following forms: typography lectures; laser-printing materials; detailed lecture outline together with list of reference materials available in the library. The contents of lecture must be rich and to the point, able to present new domestic and international research achievements, go in line with the objectives of the program, and recommend students common sources of reference; and (4) participating in assessing and classifying academic performance of students (**Attachment 3.10A, B**).

The full-time lecturers are assured all rights and receive necessary supports for their teaching activities as regulated by UEB. The teaching time is allocated properly so that lecturers can do research and join other activities of FIBE. Lecturers must fulfill a teaching schedule ranging from 170 to 190 credit-based teaching hours and 350 to 500 research hours (**Attachment 3.15**). The average teaching hours of FIBE lecturers is 220 hours per annum (**Attachment 3.16**).

Responsibilities of lecturers are clearly defined in the UEB Regulations on teaching and learning disciplines. They must strictly adhere to rules set forth by the University in their teaching practices. Lecturers must seriously execute their class time (i.e. sufficient, punctual, compliance with regulations and requirements of the approved subject syllabus) and submit mid-term test scores, scores of course-final exams, attendance checks in a timely manner as prescribed (**Attachment 3.17**).

At the beginning of each semester, lecturers are provided with a teaching profile, accompanied by an annex which details lecturer's functions and responsibilities (**Attachment 3.18A, B**). Regulations on responsibilities of lecturers are strictly adhered to. Comments given by students and inspectorate as regards taking responsibilities of lecturers are positive (**Attachment 3.19A, B**).

In order to keep track of the lecturers' responsibilities, the University has an Inspectorate and officers from the Department of Academic Affairs. Every week, Dean of Faculty, Department of Academic Affairs, and the University's Administration Board receive a weekly report on teaching activities (**Attachment 3.20**). The Faculty will have timely measures should teaching and learning disciplines be violated. Lecturers who do so will be lowered their annual official ranks and awards (**Attachment 3.21**).

To evaluate teaching quality, students will take part in a survey to assess the lecturers' teaching performance at the end of each semester (2 times / year) or each course. The evaluation process is documented and disseminated to all lecturers (**Attachment 3.22**). The assessment process conducted by CHEQA is shown in the following diagram:

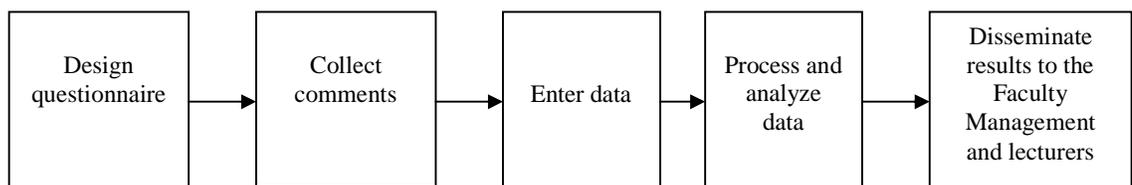


Figure 3.4. Procedure for Assessing Lecturers

These assessment results will be discussed by Dean of Faculty (or Head of Related Departments) and individual lecturers for further improvement in teaching (**Attachment 3.23**). Based upon assessment results and feedback from students, FIBE has done some rearrangements of lecturers (**Attachment 3.24A, B**). From the 2010-2011 academic year onwards, Dean of Faculty and relative heads of departments directly have been observing the lectures in order to provide timely comments to them (**Attachment 3.25A, B**).

3.2.1.3 Incentives and policies towards lecturers

Specific regulations are applied for remuneration of lecturers in the Honors Program. A lecturer participating in the Honors Program is paid with a coefficient of 1.5 times more than standard hours, and those giving instructions in English receive a coefficient of 2.5 times more than standard hours (**Attachment 3.15**).

25% lecturers of the Honors Program are offered priority to attend training courses for professional development, skill upgrading, and new teaching methods updates (**Attachment 3.26 A, B, C**).

Policies for increasing official scales and levels of lecturers are implemented in accordance with the State regulations. Lecturers have to sit for tests to increase scale to be main lecturers and senior lecturers (**Attachment 3.27**). Besides, lecturers are given opportunities to submit application for consideration to be professors or associate professors. Up to 2010, 4 lecturers of the program have been awarded the title associate professor (**Attachment 3.28**).

Based on lecturers' teaching and research practices during the academic year, UEB implements the policy for rewarding and disciplining. Lecturers are classified into different ranks of A, B, C, and accordingly, benefit remuneration increases (namely H4 policy) and are considered for emulation titles of the academic year (**Attachment 3.29A, B**).

Over the past years, UEB has implemented the retirement policy for lecturers following a procedure as shown below:

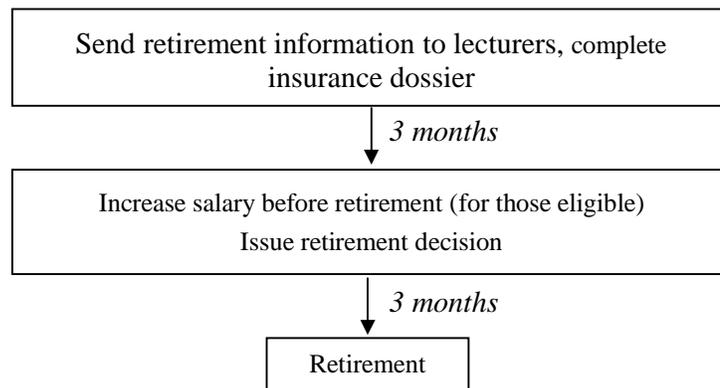


Figure 3.5. Procedure for retirement

Upon retirement, lecturers benefit monthly pensions and insurance in accordance with the State regulations (**Attachment 3.30A, B**).

For lecturers who terminate the contract and leave work, the following procedure will be applied:

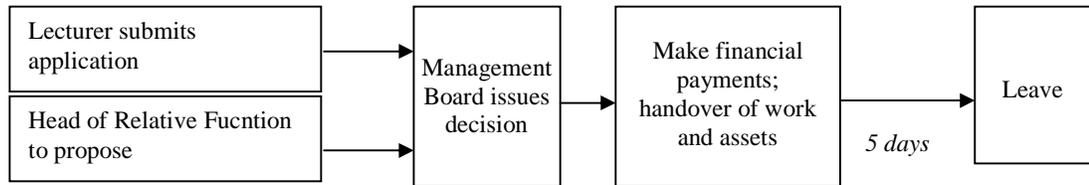


Figure 3.6. Procedure for terminating contract, leaving work

Up to October 2010, three full-time lecturers who used to teach for the Honors Program have retired. In all cases, the policy for retiree has been addressed satisfactorily with no case having appeal as regards rights and obligations.

3.2. Quality of supporting staff

Supporting staff is the bridge between lecturers and students. Since its start, the Honors Program has been assigned with Operating Committee and head teacher to support smooth operation of the Program (**Attachment 3.31A, B**). In 2008 UEB recruited a full time staff for the program (i.e. Coordinator) (**Attachment 3.32**). Currently, the Honors Program is running under management of the Director and the Coordinator (**Attachment 3.33A, B**). At present, Dean of FIBE is also the Director of the program who directly manages the program and the Coordinator. The Coordinator, a university graduate with good English command, is a full-time staff in charge of implementing program plans (**Attachment 3.32**). In the past, the Program has recruited Coordinators who gained their training overseas (in the UK or the USA) (**Attachment 3.34**). The Coordinator is assigned with detailed responsibilities and job descriptions (**Attachment 3.35**). Their attitudes and working performance are assessed on a regular basis, including assessments by Dean of Faculty cum Director of the Honors Program, cross-comments of related departments and offices, and feedbacks from students. Recently, the assessment results have proved the working competence and a high sense of responsibility of the current Program Coordinator (**Attachment 3.36**).

FIBE employs 2 Faculty office staffs with bachelor's degrees (and currently pursuing graduate education) (**Attachment 3.37**), who support the Coordinator in managing the training and research activities as well as extra-curricular activities for the Honors Program's students (**Attachment 3.38**).

Regarding technical support, UEB has employed four technicians, three of whom are university graduates and the other a college graduate specializing in IT. Therefore, their technical skills sufficiently serve the use of technical equipments within the university. Among them, one is assigned to take charge of the Vietnam-Australian lecture hall with some classrooms reserved for the Honors Program only. It is reflected in the surveys that technicians have provided lecturers and students with

clear guidance and in-time assistance on the use and operation of equipment and machinery (**Attachment 3.39**).

Students of the Honors Program (and of the University) are allowed to access the learning resources at VNUHN Library Information Center (LIC), with sufficient staff ready to provide support from 7:30 am to 20:00 pm everyday, including weekends (**Attachment 3.40**). LIC currently has a staff of 130 people, including one doctor, 9 masters, 83 bachelors, and 37 with college and post-secondary degrees. Among them, 24 staffs work in functional units; 28 staff in specialist divisions; and 78 staff as reader supporters (**Attachment 3.41**). Besides, students of the Honors Program can get access to the separate set of learning materials and books in English at the documentation room of UEB (**Attachment 3.42**). At present, UEB employs a librarian available to support readers during office hours in weekdays.

The result of official annual assessment of managers, technicians and support staff have shown that they all usually receive positive assessments with the A-rank or higher (**Attachment 3.29A, B**).

3.3. Quality of students

The Honors Program aims at selecting gifted (outstanding) students with a good command of English to train in a modern academic setting so that after graduation, they can work in international business environment with high sense of competition and quick adaptation to constant changes.

To attract outstanding students and maintain increasing input quality for the program, UEB has started widespread promotion of the Honors Program to high schools. Targeted students by UEB are those in gifted schools such as Foreign Language Gifted High school of the University of Languages and International Studies and the Gifted school of the University of Natural Sciences at VNUHN, Gifted school of Hanoi University of Education, Upper Secondary Gifted School of Amsterdam, Chu Van An high school, Kim Lien high school, provincial gifted high schools etc. (**Attachment 3.43**).

Since 2004, students selected into the Honors Program must satisfy the following eligibility conditions: (1) having admission score into the UEB equal or higher than the admission score into the International Economics Major of the university; (2) being an excellent student for 3 consecutive academic years at upper secondary level, or having studied at gifted schools of either universities or provinces (**Attachment 3.44A**). This has been notified in the notice for admission into the Honors Program system for the academic year 2006 - 2007, 2007-2008, 2009-2010. Starting from academic year 2009 – 2010, the terms of application have been widened so that more outstanding students can be included in the Program. Opportunities to join the Honors Program are open to all students whose entrance scores sufficient to be admitted to the International Economics Major. These students can register to sit for the selection exams for enrolments into the Honors Program. They are then selected to join the interview round for assessment of personal abilities with priority given to those who achieve high (institutional) TOEFL score of the English placement test at the beginning of the academic year (**Attachment 3.44B**). The UEB Rector and Director of the Honors Program directly interview these students in order to select up to 30 most outstanding students to take part in the Honors

Program (**Attachment 3.45**).

Table 3.1. Number of students selected into the Honors Program (Attachment 3.46)

(Data as by 31/10/2010)

Academic year	2004- 2008	2005- 2009	2006- 2010	2007- 2011	2008- 2012	2009- 2013	2010- 2014	<i>Total</i>
No. of students	25	27	19	19	25	30	32	177

During the training process, due to regulations on training the Honors Program's students and in some case their personal requirements, several students have been transferred to either the Standard Program or they have moved to new institutions or gone abroad for study. The total number of the Honors Program's students (including those have graduated) up to October 2010 is 143. Of these, 81% could satisfy strict continuously screening conditions and stay with the program or completed the Program with academic achievements ranked "Good" and above – most ranked "Distinction" and "Excellent" (**Attachment 3.47**). 8% of the Honors Program's students and alumni are currently pursuing further studies overseas (**Attachment 3.48**). It is then reasonable to conclude that the Honors Program has been successful in selecting outstandingly capable students.

