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Assessment Report and Accreditation Recommendation

Hanoi School of Business and Management
Vietnam National University, Hanoi

UNDERGRADUATE PROGRAMS

Bachelor in Management of Enterprise and Technology **(MET)**

Bachelor in Management and Security **(MAS)**

Bachelor in Marketing and Communication **(MAC)**

Bachelor in Management of Human and Talent **(HAT)**

I   Procedure

Date of contract: 9 September 2022

Date of the submission of self-assessment report: 16. January 2023

Date of site visit: 28 – 30 March 2023

Attendance by ACQUIN office: Robert Raback

Accreditation decision scheduled: 25 September 2023

Peer review experts:

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The **Assessment Report** of the peer-review experts is **based on** the self-assessment report of the Higher Education Institution (HEI) and extensive discussions with the HEI management, deans and/or heads of the departments, heads of study program(s), lecturers, staff representatives, students, and alumni.

The basis of the **Assessment Criteria** is part 1 of the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) in the current official version. At the same time the national context, particularly the national regulations regarding the establishment of study programs, are considered.

Content

II   Introduction

The experts would like to thank the representatives of the HEI as well as students that they have taken part in the discussions and willingly shared information and their views during the site visit. The discussions are valuable not only for the assessment of the institution, but also for a better understanding of the legal and sociocultural context of the local higher education system.

Evaluation basis for the peer-review experts is the self-assessment report of the HEI as well as intensive discussions during the site visit with the HEI management, deans and/or heads of the departments, head(s) of the study program(s), study program(s) coordinators, teachers, lecturers, administrative staff, students, and graduates.

Main objective of the accreditation procedure is to assess the quality of the study programs and compliance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG). The ESG standards are applied as main assessment criteria in the international accreditation procedure. In addition, the respective country-specific criteria and standards are taken into account.

A group of experts was set up, which ensured that all areas relevant to the accreditation procedure (e.g. legal, structural, social etc. aspects) as well as the ESG and national criteria were considered. The peer-review experts include professors, representatives of the professional practice and the student representative. A certificate with the ACQUIN seal is awarded upon accreditation of the study programs.

1   Optional: The Higher Education System in Vietnam

2   Short profile of HEI

Hanoi School of Business and Management (HSB) is a uniquely autonomous School among 13 member schools of Vietnam National University, Hanoi (VNU). HSB was founded on the 13th of July 1995, by prominent late Prof. Dr. Nguyen Van Dao, a beloved teacher and the first director of VNU with the issuance of the Decision 252/TCCB. Since then, HSB has become a pioneering & reputable education center in Vietnam for MBA and executive training. For the last 25 years, generations of HSB lecturers, students, and staff members have tried hard not only to develop HSB but also to transform HSB to become a leading and reliable brand name in terms of interdisciplinary training