The Honors Program's students of intakes QH-2004-E-CLC, QH-2005-E-CLC followed the time-based curriculum which comprised of 216 study units. From the intake QH-2006-E-CLC onwards, with a shift to the credit-based curriculum, it is compulsory for the Honors Program's students to accumulate 149 credits (QH-2006-E-CLC), 151 credits (QH-2007-E-CLC), 145 (QH-2008-E-CLC) and 144 credits (QH-2009 & 2010-E-CLC) in order to graduate from university. On average, the Honors Program's students have to complete from 20 to 25 credits each term (**Attachment 3.49**). On consulting several similar training programs offered by domestic and international universities and comments (through surveys) of alumni about the Honors Program they participated, the Faculty has developed the all-course study schedule and delivered to students right at the beginning of their first academic year (**Attachment 3.50A, B**). The schedule, built on the inheritance of subjects and an ensured the balance of credits among semesters, is to be adhered to through out the program (**Attachment 3.51**).

From the 2008- 2009 academic year onwards, the Honors Program has spared the first year of study for students to master their English (accounting for 19 credits) with instructors from the University of Languages and International Studies at VNUHN. The underlined reason is for students to be able to study other specialized subjects in English in the next-to-come academic years. To stay with the Honors Program, students must have good academic results (GPA of 2.5 or higher) (**Attachment 3.52**). For QH-2006-E-CLC, 90% freshmen of the intake gained an IELTS score of 5.0 or higher, which proved the effectiveness of the English courses on students' total achievement (**Attachment 3.53**).

The study workload is maintained at appropriate level with good learning performance of students (**Attachment 3.47**). Students of the Honors Program are proactive in extra-curricular activities (**Attachment 3.54**).

Academic achievements of students of QH-2004-E-CLC and QH-2005-E-CLC intakes are evaluated on the scale of 10. For students QH-2006-E-CLC intake onwards, their GPA have been converted to the scale of 4 (American scoring system) in order to increase the articulation and common recognition when students pursue higher education after finishing their Bachelor degree (**Attachment 3.55**).

3.4. Student counseling and support

Student counseling is conveniently provided so as to create a favorable learning environment, and ensure the high teaching and learning quality of both lecturers and students. At UEB, not only comfortable learning but a good psychological and social environment is being offered. Regarding the Honors Program, UEB has paid due attention to creating and maintaining the high quality of the Program and is indeed making gradual efforts to satisfy the quality requirements of such a system.

Currently, the Coordinator of the Honors Program is responsible for tracking and coordinating teaching and learning activities of lecturers, students as well as administration activities of FIBE and UEB. The Coordinator is the bridge between UEB, FIBE and students. This person is in charge of providing information and advice to students on their learning, self-improving and social activities. The Coordinator is flexible in using both direct and indirect communication channels (e.g. telephones, email, conversations etc.) to ensure the smooth flow of every piece of information (**Attachment 3.56**).

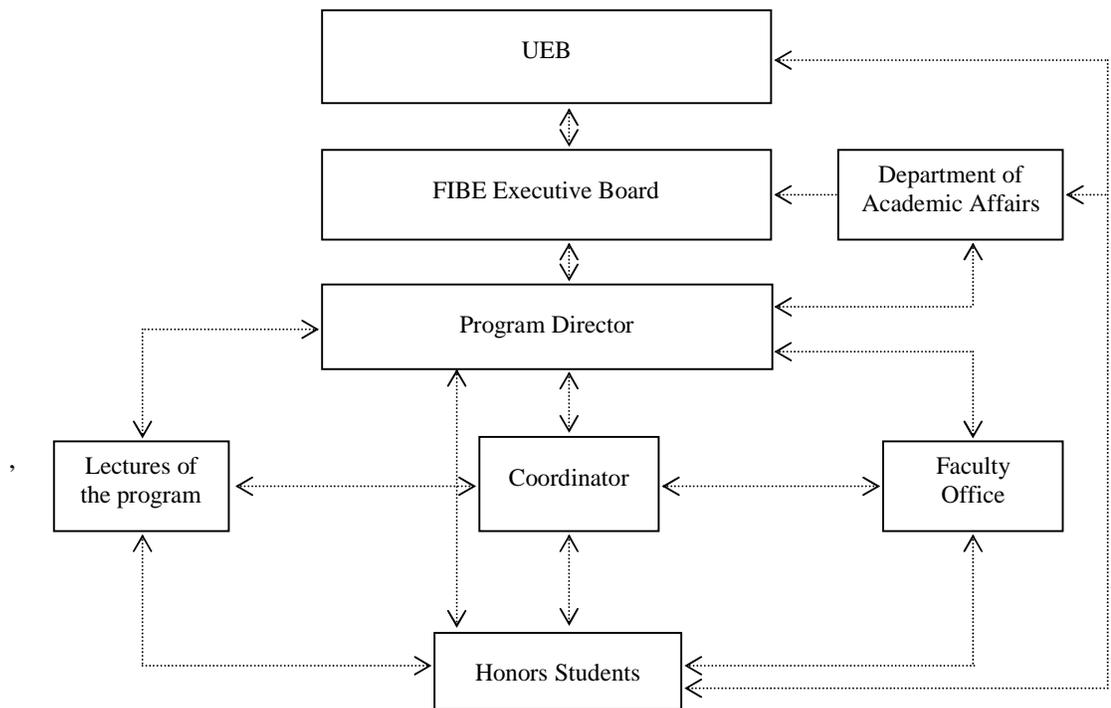


Figure 3.7. Diagram of support channels for students of the Honors Program

Annually, the University holds meeting of student committees of all classes, Youth union, and student association. This is a good opportunity for students to raise their voices and better understand the development orientation of the University. This meeting is chaired by the UEB Rector (**Attachment 3.57**). Besides, the Rector had a direct talk with the Honors Program's students at the beginning of 2008-2009 academic year (**Attachment 3.58**).

On a monthly or quarterly basis, the student committees of the Honors classes meet the Program Director to report the learning situation and relevant activities within the month and discuss the implementation for the coming month's activities (**Attachment 3.59**).

3.4.1. Support in learning

UEB has developed a strategy in promoting its training programs to the society in order to attract promising students as well as encourage learners to have a suitable choice of study majors. This is also one advanced and effective activity to support learners over the past years. There are festivals of enrolment held in key high schools whose students are targeted by UEB, and advisory services on major choice provided to students after they have successfully been admitted into UEB (**Attachment 3.43**). The websites of UEB and FIBE and FIBE's social page on facebook are a resourceful information channel with information updated and spread to the whole society (<http://www.ueb.edu.vn/>, <http://fibe.ueb.edu.vn/>, <http://fibe.ueb.vn/>, fibe.ueb.vn on facebook social network site).

In order to enhance pro-activeness of its students, UEB has introduced a number of activities to popularize and clarify with students their rights and responsibilities. The learning and self-improvement process of students are closely monitored by UEB. In this sense the foundation of VNUHN's Center for Student Support (VNUHN's CSS) and UEB's Center for Student Support (UEB's CSS) has made important contribution to students in improving their learning and taking care of their social life (**Attachment 3.60A, B**).

At the beginning of each academic year, UEB organizes the political education week for students (**Attachment 3.61**). To more senior students (from the second year onwards), the content of political exchange is to summarize the results of the previous year, elect new student committee of each class/intake and study new guidelines and policies. To the freshmen, for the sake of familiarizing them with the new academic environment of the university, FIBE, in collaboration with the Department of Academic Affairs, introduces necessary information to students by distributing Student Handbook, Faculty's newsletters and introducing them the University's and Faculty's websites and the Faculty's page in facebook social site (**Attachment 3.62**). Representatives of UEB Administration Board and FIBE Management Board have direct meetings with new students and send them welcome letters to express the appreciation to them and encourage their learning (**Attachment 3.63**). Several key contents of the curriculum and the program's description such as the program objectives, expected learning outcomes, study plan, methods for learning and research at the tertiary level are also presented at these occasions. FIBE also set up a team of senior students and faculty staff (including the

Dean and Vice Dean) whose names, mobile phones, and emails are provided to provide supports for freshmen (see Student Handbook and Faculty website). On enrolment, students are supplied two handbooks, namely: “Regulations on Undergraduate Education at Vietnam National University Hanoi” and “Regulations on Student Affairs in Training Institutions”. In such documents, ways to calculate scores and rank academic performance, eligibility conditions for continuing, suspending or terminating learning, considering graduation and awarding undergraduate degrees etc. are all presented. Obligations and rights of students as well as favorable policy and incentives and in training are also made known to the students. The procedure and conditions to register for dormitory stay, library cards and procedures relevant to the use of infrastructure of the university are in clear guidance (**Attachment 3.64**). The university and faculty also organize shows to welcome new students in order to inspire them (**Attachment 3.65**). All freshmen and representatives of senior intakes are invited to the opening ceremony of the new academic year (**Attachment 3.66**). In this opening ceremony, additional information on the university’s achievements and traditions is provided.

All information regarding study plan, study schedule, end-of-semester test schedule, test scores and information of relevance to students are released in a timely and sufficient manner via correspondence letters, on notice board, and via website. The university has also implemented the information portal for students (Student Portal) that are accessible for time table, subject syllabi, teaching schedule of lecturers, academic result (<http://daotao.ueb.vnu.edu.vn/dkmh/login.asp>). Each student is assigned a password protected student account. In addition, students can regularly consult the Coordinator, the Faculty’s training assistant and the Director of the Honors Program at the class and individual levels. All aroused issues such as queries about test scores, reservations, or even psychological problems can be discussed for advice and possible solutions (**Attachment 3.56**).

The academic results of students are systematically filed at the Department of Academic Affairs and the Faculty Office (i.e. by the Faculty training assistant). The Director and Coordinator of the Honors Program and training assistant of the Faculty are provided accounts with credentials to get access to the student portal for keeping track of progress made by students (**Attachment 3.67**). At the end of each semester, the Department of Academic Affairs sends score table, statistics of achievement, and report of regulation violations to relevant Faculties, student committee of each class for the purpose of reviewing, evaluating and drawing experiences and seeking possible solutions for any issue if any. The University also receives queries from students about academic results and responds quickly while ensuring accuracy and fairness (**Attachment 3.68A, B**). The tracking of teaching and studying progress is also reflected through a Daily Study Record (**Attachment 3.69**). Especially, FIBE has built up the development profile of students from intake QH-2006-E-CLC onwards (**Attachment 3.70**). As a result, the comprehensive development of every single individual receives equal care and support from FIBE.

3.4.2. Support for career orientation

UEB (and FIBE in direct) has established a partner network to assist students in locating their internship and finding jobs after graduation. This aims at creating practical learning environment for students and providing them with at-hand support (**Attachment 3.71**).

FIBE has organized a number of career-orientation activities for students. The internship and field trips are arranged according to students' majors (**Attachment 3.72**). FIBE has invited representatives of leading business such as KPMG, GPBank, Dragon Logistics, Vietnam Airlines Corporation etc. to meet and talk to students about employment prospects and job opportunities after graduation, as well as to open opportunities for them to do the internship (**Attachment. 3.73**). Besides, FIBE has held several seminars and colloquies with top experts with the hope of updating students with latest professional expertise (**Attachment. 3.74**). Both UEB and FIBE have created favorable conditions for students to express their opinions and expectation and to consider the future career thoughtfully. UEB has also organized Employment Fairs for students (**Attachment 3.75**).

3.4.3. Other supports

In the previous academic years, privileged students (under the supporting schemes) were remitted their tuition fees or got subsidized (**Attachment 3.76**). In addition, those students were in priority to get dormitory accommodations. However, in accordance with new regulations issued by the Ministry of Finance, the remission of tuition fees for these students will be done in their hometown (**Attachment 3.77**).

Apart from learning promotion scholarships as per State regulations and sources of scholarships from businesses such as those of LienViet Bank, DOJ, Sacombank etc. (**Attachment 3.78**) with each valued at 200 – 500 USD/student, the Honors Program's students may also receive scholarships from overseas universities (**Attachment 3.79**) such as Soka University, Korean National University etc. Students are granted prizes for their outstanding achievements in learning and research (**Attachment 3.80**).

Youth Union and Vietnam Student Association are the two organizations that have close associations with students' life, playing important roles in educating human values to students. From this platform, various clubs have been established such as Young Economist Club, Big Hug Volunteers club, and Economics Communication Club. Besides, there are some clubs operating under FIBE such as B-ONE English club...(Attachment 3.81). The Honors Program's students take active part in these clubs (**Attachment 3.82**). Several extra-curricular activities of FIBE, Youth Union and Vietnam Student Association have gained significant interest and admire from a large number of students such as "Meeting Students Away from Home", "Mid Autumn Moon Cake Charity", "Sun Flower Day for Children with Cancer", "Volunteer Blue Shirts"... (**Attachment 3.83**). These activities have largely played an important role in promoting students' attitude, manner and ethics toward their contribution and share to the society.

The Honors Program uses the slogan: “We’re CLC” (i.e. we are the Honors students). The slogan is built on the consensus of the student committees of individual classes and all the Honors Program’s students. This slogan is now getting a widespread awareness; is the lodestar for all activities of the program; and is also a unique cultural feature of the Honors Program.

3.5. Facilities and infrastructures

3.5.1. Lecture halls

Infrastructure and equipment reserving for the Honors Program receive substantial attention from the university. These are prerequisite conditions for the smooth operation of the program in accordance with the objectives for the Honors classes.

UEB has spared a separate lecture halls for the Honors classes at Vietnam-Australian campus (My Dinh residential area). 3 classrooms are reserved for the program (Rooms 702, 705, 706) with areas ranging from 65m² to 90m². With an average area of 4m²/student, this lecture hall is appropriate for learning, discussions and extra-curricular activities of the Honors classes sized 16 to 30 students, which is in conformance to international classroom standards (**Attachment 3.84**).

The lecture halls are allocated for fixed use by the Honors classes every semester. Currently, the Honors Program has four classes (equal to 4 intakes). Each class studies one shift per day. In general the classrooms and lecture hall can meet the requirements of the program.

Classrooms are equipped with modern facilities of international classroom standards. There is also an in-time purchase of equipment for supplementation, repairs and maintenance of facilities. The lecture hall is equipped with air-conditioners, projectors, screen backdrops, sound systems, wifi that is freely accessible for lecturers and students (**Attachment 3.85**).

There is a management team and technician team available to help with the use of teaching equipment in the lecture hall, and security guards in service. UEB enters into the contract with Hoan My Hygiene Service Co. Ltd to ensure clean environment at the lecture hall (**Attachment 3.86A, B, C**). There are also clear regulations in the lecture hall as regards security, fire prevention and control (**Attachment 3.87**). These regulations are strictly adhered to. Security and fire safety are always assured. There has been so far no occurrence of fire or social disorder in the lecture hall area.

The physical education and national defense education are delivered by the Center for Physical Education and Center for National Defense Education of VNUHN, with separate practice grounds located in the University of Languages and International Studies campus - VNUHN. Conditions relating to area and associated equipment in the ground are of good quality (**Attachment 3.88**).

UEB has one computer room comprising of 32 computers located in Building G2, 144 Xuan Thuy street, Cau Giay district, Hanoi reserved for UEB students and Honors students in particular

(Attachment 3.89). Besides, the Honors Program's students are allowed to use the modern and synchronous computer practice room owned by the University of Technology and Engineering – the member university in VNUHN which is in charge of basic IT courses for the whole VNUHN. This is to ensure teaching quality and good conditions of equipment as well as enhance professionalism on the basis of making best use of multi-disciplinary of VNUHN **(Attachment 3.90A, B)**. Apart from those, FIBE was given 3 laptops as a small sponsorship by DOJI corporation, a partner of FIBE, for faculty and student use.

As for subject in foreign languages, UEB signs contract for English course provision plus use of relevant equipments, materials and laboratory room with the University of Languages and International Studies – VNUHN **(Attachment 3.91)**.

Other than the Faculty offices, the University arranges Room 501 in Building E4 with 11 seats for work and a meeting table, computers, projectors for experts, professors, lecturers to use as a platform for scientific exchange and guiding students to do their assignments and graduation papers.

3.5.2. Library

According to the organizational structure of VNUHN, Library Information Center is a non-business administrative entity under VNUHN (<http://www.lic.vnu.edu.vn>). It is tasked with studying, collecting, processing, managing and providing information as well as sources of peer-reviewed materials, teaching and learning materials (textbooks, reference books, academic materials) to all stakeholders (i.e., lecturers, students and others) within the whole VNUHN, including UEB. The Library Information Center is invested with rich personnel and physical conditions by VNUHN in order to constantly enhance the service quality as an information and documentation provider.

Sources of documentation at the Library Information Center are comprised of 200,000 book titles with around 1 million copies of books, 3,000 names of magazines with around 450 thousand copies of magazines, a collection of e-materials including six databases for foreign science magazines on CD-ROM, sources of online information including three databases of books, magazines, theses (with 50,000 titles) and eight databases provided by National Centre for Scientific and Technological, Information and Documentation (NACESTID). There are 56 titles of textbooks with an amount of 1,140 copies served solely for the Honors Program and the 16+23 Program (i.e. international standard) of VNUHN **(Attachment 3.92)**.

In terms of storage and processing equipment, the Library Information Center has five primary servers, more than 100 workstations and optical cabinets with 76 disk shelves (9.1GB disk drive) that allows for storage and operation of the library system to effectively cater for users. The Library Information Center uses LIBOL5.0 library software www.lic.vnu.edu.vn **(Attachment 3.40)**.

Currently, the Library Information Center can sufficiently satisfy all textbooks for the generic knowledge block and part of textbooks for disciplinary fundamental knowledge block. The Center also

possesses a substantial amount of reference books for several practical subjects under economics training programs.

UEB has a separate documentation room located in the fifth floor of the Library Information Center to support its students. The documentation has a collection of textbooks in English served solely for the Honors Program of UEB (**Attachment 3.93**). Learning materials and textbooks are updated on an annual basis (**Attachment 3.94**).

Table 3.2. Statistics of materials available at UEB’s documentation room

(data as by October 2010)

No.	Category	Quantity	Remarks
1.	Vietnamese books	417	
2.	Books in English*	241	
3.	Learning materials	243	
4.	Undergraduate theses	1076	
5.	Master theses	214	
6.	Dissertations	3	
7.	Specialist magazines	51	

(): Books served solely for the 16+23 Program and the Honors Program*

3.5.3. Supporting Tools and Equipments for Learners

Currently, other than computers in the computer room for practice, the Honors Program’s students are equipped with 3 laptops serving their learning purposes (**Attachment 3.95**). Students are allowed to borrow for learning, research and presenting graduation theses.

The computer network of UEB is 24/24 connected to Internet through three international connection lines that can meet learning and working requirements of staff members and students. Furthermore, the lecture halls of the University are all equipped with projectors and screen backdrops for use.

Having recognized the importance of input factors, UEB has been making significant investments into human and physical resources for the Honors Program to yield the expected outcomes.

Chapter 4

QUALITY ASSURANCE

In recent years, VNUHN in general, UEB in particular has considered quality assurance an essential factor in its training. Therefore, teaching and learning quality assurance of the University has been systematically implemented at various levels, from ensuring the quality of student admission to controlling the operation of the training programs, testing and assessment activities and professional development etc.

4.1. Quality Assurance System

The system of teaching and learning quality assurance at UEB is a two-level model:

VNUHN level (Attachment 4.1):

- VNUHN Accreditation Committee has the function of consulting the University President on quality assurance activities within VNUHN.
- Institute for Education Quality Assurance functionally advises, coordinates and regulates quality assurance activities within VNUHN, and take permanent duties of the Accreditation Committee
- External assessors do external assessment activities to all member institutions appointed by VNUHN.

UEB level (Attachment 4.2):

- UEB Accreditation Committee has the function of consulting the Rector on quality assurance activities.
- Centre for Higher Education Quality Assurance (CHEQA) functionally advises, coordinates and regulates quality assurance activities of UEB.
- Program self-assessment team implements self-assessment for program accreditation).

In the procedure of training program quality assurance, FIBE quality assurance system is an undetachable component of the UEB quality assurance system as well as of VNUHN.

The Faculty's Science and Academic Committee with members appointed by UEB Rector has the consulting function to Faculty Administration Board (i.e. Management Board) in training and research activities, including curriculum review and revision, development of expected learning outcomes, class observation arrangement etc. (**Attachment 4.3**).

To the Honors Program: a firm organizing structure has been established for the program implementation. The highest position is the Program's Director appointed by the Rector of UEB. The assistant group consists of 1 Program's Coordinator, 1 faculty assistant in charge of academic affairs, and 1 faculty assistant in charge of research affairs (including student research). Besides, the Faculty's

ISO board led by a Vice Dean also involves in quality assurance of the program (**Attachment 4.4A, B**).

Figure 4.1 describes components of the quality assurance system of the Honors Program, including Teaching Quality Assurance, Student Evaluation, Curriculum Design, Academic staff Development, and Response from Stakeholders.

Internal quality assurance activities are carried out by internal agents of FIBE (including Faculty Administration Board, Science and Academic Committee, Functional Divisions, teaching staff, students and alumni).

External quality assurance activities are implemented by external agents of UEB, of VNUHN, and of organizations/enterprises and social agencies.

The identification of internal and external level is only relative as alumni can possibly be considered an external factor while factors within UEB may be considered internal elements. Two typical agents in this quality assurance system are the Faculty (FIBE) Science and Academic Committee and UEB inspection board.

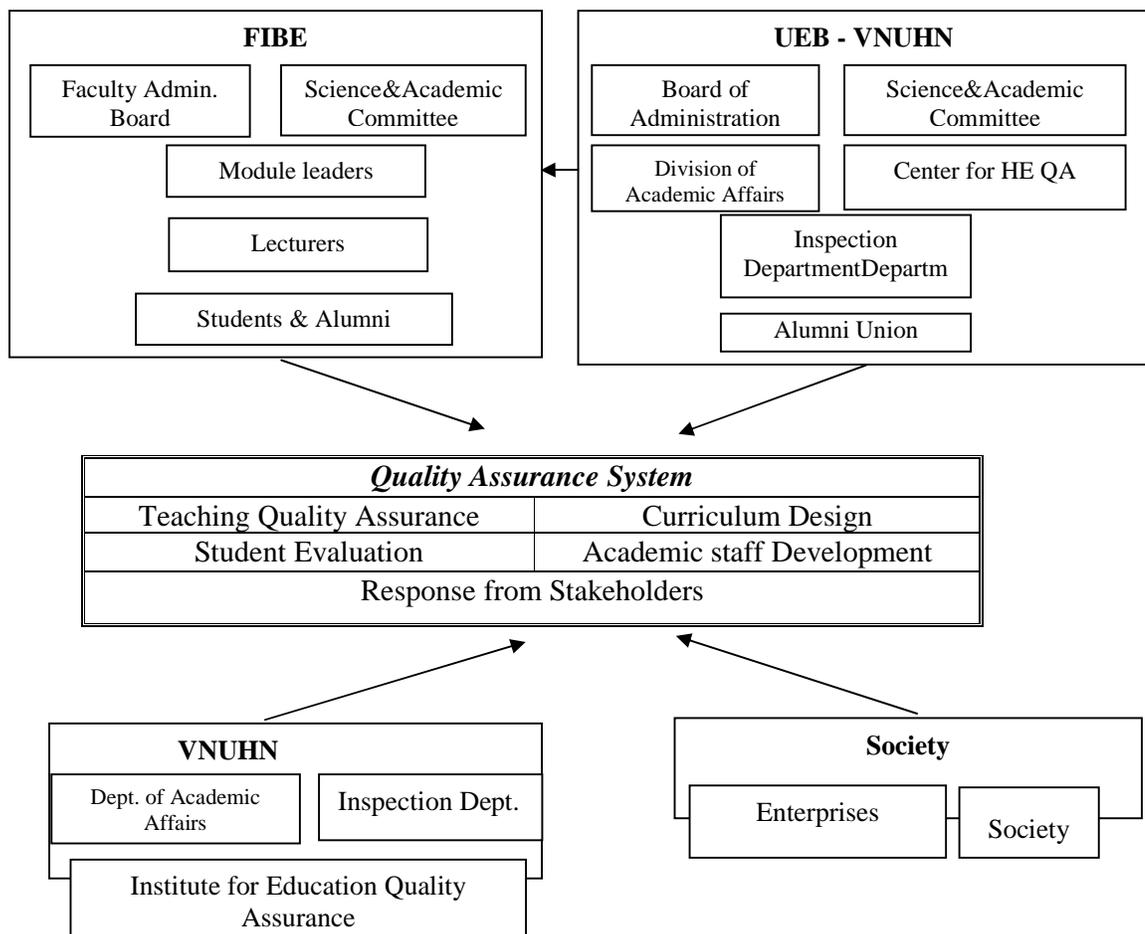


Figure 4.1. QA components and agents towards the Honors Program

4.2. The Program Quality Assurance

4.2.1. Quality of student admission

Since 2001, Vietnam Ministry of Education and Training (MOET) has implemented a ‘three-joint’ entrance examination (same exam paper, same answer and same scoring scale) for all universities in the country. As a training organization, VNUHN also follows this. Inspection and supervision activities in the university entrance examinations have been conducted at a national scale under the strict guidance of MOET. As a result, admission process to VNUHN, including admission to the Bachelor Program in International Economics at FIBE has been seriously monitored.

Within VNUHN, as regulated, UEB does not directly implement all the activities relating to the university entrance examination. Its responsibilities are limited to identifying the needs, quantity, structure and method of the admission and participating in the examination administration of group-D candidates (taking tests in mathematics, a foreign language and literature) of the whole VNUHN, including those applying to UEB. All the stages of examination organization, administration and test scoring of group-A (taking tests in mathematics, physics and chemistry) are assigned to the University of Science and group-D to the University of Foreign Languages and International Studies at VNUHN. After the results come out, basement score will be decided and submitted to VNUHN for approval, then enrollment activities start. Therefore, the quality of UEB student admission is objectively ensured (**Attachment 4.5A,B**).

After being admitted to UEB and FIBE, candidates expecting to enroll in the Honors Program have to sit for another selection exam. Students are only accepted to the program if they can satisfy TOEFL requirement and pass an interview (**Attachment 4.6**).

4.2.2. Curriculum updating and adjusting

For the training program it is based on:

- Report of surveys on students’ evaluation of the subjects and teaching activities of Faculty conducted by UEB’s CHEQA;
- Feedback from alumni and teaching staff;
- Demands from the society (employers);
- Evaluation of international experts;
- VNUHN regulation on training program adjustment;
- Results of program assessment according to VNUHN quality assessment system at program level.

The curriculum is annually reviewed and revised at the end of each academic year by the Faculty Administration Board in collaboration with the heads of its departments (**Attachment 4.7**).

From 2004 to 2010, the curriculum has been revised and updated four times in 2007, 2008, 2009 and 2010 (*for more detailed information, please refer to Chapter 2*). The procedure of curriculum review and revision taken by UEB for these times (from 2004-2010) strictly followed VNUHN regulations with the following steps (**Attachment 4.8**):

Step 1: Collecting suggestions on curriculum updating

At the end of every academic year, all academic departments collect and summarize suggestions on curriculum updating from the teaching staff. Suggestions from the teaching staff often include opening a new training program, adding / removing a subject in either the basis or specialized knowledge block, changing time allocation for certain subjects. Head of each academic department calls for a meeting among the teaching staff to discuss and come up with a proposal, which is then submitted to the Faculty (**Attachment 4.9**). Subjects related to changes of the world modern economy are of priority when being considered to be added to the program.

Step 2: Developing a solution for curriculum updating

The Faculty Dean is in charge of setting up a team to work on the proposals from different departments and develop a solution for curriculum updating. This team consists of a member from the Faculty Administration Board, who plays the role of the team leader, and senior lecturers from each department. A solution for updating the curriculum will be developed by this team, basing on the curriculum of the Bachelor Program in International Economics issued by VNUHN, international experiences in curriculum upgrading and domestic development trend of international economics field as well as the capacity of the Faculty.

Step 3: Appraising the curriculum updating proposal

A meeting is organized and chaired by UEB Rector, with the participation of relevant divisions within the university (FIBE, Department of Academic Affairs, CHEQA) to evaluate the proposal on updating and revising the training program.

FIBE is assigned by the Rector to complete the proposal according to the conclusions at the meeting and submit the proposal to VNUHN for their appraisal and approval.

Step 4: Approval of curriculum updating proposal at VNUHN level

At VNUHN, the Division of Academic Affairs is in charge of coordinating the implementation of appraisal and approval procedure. The first step is to see if the proposal submitted by UEB is in compliance with VNUHN regulations. In case of detecting any insufficiency, the proposal is returned to UEB for completion. The common mistakes are deficient documentation or errors in documents' presentation/contents.

From the 2010-2011 academic year, the curriculum revision will be carried out based on the result of the CDIO project (*see Chapter 2 for more details*).

Once the proposal is appropriate and sufficient, the Department of Academic Affairs will report to the President of VNUHN for approval. The approved proposal will be implemented in the next academic year.

Basing on the changes in the curriculum (in terms of content and time allocation etc.), subject syllabi will also be adjusted to keep up with the modern trend and the changes of economy. Recently, this Honors Program has been inter-connected with other programs offered by a number of local and foreign universities (University of Economics and Law at Vietnam National University, Hochiminh City; Benedictine University, USA; AIT, Thailand) (*see Chapter 2 for details*) (**Attachment 4.10A, B**).

For each subject in the program, lecturers are responsible for suggesting improvement and updating their instruction content every academic year especially those related to the changes of the world economy such as the subject on globalization and international economic integration, or some specialized ones related to the changes of the international regulations such as the course in International Business with Vietnam's participation in WTO (**Attachment 4.19B**).

4.2.3. Quality assurance of courses

The Honors Program has been operated based on the credit-based training system since the 2006-2007 academic year. The process of transforming into credit-based program has been scientifically and timely carried out according to the regulations of VNUHN. UEB and FIBE have hosted a number of conferences and training courses for the staff about this transformation process and how to write the course outlines according to the credit-based training system. Students have been provided with course outlines for all courses in the program (**Attachment 4.11**). Besides, accommodating conferences have been held in the collaboration of UEB and its Faculties (including FIBE) to popularize credit-based training model to the students. Up to now, the training program has been running stably with 144-credits for the Honors Program (**Attachment 4.12**).

The implementation of the training program is carried out consistently and cooperatively among relevant departments and centers within the University. The Department of Academic Affairs works with faculties to set up training schedules and other plans such as monthly teaching progress, assign teaching sessions to faculties, arrange timetable, organize examination etc. and check the implementation of the above plans. The Unit of Student Services within the Department of Academic Affairs works on specific rules and regulations for typical learning and training activities of students enrolling in this Honors Program. Moreover, UEB tightly cooperates with outside partners to guarantee that its students of the Honors Programs have opportunities to do effective study and internship with prestigious enterprises such as AnphaNam, Hapro, Hanoi Security Company... (**Attachment 4.13**). Additionally, students in this Honors Program also have opportunities to attend

international conferences at well-known regional universities, for instance Chulalongkorn University (Thailand), Keio University (Japan), and UEB (**Attachment 4.14**).

In addition to the curriculum, extracurricular activities are also set up to improve students' personal, professional and soft skills. An overall annual plan is built up, with detailed extracurricular activities for each month (**Attachment 4.15**).

To ensure the quality of its training programs, UEB has specific descriptions of tasks and responsibilities of the Department of Academic Affairs, Faculties and Lecturers (**Attachment 4.16**).

Under that provision, at the beginning of each academic year, FIBE sends a list of courses, lecturers in charge and the respective course syllabi to the Department of Academic Affairs, who would submit it to UEB Administration Board for approval. This is often done by the end of May. Once the training plans and list of lectures have been approved, the Faculty starts to arrange lecturers to courses within the faculty's supervision (arranging the teaching among faculty lectures, sending invitations to lecturers of other faculties and units within UEB and working as a coordinator to assist UEB in issuing teaching contracts with lecturers from other institutions (**Attachment 4.17**).

The Faculty's training assistants are in charge of announcing the teaching and learning schedules, passing subject profiles to lecturers and monitoring and ensuring the implementation of teaching and learning regulations within the Faculty.

Lecturers follow the syllabi which have been evaluated and officially issued (**Attachment 4.18**).

4.2.4. Student Assessment

Testing and assessment methods and procedures being carried out with students of the Honors Program are those applied for credit-based training program (**Attachment 4.19A**).

At the beginning of each course, students are provided with subject/course syllabi, which clearly state the testing and assessment methods (**Attachment 4.19B**).

Course lecturers are responsible for classroom management and regulations as well as monitoring students' class attendance. The criteria to evaluate students' attendance might include (but not limited to) class attendance, home assignment completion, group discussion participation and results of mid-term and final exams (weight of each assessment method is stated in the course syllabus) (**Attachment 4.20**). Mid-term exam papers are scored by lecturers and feedbacks are returned to students (**Attachment 4.21**).

Assessment of students' performance including their attendance, group discussions, and mid-term tests are publicized to all students before being submitted to UEB through Department of Academic Affairs. Final test paper satisfies the content of the subject/course. From the 2010-2011 academic year,

test banks have been built for around 50% of the subjects in the Honors Program (**Attachment 4.22A, B**).

At a higher level of inspection, the Inspection Board periodically investigates and inspects actual performance of learning and teaching, discovering and recording any violation of teaching and learning regulations. The Inspection Board's annual report on teaching and learning activities of the whole university is a good information resource for the Rector to have improvement and adjustment towards the teaching and learning regulations (**Attachment 4.23**).

Students at FIBE are well informed about the above management models and regulations maintenance during their orientation and the political education week at the beginning of each academic year (**Attachment 4.24**). As a matter of fact, all regulations are seriously complied with at UEB.

Exam administration process at FIBE and UEB is seriously implemented according to the training regulations of VNUHN in every stage such as test design, test administration, test scoring and result announcement. Test papers and marking scales are prepared by lecturers, reviewed and approved by Head of the related academic department and submitted to the Department of Academic Affairs at least 10 days before the course finishes. Test contents cover the basic knowledge of the subject/course. Test duration for a 2 or 3-credit subject is 90 minutes and for a 4-credit one and above is 120 minutes. Multiple-choice question tests last 60 minutes at most (**Attachment 4.25A,B**). Lecturer of the subject/course is responsible for scoring the test paper, finalizing the list of exam participants and getting students' signature on the list.

Final test results should be normally announced within 21 days after the test date except there is a special case with prior approval (**Attachment 4.25B**). All exam results are published on the notice board in lecture area, at the Department of Academic Affairs, on the university website and Portal access (**Attachment 4.25C**). Such practice helps the university detect any mistakes or errors (if any) as each student certainly has understanding and evaluation of his/her own study progress as well as that of his/ her peers. It also encourages students to participate in the inspection of test administration and scoring activities. The procedure for claim handling is aligned with ISO procedures. Since the 2009-2010 academic year, the Department of Academic Affairs has kept a record of students' complaints relating to assessment and exams. There has been one case of complaint up to October 2010, which has been handled (**Attachment 4.26A, B**).

4.3. Course and program assessment

This Honors Program has been assessed at two levels:

- At the entire program level: Assessment is carried out through surveys and curriculum seminars with selected groups of stakeholders: learners (students, alumni), employers (companies/organizations), lecturers, educational managers (**Attachment 4.27**) (*see Chapter 2 for more details*). Particularly, in 2007 the curriculum was assessed by two

international experts: Professor Young (Wincosin University in the USA) and Professor Wake (Keio University in Japan).

- At course level, assessment is carried out through students' feedback (**Attachment 4.28**) (*see Chapter 6 for more details*).

Assessment of course content, training program and teaching performance is implemented during academic year by CHEQA in cooperation with the Centre for Student Support (CSS). CSS is the front office to receive students' feedback. Data analysis is done at CHEQA. Survey reports are submitted to relevant objects (UEB Administration Board, Dean of Faculty...) (**Attachment 4.29**). Additionally, program and course evaluation is also conducted through interviews and emails under the management of FIBE (**Attachment 4.30**).

In recent academic years:

- Evaluation activities have been frequently and systematically implemented at the end of a semester or course.
- The evaluation outcomes have been used by UEB Administration Board and relevant divisions to develop and implement duty plans for the coming years.
- With collected comments on teaching methods, assessment methods, attitude towards teaching activities of the faculty, the Dean have had private meetings with individual lecturers for discussions and experience exchange and from that to agree upon improvement solutions if any (**Attachment 4.31**).

From the first semester of the 2010-2011 academic year, online evaluation system are established by the Faculty to encourage students' evaluation and comments on staff quality and course contents.

4.4. Curriculum design

The curriculum for the Honors Program (designed on the ground of the Standard Program) was approved by VNUHN in 2003 and modified in 2006 according to the new regulation of MOET on curriculum renewal.

Curriculum design and adjustment involves wide participation of relevant subjects:

- Education managers: The curriculum designing team follows the direct guidance and steering of the university's Administration Board.
- Teaching staff: the curriculum is discussed and contributed by all teaching staff within the faculty and its departments (**Attachment 4.32**).
- Specialists: specialists may be invited to provide comments on curriculum when they participate in appraisal committee, attend conferences on curriculum development or through individual letters.
- Domestic and international employers: provide update on the discipline so that the university can adjust the training program to satisfy both learners' and employers' needs.
- The curriculum has been critically reviewed and commented by experts/professors from prestigious universities around the world such as Keio University (Japan), Wisconsin

Eau-Claire University (USA) since UEB decided to innovate and improve this Honors Program (**Attachment 4.33**).

- Adjustment of the curriculum has also received feedback from employers through questionnaire and surveys (**Attachment 4.34A**) or through seminars on curriculum construction (**Attachment 4.34B**).

The curriculum development, appraisal and approval process abide by regulations of VNUHN: getting approval from faculty level to VNUHN level. In this process, the revision group has inquired equivalent curriculums in the same fields from reputable universities worldwide, including BA degree program in International Economics of Foreign Trade University Hanoi and National Economics University; international economics programs from George Town University, Suffolk University, and Benedictine University, which have long experiences in International Economics field. On that basis, UEB has selected the curriculum of George Town University as a main reference to develop and renew the curriculum of its Honors Program. Recently, in the 2009-2010 academic year FIBE has developed the curriculum (with expected learning outcomes) for the Honors Program based upon the CDIO approach and wide survey among stakeholders (*see Chapter 2 for more details*).

The curriculum development ensures to consist of 2 components:

Hard components are generic and fundamental courses of the first two years in the training program. These are compulsory foundation courses required by the higher education system of Vietnam and fundamental theoretical courses in Economics discipline.

Soft components are courses for the following years. Soft components do not mean that these courses are absolutely optional; there are certain compulsory courses attached to major subjects. However, students are able to select several courses which are suitable to their majors, their needs and abilities.

Apart from the “teamwork” course, most of the courses in the curriculum require group discussions in order to build up students’ teamwork skills, which would be helpful to their actual jobs after graduation.

The program quality assurance is also illustrated in the procedure of accomplishment of 3rd year practical report and final year thesis. For the practical report, students are required to do their internship or fieldtrip at domestic or foreign enterprises or organizations. After a fixed period of internship, students have to produce a report about what they have done and learn from the Internship or fieldtrip (with comments and signature of the companies or organizations). Graduation thesis is equal with 7 credits as stated in the curriculum of the Honors Program. The thesis aims to help students conceive research ideas, review the literature and apply knowledge to solve practical issues. In order to ensure the quality of the graduation thesis, UEB issued the thesis accomplishment procedure following ISO from the academic year 2009-2010 and implemented accordingly (**Attachment 4.35**).

4.5. Academic staff development

4.5.1. Actual situation of staff

UEB has ensured a sufficient number of qualified teaching staff for the Honors Program.

Lecturers participating in the program have been selected from the faculty's permanent full time teaching staff, visiting lecturers cooperating and working for the faculty with high requirements of professional skills, scientific research, foreign languages and computer literacy. Among 89 lecturers participating in the program, 2 are professors, 18 are associate professors, 30 are doctors and 39 are masters (**Attachment 4.36**). Of these, 33 lecturers have been trained overseas and can work directly with foreigners and give their instruction in English. Lecturers teaching in this program have good computer skills and are able to apply IT in professional activities (composing lesson plans, doing scientific research and applying new technology in classroom practice etc.)

The number of visiting lecturers participating in the program's teaching activities is 20. Those are researchers, high profile lecturers from other universities and institutes within and outside VNUHN.

Based on the plan of expanding the training scale and improving the quality of the program, UEB has an annual plan for staff recruitment (**Attachment 4.37**). Recruitment requirements include PhD degree, TOEFL 550 (or equivalent; exemption for those who studied in English and graduated from developed countries) or master of the required majors graduated from developed countries (USA, UK, Australia and Japan). These requirements are applied to candidates of UEB in general and for lecturer candidates of the Honors Program in particular.

Annually, UEB keeps a statistical record of teaching, training and research activities of the university's teaching staff in general and lecturers participating in the Honors Program in particular. The statistics clearly shows that lecturers of the Honors Programs have professional capacity to join collaborative research and workshops together with prestigious experts in the world and to publish scientific papers in national academic journals. The details are as follows:

From 2007 to 2010, FIBE's lecturers who participate in the Honors Program have published 65 articles in economic journals, of which 6 papers are publicized in international journals (**Attachment 4.38**).

From 2003 to 2010, lecturers of the program have frequently attended and presented papers independently without interpreters in seminars and workshops with experts coming from prestigious universities in the world (*Massey University, Wiscosin Eau-Claire University, University of Paris 12, Keio University, Chulalongkorn University, Waseda University...*).

Besides, among fulltime permanent lecturers participating in the program, there are lecturers who are able to participate in advanced training programs in foreign languages, give instruction in joint training program with foreign universities based at UEB (**Attachment 4.39**), give lectures overseas as

well as present reports/papers in international conferences; 4 lecturers have had their articles published in international academic journals (**Attachment 4.40**).

This is a firm ground for UEB to develop its main teaching staff for the Honors Programs to meet ASEAN and Asian standards.

According to the project report on quality improvement of the Honors Program (**Attachment 4.41**), teaching members have been able to promote student's independence and creativeness. Other requirements such as lecturer team to become program designers, consultants, planners, inspectors and evaluators of the program activities would need time and resources.

4.5.2. Staff development

As teaching staff is the most important resource in improving training quality, developing a pool of teaching staff is paid great attention to. In recent years, UEB has planned continuous and frequent training programs for the current teaching staff, ensuring the number of lecturers who are capable of giving lectures in English (**Attachment 4.42**).

In the 2009 – 2010 academic year, UEB continued to improve capacity of teaching staff by associating with domestic visiting lecturers or cooperating with foreign lecturers working for BA degree program in Business Administration offered by Troy University (USA), master program in “Economic expertise and international project management” offered by University of Paris 12 (France), Fulbright Vietnam program and a group of UEB staff teaching in 16 + 23 Business Administration program (international standard). Simultaneously, from 2009 to 2012, UEB has sent 3-5 young talented lecturers to prestigious universities in USA and Japan and has recruited people with international master degree or higher to become lecturers in the Honors Program (**Attachment 4.43**).

UEB has also encouraged and supported the staff to pursue further study and take part in research activities within the country or overseas to improve their professional skills as well as their ability of integration. UEB has also sent lecturers (by its budget) to professional skill training following its human resources strategy (plan). The university provides necessary supports such as time scale, bursaries for lecturers and managerial officers to take part in home training courses to standardize themselves. UEB also implements policies on teacher selection for training courses in foreign countries, following the cooperative model of the State, the university and individuals (**Attachment 4.44**).

Along with developing the current teaching staff, UEB has built incentives to nurture expert teams. Special attention is also paid to attracting scientists, researchers and lecturers who are trained oversea to the university in order to upgrade the quality of teaching staff and come along with the trend of international integration. Since 2007, UEB has attracted 6 associate professors and 27 doctors (**Attachment 4.45**).

In the 2009 – 2010 academic year, FIBE along with UEB has completed a proposal of human resource development for the Honors Program and the 16+23 BA program in business administration (namely international standard program) for the next 5 year from 2010 to 2014 (**Attachment 4.46**) (*see Chapter 3 for details*).

4.6. Receiving feedback from stakeholders

UEB and FIBE are in charge of collecting students' feedback on training program. The feedback is collected through surveys at university scale (or faculty scale), conferences between Rector (or Dean) with student representatives (which are held every year or semester), periodically class meeting of students and/ or students' direct comments and recommendations to the Rector and the Dean (mainly via emails).

Respondents are often on-campus students, alumni, lecturers, employers and society. This aims to assess and evaluate teaching quality, curriculum, quality of program, training organization... timely and as such to create important basis for program innovation and quality assurance activities.

Chapter 5

OUTPUT

UEB determines a dialectical relationship between the quality of input and that of output. It can be said that output, as the final outcome of a training process, involves comprehensive standards reflecting the value of the program. In recent years, the assured quality of graduate students has resulted in a high quality and sustainable enrollment of students to the Honors Program.

During the training process, students have to undergo constant screenings, in which those who do not meet eligible conditions regarding academic achievements as well as ethical qualities will get transferred to the Standard Program. In contrast, the Standard Program's students with their first year outstanding academic performance and good morals will be offered opportunities to join the Honors one.

Related data on the output of the Honors Program is consolidated from *internal information* including statistics based on existing data at FIBE (academic results and study time at the university) and *external information* including feedback of alumni and employers (through surveys conducted in 12/2008 and 8/2010 and colloquies).

5.1. Outcome achievement and graduate profiles

Table 5.1 shows the proportion of students who were conferred Bachelor degrees under this Honors Program from 2004 intake to 2006 intake. The percentage of distinct and excellent graduates was 63.31%, good graduates 32.69%; no student fell into the fairly good or moderate range. Over three academic years, there was an increasing proportion of graduates who earned excellent degrees.

Table 5.1. Summary of graduates with degrees at different levels

<i>Intake</i>	<i>Number of final year students</i>	<i>Number of graduates</i>	<i>The percentage of graduates with degrees at different levels</i>			
			<i>Distinct</i>	<i>Excellent</i>	<i>Good</i>	<i>Fairly good</i>
<i>2004-2008</i>	14	14	0	71.43%	28.57%	0
<i>2005-2009</i>	24	24	4.17%	62.50%	33.33%	0
<i>2006-2010</i>	16	14	14.29%	50%	35.71%	-
<i>Total</i>	<i>54</i>	<i>52</i>	<i>5.77%</i>	<i>61.54%</i>	<i>32.69%</i>	

Before 2007, in accordance with the general regulation of Ministry of Education and Training and VNUHN, graduates would be ranked in 5 different levels based on the scale of 10: Distinct (GPA \geq 9.0), Excellent ($9.0 > \text{GPA} \geq 8.0$), Good ($8.0 > \text{GPA} \geq 7.0$), Fairly Good ($7.0 > \text{GPA} \geq 6.0$) and Moderate ($6.0 > \text{GPA} \geq 5.0$) (**Attachment 5.1**). From 2007 onwards, with the shift to credit-based

curriculum, VNUHN has applied the letter scale of A, B, C, D, F for the assessment of students' GPA. This letter scale would then be converted to a four-point scale to calculate cumulative GPA. Therefore, graduation rank is now determined by cumulative GPA of the entire course, with four different levels: Distinct (GPA \geq 3.6), Excellent ($3.59 > \text{GPA} \geq 3.2$), Good ($3.19 > \text{GPA} \geq 2.5$), Moderate ($2.49 > \text{GPA} \geq 2.0$) (**Attachment 5.2**)

5.2. The proportion of graduates and dropouts

Table 5.2 shows the statistics of students enrolling, receiving bachelor degrees and dropping out in the intakes 2004, 2005 and 2006.

Table 5.2. The proportion of graduates and dropouts

Academic year	Total students in the corresponding intake*	The rate of graduates with the first degree after			The dropout rate after			
		3 years	4 years	above 4 years	1 year	2 years	3 years	above 3 years
2004	14	0	100%	0	1	1	1	0
2005	24	0	96%	4%		1	1	0
2006	16	0	93.3%	0	1	1		1
	54		94.44%	1.85%	2	3	2	1

(*) Data as of the last year students

According to above-mentioned statistics, the total number of students in 3 intakes: QH-2004-E-CLC, QH-2005-E-CLC, QH-2006-E-CLC are 54 students, of whom 51 are graduates or 94.44% after 4 years of training.

The graduation rates of student intakes 2004 and 2005 are 100%. Of the student admitted in 2006, two have not yet graduated. The reason is one student has not been eligible for graduation as he has not finished his physical education, and the other is removed from the program in final term due to his dishonest quotations in his graduation thesis. It is expected that in the following semester the former student will complete the physical subject and then be qualified for graduation (**Attachment 5.3, 5.4**).

Table 5.2 also shows that during the learning process, 8 students of the program have leaved, or have been asked to leave, the program (equivalent to 14.81%). The key reason for leaving is either their poor academic achievements or misbehaviors (**Attachment 5.4, 5.5 A, B, C, D**).

5.3. Average time for graduation from the Honors Program

As regulated by VNUHN, the total learning period of any undergraduate program is 4 years. Under special conditions, students may be given two more years of study (in equal with 4 semesters), making the maximum time to finish a bachelor program is 6 years since enrollment. In such cases as he/she be

encouraged to join the army; he/she have to undergo medical treatment for a long period; or he/she has exceptional personal reasons, the students is then allowed to extend their study time for a period but not exceeding 3 more years. This extra period of time is not included in the maximum time to finish the course. Therefore, the students falling under this category are allowed to extend his study time up to 9 years from enrollment (**Attachment 5.2**).

From intakes QH-2004-E-CLC, QH-2005-E-CLC, QH-2006-E-CLC, 51 students have graduated from the program on time (i.e. 4 years of university study), accounting for 94.44% relative to the number of final year students (**Attachment 5.6 A, B, C**). There is one student of intake QH-2005-E-CLC who graduates after 5 years of training (accounting for 1.85% relative to the number of final year students) (**Attachment 5.7**). Currently, there is one student of the intake QH-2006-E-CLC whose physical education certificate remains unachieved. This student is expected to graduate in March 2011 – making his total training time 4.5 years (**Attachment 5.3**).

Table 5.3. Summary of average time for graduation

<i>Intake</i>	<i>Number of enrollments</i>	<i>Number of final year students</i>	<i>Total graduates</i>	<i>4 years</i>	<i>5 years</i>	<i>6 years</i>	<i>7 years</i>	<i>Average number of training years</i>
<i>2004-2008</i>	25	14	14	14	0	0	0	4 years
<i>2005-2009</i>	27	24	24	23	1			4 years
<i>2006-2010</i>	19	16	14	14	1*			4 years
<i>Total</i>	71	54	52	51	1			

* *Expected*

5.4. Employability

The findings from the 2 surveys on alumni and employers in 2008 and 2010 as regards employment status of graduates from the Honors Program are shown as follows:

In the alumni surveys for the intake QH-2004-E-CLC conducted in December 2008, 100% of students have jobs immediately after graduation, of whom 50% work in the domestic offices, organizations and businesses; 30% work for foreign-affiliated businesses and organizations and 20% work at companies with 100% foreign capital (**Attachment 5.8A**).

The survey on 42 alumni of the intakes QH-2004-E-CLC, QH-2005-E-CLC and QH-2006-E-CLC conducted in the beginning of August 2010 showed that if not counting one student who did not respond to this question, then 100% students who graduated from the Honors Program, the intakes QH-2004-E-CLC and QH-2005-E-CLC have joined the workplace (27 students). 4 out of 14 graduate students of the intake QH-2006-E-CLC, who have just graduated in July 2010, have been offered with

jobs (Among them, 3 had been employed before graduation) (**Attachment 5.8B**). The survey aimed at findings of the following criteria:

Of the 31 students who have joined the workplace, 71% students are currently working in wholly domestic organizations and businesses, 25.8% students are working in foreign-affiliated organizations and businesses and 3.2% students are now working abroad.

Regarding the nature of their jobs, about 67.7% students are working as professional; 19.4% as research-oriented staff and 6.5% students as division management. The number of students who are still in the probation period is 6.5%.

As for the employment-waiting time, findings of the survey with QH-2004-E-CLC and QH-2005-E-CLC intakes show positive signs: 29.6% students gained employability immediately after graduation; 29.6% were offered employment within the first month of graduation and another 29.6% got employed within three months after graduation. The proportion of students who had the first job during the first six months after graduation is 11%. No student had to stay unemployed for more than six months. Among the QH-2006-E-CLC students (awarded the degree in July 2010), three of them started a professional job before their graduation and one got employed immediately after graduation. In addition, another 2 graduates from QH-2006-E-CLC have been accepted for higher education overseas with scholarship (1 for master program in the UK and 1 for preparatory courses in Spain for PhD at Chicago University in the USA – (**Attachment 5.9**).

Another telephone survey conducted in October 2010 for QH-2006-E-CLC students in order to update their employment within 3 months after graduation shows 10 out of 12 graduates (not including the 2 going overseas for higher education) got already employed (**Attachment 5.8C**).

In responding to the quality of graduates, the employers highly appreciate their competence, skills and attitude (see Chapter 6 for more details).

Apart from these surveys, UEB has also held several seminars and colloquies on topics relating to the Honors Program. In a colloquy named “Implementation of the Bachelor Program in International Economics (Honors)”, the participating businesses expressed their high appreciation for adaptability to the work of graduates from the Honors Program in terms of both professional competences and work ethics. Such employers as Gami Group, PV-Inconess Corporation, etc. showed that they highly valued graduates’ competences and their ability to meet work requirements. At present, several employers have proposed to award scholarships to the Honors Students so that after graduation, they will work for these companies. Obviously, the Honors Program has gained initial interest of employers. Therefore, it is clear that the outputs of the Honors Program have basically met the requirements of the labor market and are now going in line with the developmental trend of the society (**Attachment 5.10A, B, C**).

In short, the increasingly high percentage of students with distinct and excellent grades has reflected an improvement in not only high-quality input and testing and assessment procedures but also effective student screening. Especially, graduates from the Honors Program have been well valued by employers with regard to their competences, knowledge, and ability to meet work requirements.

Chapter 6

STAKEHOLDER SATISFACTION

One of the key objectives of Bachelor program in International Economics (honors) at UEB is to meet the society's need for high quality human resources.

Over the past years, UEB and FIBE have collected information on the satisfaction of all stakeholders via various channels, among which questionnaire survey is a common and periodical one. All surveys have been implemented following a common and consistent procedure, including the following steps: (1) designing the questionnaire, (2) delivering the questionnaire to the stakeholders, (3) processing and analysing the data, and (4) writing the report. Besides, with stakeholders who are employers, the major data collection instrument is direct interview conducted by the members of the Faculty's Administration Board or head of the Faculty's Departments (**Attachment 6.1**).

Furthermore, the Faculty has always paid attention to meeting students' satisfaction by thoroughly considering their requirements and feedback and providing in-time solutions.

6.1. Feedback from students

The system of collecting feedback from students includes the following instruments: periodical survey conducted by the end of every semester at the faculty or the university scale (**Attachment 6.2, 6.3A, 6.4A, 6.5B**); dialogue meetings between student representatives and the university's Rector (or the Faculty's Dean); (**Attachment 6.6, 6.7**), students claims directly submitted to the Faculty's and the University's leaders (mostly using e-mail); students' responses via their "FIBE & I" and "Comment Box" on the Faculty's website at <http://fibe.ueb.vn> (**Attachment 6.8**).

At the university level, the CHEQA (Center for Higher Education Quality Assurance) has regularly conducted surveys to collect students feedback on all lecturers' teaching performance at the end of each semester (**Attachment 6.2**). Criteria for assessment are clearly defined and structured. Results from the two most recent surveys can be summarized as follows:

The first survey in academic year 2009-2010 showed that the average point achieved by the whole university's teaching staff was 4.0; among 55 courses surveyed on, lecturers of 21 courses gained a point below 4.0 and 34 courses above 4.0. All criteria were assessed using the five-point Likert scale (of which 1 was the lowest and 5 was the highest) with the addition of open-ended questions for students to give their further comments about their lecturers. Information obtained from this survey revealed that the Faculty's students were considerably satisfied with lecturers and the contents of over 60% of the courses being taught (**Attachment 6.2**).

The second survey of the academic year used the [-100; +100] assessment scale. Average score given to criteria on teaching process and methods was 46.6, professional attitudes and styles 57.4, testing and assessment 52.8 and the average total 50.8 (**Attachment 6.2**).

At the Faculty (FIBE) level, surveys seeking students' feedback towards their training programs have also been conducted regularly since 2008. These surveys focused on the following criteria: content and structure of the training program, teaching methods, testing and assessment methods, infrastructure and training administration, and academic environment. Specifically, the 2008 survey involved 80 student respondents of QH-2005-E-CLC, QH-2006-E-CLC, QH-2007-E-CLC intakes. As for the 2010 survey, there were 61 students from QH-2007-E-CLC, QH-2008-E-CLC, QH-2009-E-CLC intakes responding to the improved questionnaire, which was added two more items (**Attachment 6.3A, 6.4A**).

Most indicators were assessed following the five-point Likert scale (of which 1 is the lowest and 5 is the highest). Apart from this, the questionnaire also contained some open-ended items. The below table illustrates the two surveys' results in summary:

Table 6.1. Summary of the two surveys conducted by FIBE

<i>No.</i>	<i>Criterion Group</i>	<i>Average score (2008)</i>	<i>Average score (2010)</i>
1	The program structure	2.7	3.3
2	The program contents	2.9	3.3
3	Teaching methods	3.0	3.3
4	Assessment methods	3.0	3.2
5	The program's teaching staff	3.8	4.0
6	Training administration	3.3	3.7
7	Supporting extra-curricular activities for students	2.9	3.3
8	Infrastructure and facilities	3.3	3.6
9	Academic environment	3.0	3.5

According to the 2008 survey, most of the criterion groups are assessed at 3 and above. The teaching staff participating in the program gained the highest point of 3.82, the criteria on student life support activities and the balance between theoretical and practical aspects in the program gained the lowest of 2.41 and 2.35 respectively; criterion groups on the program's structure, contents and supporting extra-curricular activities for students were also given low scores, respectively 2.7, 2.9, and 2.9 (**Attachment 6.3A**).

In the 2010 survey, all criterion groups have been assessed with better results compared to those of the 2008, scoring above 3.0 except the criterion on student life support activities gaining 2.8 (which was still higher than that in 2008). Score given to the program regarding its extra-curricular activities to support students increased from 2.9 to 3.3. Particularly, there are some criteria with high scores like

the quality of teaching staff (score 4.0, higher than that in 2008), administration of the director, assistant and coordinator of the program (respectively reached 3.8 and 3.9, much higher than that in 2008). Considerable improvement could be seen in the assessment of curriculum structure and contents (both reached 3.3 in 2010, compared with 2.7 and 2.9 in 2008) (**Attachment 6.4A**).

Particularly, in 2009 FIBE conducted a survey, respondents of which were those who were going to complete the program. The purpose of this survey was to improve the program's (expected) learning outcomes and to develop the program's curriculum by adapting the CDIO (Conceive-Design-Implement-Operate) approach. The criteria covered curriculum (as the most important component), students' skills, students' field trips/internships, the program's objectives and the contexts for CDIO competence development on students. Data gathered from this survey revealed students' thinking about the current training program and proved useful reference for future improvement of the curriculum by taking students' assessment of the curriculum into consideration. The survey results can be found in details in its report (**Attachment 6.5B**).

Data collected from all surveys conducted by the university's CHEQA have been analysed and prepared into written reports in which students' assessment on strengths and weaknesses of each course and teaching performance of the lecturer in that course are quantitatively calculated. An assessment score was also given for the lecturer of each course and the course itself (**Attachment 6.2**). Information from the reports would then be utilized by the Faculty's administrators during their meetings with the lecturers to seek for possible improvements on both subject contents and teaching methods (**Attachment 6.9**).

Surveys designed by the Faculty to collect students' general opinions on its training programs have also been conducted regularly and synthesized into reports (**Attachment 6.3A, 6.4A**). This has become one of the bases for the Faculty to make necessary adjustment to the subject contents, teaching methods, testing and assessment, facility conditions and training management and administration.

- Specifically, in the 2008 survey, students gave an average score of 2.95 to the item about the variety of teaching methods applied by the lecturers in the program and an average score of 2.92 to the group of items on student assessment methods. These two scores were lower than the ones of other items. On realizing this, the Faculty's Administration Board immediately took specific actions to improve the situation. For instance, they now ask the lecturers to vary their teaching methods, letting students do more discussions, teamwork, presentation and projects, giving more real examples and practical cases during the lectures, utilizing teaching aids like projectors (**Attachment 6.10**). Besides, the Faculty has kept inviting guest speakers working in real business (**Attachment 6.11, 6.12**) to deliver lectures in the training program. Moreover, methods of testing and assessment have also been innovated, using modern and professional testing tools like objective and semi-objective tests, team work and presentation, authentic situational exercises and projects, etc. (**Attachment 6.10**). These enormous efforts resulted in considerable changes in students' evaluation in the 2010 survey: lecturers were given a

score of 3.2 for their application of the variety of teaching methods and another 3.2 for testing and assessment activities.

- Similarly, in 2008, the training program was given an average score of 2.7 for its curriculum structure and 2.35 for the balance between theory and practice. After certain adjustment by the Faculty like giving more authentic examples during the lectures, managing a larger time budget for students' field trips (**Attachment 6.13, 6.14**), and especially, improving the curriculum towards CDIO approach on the basis of its expected learning outcomes (**Attachment 6.5A, 6.15**), students' satisfaction with these criteria improved significantly. According the 2010 survey, the former criterion achieved the score of 3.3, and the latter 3.0.
- Regarding student supporting extra-curricular activities, there were two criteria given the scores of 2.63 (accessibility to employment opportunities) and 2.41 (activities supporting students' life), which were definitely below the average score of the group. To better the situation, the Faculty then established a network of partners who are enterprises and organizations (**Attachment 6.16**). Both the University and the Faculty have hosted several employment events (**Attachment 6.17**), as well as organized various field trips, internships and practical trainings (**Attachment 6.13, 6.14, 6.18**). Thanks to this, a number of students were employed to relevant positions (**Attachment 6.19**). To support students' life, the Faculty has been actively seeking financial support from its partners to bring about more scholarships and funding to students (**Attachment 6.20**). These continual endeavors were highly appreciated by the students, and hence, in the 2010 survey, they showed their satisfaction by giving 3.0 to the former criterion and 2.8 to the latter one. Also, the item on the regularity and quality of student seminars got a better score of 3.7.
- Also in the 2008 survey, regarding the physical conditions of facilities, students gave low scores to the Computers' meeting the students' learning requirements (2.61) and the Internet supporting their study and research (2.53). To solve this problem, the university promptly had their system of computers and Internet upgraded (**Attachment 6.21**). Consequently, the 2010 survey witnessed a rise in students' assessment score towards these indicators with the former reaching 3.1 and the latter 3.2.

Along with official surveys, feedback of students on the program has also been gathered via e-mail channel. All e-mails of this kind have been replied promptly and considered for improvement. For example:

- Students of QH-2007-E-CLC claimed that they were overloaded with the timetable of the second semester (academic year 2009-2010). In response, in the second semester, the course density has been loosened with some courses offered during summer semester (2010) (**Attachment 6.22**).
- Some students claimed that it was quite hot inside several lecture halls and the university has then equipped these lecture halls with air-conditioners (**Attachment 6.23**).

- All claims of the students on test and exam scores sent to the Office of Academic Affairs have always been replied immediately (**Attachment 6.24**).

6.2. Feedback from the alumni

As having done with on-campus students, the FIBE has conducted two surveys with respondents being the alumni of its Bachelor program in International Economics (honors) in 2008 and 2010. The survey in 2008 was for collecting feedback from the graduates (i.e. bachelors) of the intake QH-2004-E-CLC while the one in 2010 was for the alumni of three intakes: QH-2004-E-CLC, QH-2005-E-CLC and QH-2006-E-CLC. The number of participants in the 2008 survey was ten and that of the 2010 one was 42 (**Attachment 6.3A, 6.4B**).

The survey focused on such criteria as their self-confidence at work, their problem solving skill, and to what extent the training at university had equipped them with knowledge, skills and attitudes to meet their job requirements (**Attachment 6.3A, 6.4B**).

These two surveys have provided the Faculty's administrators with a systematic package of information on its graduates' success and applicability of the training knowledge and skills to work. Table 6.2 summarizes the main results of these two surveys:

Table 6.2. Summary of the two alumni surveys conducted by FIBE

No	Criterion Group	Average Score	
		2008	2010
1	Self-confidence at work	3.5	4
2	Ability of problem solving at work	3.4	3.5
3	How the university training meets the working requirements in knowledge	2.8	2.8
4	How the university training meets the working requirements in skills	3.0	3.1
5	How the university training meets the working requirements in attitudes	3.6	3.9

It was found that the alumni were highly satisfied with the training program. Particularly, survey items about the significance of university equipped attitudes for work got the highest average score of 3.6. Meanwhile, those on the extent of applicability of students' taught knowledge to work got the lowest score of 2.8.

The survey in 2010, in comparison with the 2008 one, showed significant improvement in most of the items. In 2010, the graduates presented their satisfaction to the training program in equipping them with appropriate working attitudes. This item obtained 3.9 (compared to 3.6 in 2008); similarly, the item about students' self-confidence at work increased to 4.0 (highest among all the items in the 2010

survey). However, the alumni's satisfaction to their acquired knowledge at university meeting the working requirements remained unchanged, keeping a standstill of 2.8.

Besides the two above-mentioned periodical surveys, graduates of the intakes QH-2004-E-CLC and QH-2005-E-CLC also participated in another one in 2009 conducted within the operation of the CDIO-based program development project. This survey focused on the curriculum framework, students' skills, students' field trip and internship activities, the program's objectives and contexts for students' development of CDIO competence, and students' meeting requirements at work (**Attachment 6.5B**).

Another channel for the Faculty to gather feedback and comments on the training programs from their alumni is through formal meetings (**Attachment 6.25**). This has brought about opportunities for on-campus students and graduates to exchange information and experience as well as for the graduates to reflect their thoughts about the training program (**Attachment 6.26**).

Moreover, feedback and comments of graduates on their university study can be collected via their participation in the student forums (**Attachment 6.8**) and their maintained relationship with the Faculty (**Attachment 6.27**).

All specific opinions of the graduates have been gathered and processed at the Faculty level for necessary and in-time adjustment.

- Comments on the skills of the graduates: More courses for equipping students with skills have been added to the training program (**Attachment 6.28**); at the same time soft skills have been integrated into different current subjects (**Attachment 6.10**).
- Comments on time arrangement and requirement in English proficiency at graduation: English courses now starts from the first year and are allocated with a larger time budget. Requirement in English proficiency has been changed as well, making IELTS score of 5.5 a graduation requisite from the intake QH-2006-E-CLC onwards (**Attachment 6.29**).
- Comments on textbooks and lecturers: Textbooks have been reviewed and changed to ensure that students use more suitable textbooks (**Attachment 6.30**); textbooks in English have been provided (**Attachment 6.31**); and unsuitable lecturers have been replaced (**Attachment 6.32**).

6.3. Feedback from the labour market

Over the years, thanks to its cooperation with state agencies, enterprises and organizations, FIBE has frequently received direct comments from the labour market on its graduates and the training program (**Attachment 6.16, 6.33**).

Meanwhile, a channel that helps the Faculty systematically collect feedback and comments from the labour market is periodical surveys. Such kind of survey has been conducted twice in 2008 and 2010

with ten employers (of the 10 graduates) sending feedback in 2008 and 15 in 2010. The main purpose of these surveys was to understand the labour market's comments on the graduates' knowledge, skills, professional attributes and ability to meet the requirements at work (**Attachment 6.3B, 6.4C**).

Criterion groups and results of the survey in 2008 are summarized in the table below:

Table 6.3. Summary of Employer Survey in 2008

<i>No.</i>	<i>Criterion Group</i>	<i>Average Score</i>
1	Graduates' attitudes towards the compliance with the organization's regulations and rules	4.50
2	Students' serious manner at work	4.50
3	Students' level of initiative at work	4.11
4	Assessment on students' working methods	4.11
5	Assessment on students' application of knowledge at work	4.30
6	Assessment on students' application of skills at work	4.0

This survey used the five-point Likert scale (in which 1 is the lowest and 5 is the highest). The above table shows that employers were highly satisfied with the graduates. Their strongest attribute was the employees' serious manner and attitude toward their tasks (4.50). Ranking second was their ability to apply the acquired knowledge into working (4.30). The items receiving the lowest score related to the graduates' application of skills at work (4.0). 8/10 respondents agreed that soft skills like presentation, negotiation, team work, report writing, and time management are completely essential for working. 6/10 surveyed employers considered the skill of developing initiative working environment to be essential for work. In summary, it was reflected in this survey that employers in general were highly satisfied with the graduates in terms of their ability to meet the requirements at work. Furthermore, by looking at the survey's result the Faculty might recognize the program strengths and weaknesses so that further improvement could be made.

In 2010, the survey was repeated with similar purpose, with the questionnaire being amended for its relevance to the expected learning outcomes as revised in the CDIO project. The questionnaire then consisted of four major components: knowledge, ability to meet the requirements at work, personal attributes, and professional skills and attributes (**Attachment 6.4C**). Besides, some open-ended questions were added to gather specific assessment of the employers on the strengths and weaknesses of the graduates.

The below table illustrates summarized statistics of the employer survey in 2010:

Table 6.4. Summary of Employer Survey in 2010

<i>No.</i>	<i>Criterion Group</i>	<i>Average Score</i>
1	Knowledge	3.7
2	Ability to meet the requirements at work	3.6
3	Personal attributes	4.3
4	Professional attributes and skills	3.9
5	Social skills	3.7
6	Foreign Language	3.9
7	Ability to develop future career	3.7

All items in the 2010 questionnaire were more specific than those in 2008 to ensure easier processing and more precise assessment from respondent. The statistics showed that the employers gave score 3.7 to the knowledge of the graduates. This means the students had almost reached level 4 in the learning outcome scale: they were able not only to remember, to understand, and to apply the knowledge in authentic situations but also to utilize their knowledge in problem analysis and evaluation. Other items in the questionnaire used the five-point scale: (1) unacceptable, (2) acceptable at low level, (3) acceptable, (4) acceptable at higher level, and (5) absolutely acceptable. Most of these items received relatively high score, approximately 4.0, among which the items in personal attributes got the highest average score of 4.3. This reflects the employers' considerable satisfaction of the student thanks to their ability to meet the working requirements. By considering the respondents' feedback, it was realized that the graduates' strong points were their personal attributes, fundamental knowledge and foreign language proficiency. Besides, they needed to improve practical and some other skills.

The employer survey in 2009 within the CDIO project had the respondents coming from various enterprises and organizations: domestic and foreign enterprises, research and policy making institutions, international organizations, and NGOs. The survey aimed at gathering ideas from the labour market on every aspect of the training program: the curriculum, the program's objectives, students' skills, training practice and contexts for students to develop their CDIO competence (**Attachment 6.5B**). Data collected were aimed for identifying expected learning outcomes and building an appropriate curriculum.

Besides the official surveys, specific opinions on the training program have also been gathered through meetings and regular contacts between the Faculty and the University and their partners (**Attachment 6.33**). After annual field trips and internships of the students, the Faculty received certain feedback from enterprises about their students' attitudes and competence at work (**Attachment 6.13**). The Faculty is now cooperating with enterprises in supporting students to do research as ordered by the enterprises. The students have been highly evaluated by the enterprises in this activity (**Attachment 6.18**).

Regarding the weaknesses, specific solutions have been proposed for improvement by the Faculty. For example, as claimed in the 2008 survey, students' ability to apply their skills in reality was evaluated lower than the others (4.0 point). To better this, some courses on soft skills for students have been added to the training program (**Attachment 6.28**).

Moreover, employers' comments (mostly on the attitudes of the students during their field trips) have been seriously taken into consideration by the Faculty so that necessary orientation and education can be done for students before their graduation (**Attachment 6.13**). Opinions raised in meetings, conference and via regular contacts with the partners have been gathered and analyzed for further improvement as well.

6.4. Feedback from the society

The most important channel for the University and the Faculty to collect feedback and comments from the society on its training program is to review articles and reports writing about the University and the Faculty at conferences (if any) and/or published in mass media (newspaper, magazines, websites, etc.) (**Attachment 6.34**). Besides, society's feedback has also been well taken in other contexts such as university admission recruitment, University Admission Day, Information Day, seminars etc.

The number of students enrolling to the university, especially to the Bachelor program in International Economics (honors) has kept increasing over the years (**Attachment 6.35**).

As for the alumni, the 2010 survey questionnaire added a new item asking about social activities that the students had taken part in and the society's recognition towards the students (evidenced with awards, recognition certificates from the community) (**Attachment 6.4B**). This is an indirect channel for the Faculty to collect feedback from the society.

In the coming time, to implement a systematic propagation and collection of feedback from the society, the Faculty has planned to organize regular activities such as annual Information Day on the training program (this is for advertising the program and at the same time receiving information from the society on the program), establish a system to follow related news in the mass media, making it possible to identify the position of the training program in the society and founding a basis for further improvement of the program .

In summary, FIBE has established for itself a considerably sufficient system to investigate the satisfaction of the stakeholders about the training program, including periodical surveys conducted on individual categories of stakeholders and information gathering via other channels. Collected data have proved that though new, the training program has been able to take a certain position in the society.

The Faculty is going to put forwards a number of measures to improve this system for more effective operation. Specifically, periodical surveys on on-campus students, alumni and employers will be conducted annually. Alumni meeting will also be organized once a year as the Faculty considers this a

vital channel to discover graduates' opinion. Meanwhile, the Faculty will continue to build up and develop the relationship with the employers who have been employing the program's graduates.

Chapter 7

STRENGTHS – WEAKNESSES ANALYSIS

7.1. Summary of Strengths

Followings are major strenghts of the Honors Program:

- Expected learning outcomes in knowledge, skills and attributes have been established through a process of developing, reviewing, revising and upgrading to meet the demands of all stakeholders and the society in general and reflect the missions and goals of FIBE and UEB, as well as that of VNUHN. The expected learning outcomes of the program are also in line with those of the same discipline and major being delivered at several prestigious universities in developed countries. The current expected learning outcomes of this program have been itemized in details to level 4.
- The program’s curriculum and structure have been developed, revised and updated a number of times to ensure the involvement of all stakeholders in the process. At the same time, it has been standardized following advanced training programs worldwide to reflect the needs of the society as well as to keep pace with the goals and missons of VNUHN, UEB and FIBE. The curriculum’s framework and structure have been assessed positively by experts from prestigious universities in the world. Compared to the Standard Program, this Honors Program has proved its advantage in equipping students with more advanced knowledge and skills. Subjects/courses in the program are all sequenced logically and, therefore, contribute to the expected learning outcomes.
- Modern and varied teaching practices are being applied. Our qualified teaching staff are utilizing advanced teaching methods of developed countries in all of their lessons. The teaching staff possess good teaching skills and well-specialized knowledge. Moreover, the majority of the lecturers obtained their training and qualifications (from Master level above) from universities in developed countries like the UK, the USA, Australia, Japan, etc. Also, they can use English as a means of instruction.
- Criteria for student enrollment to the program are clearly defined. As a result, in recent years, the input quality has been higher and higher with increasing number of high-school gifted students applying into the program.
- Students’ study and self-improvement process is closely monitored and thoroughly assessed through various instruments. There is a specialized staff who is in charge of the monitoring and assessment . Besides, each student has their study reflected daily in a student study record, which has positively affected their efforts in and plans for learning. The application of a modern administration mechanism in which a program director and a coordinator helps to ensure the smooth operation of the program in collaboration with other related departments and centers at UEB. The program has also been put under close co-monitoring of the University Management, the program’s Administration Board and the Center for Student Support.

- Facilities supporting training procedures like lecture halls and teaching devices have always been paid due attention to by UEB's and FIBE's Management so as to create a high quality learning environment and assist effective learning process. Investment has been put into sufficiently equipping the lecture halls with modern facilities and providing regular maintenance to ensure an ideal place for teaching and learning at higher education level. The UEB's Information technology infrastructure is modern with adequate technician staff to assure smooth running of the program. Students are provided with secured individual account to access their study record database on the UEB website.
- Specialized textbooks and reference books for the Honors program are updated annually. Students can easily access the huge resources and digitalized materials via the VNUHN's e-library system or libraries with reading rooms comprehensively equipped to serve their study and research purposes.
- The Honors Program is strictly in compliance with training quality assurance regulations of VNUHN and UEB. Quality assurance is implemented systematically, ensuring the quality of student admission, the training implementation, student assessment, feedback gathering, staff development etc. The collection of feedback from students and alumni has been conducted regularly in a comprehensive way. Together with the close relationship between UEB and partner employers and the labour market, this channel has played as a vital information resource in helping FIBE and UEB to produce in-time amendment and improve the program for the capability of meeting the demand of learners, employers and the socio-economic development.
- 70% of students of the Honors Program graduated with High Distinct or Excellent degree, which proposes a really impressive achievement. Within one year after their graduation, 100% of students have gained employability or are pursuing higher education. Such facts provide good evidence of the high quality of the program's outputs. The graduates have been equipped with essential knowledge and skills. They have also been highly valued by their employers for their competence, knowledge, creativity, and adaptation to work as well as their capacity to meet work requirements.

7.2. Summary of Weaknesses

During the operation and administration of the Honors Program, there have been some weaknesses emerged, which call for improvement in the near future:

- The program has been inter-connected in training with some similar programs of prestigious universities in the region and around the world. This is a step for these universities to recognize the program as equivalent to theirs. Although agreements have been signed, it is necessary to give some time for UEB and FIBE to implement this inter-connected program.
- Although current infrastructure of UEB is, at present, able to support the Honors Program, more is still in demand to keep up with that of advanced regional and worldwide universities. This need will be satisfied once the University move to its new campus of VNUHN in Hoa

Lac. The new campus will be larger and conveniently equipped so as to better support the research, teaching and learning practices in equal with advanced universities around the world.

- Though basically able to support users (lecturers and students), the UEB website is not absolutely convenient. To improve this, the Faculty has had its own website (www.fibe.ueb.edu.vn; <http://fibe.ueb.vn>) constructed. The website has been added with more utilities to help lecturers, administrators, managing staff, students and alumni ... to interact better.
- The project of stable professional and staff development has gone through construction period and started to be implemented. Therefore, more time is needed before results can be synthesized and reported.
- Surveys on the Honors Program with expert respondents from prestigious regional and worldwide higher education institutions have not been conducted regularly. To improve this, from the academic year 2010 – 2011 onwards, FIBE is going to carry out this survey on a regular basis.

7.3. Plan for the coming academic years

- In 2010-2011, UEB will continue to develop its international relations and introduce the Honors Program to regional universities to implement credit transfer between UEB and certain regional and worldwide honored higher education institutions as a means to affirm the quality and position of the Program in higher education context.
- UEB will support the Honors Program financially to conduct research in teaching method innovation and application of update teaching and learning methods in the instruction of courses within the program.
- In the period 2010 – 2012, 3 to 5 outstanding young lecturers will be sent to famous university in the world for further education. At least one administrator of the Honors Program will be sent to a university in Thailand for observing and learning about program management. The university will create opportunities for technicians to obtain further training, with specific attention paid to have a technician trained to be competent in developing an open learning material database (VOCW). All these efforts target an orientation of IT and teaching equipment development.
- From 2011 to 2015, UEB will invest in setting up a common working place with around 10 computers and other essential facilities for lecturers of the Honors Program. Meanwhile, more investment will also be put into the improvement of lecture halls for the program.
- FIBE will collaborate with CHEQA to issue regulations on test paper analysis and assessment using specialized softwares and to build a bank of standardized tests for all courses within the Honors Program.
- From the next academic year onwards, FIBE will annually collect international experts' opinions on the curriculum and program. The Faculty also intends to host an annual Information Day to propagandate the program and gather feedback from the society on the program.

- FIBE and UEB have planned to complete the proposal on allowing the university to have autonomy in curriculum development and tuition fee, applying the principle of getting tuition fee for expenses, starting in 2011 and submit it to the Government.

ON BEHALF OF RECTOR

Vice Rector

Dr. Nguyen Ngoc Thanh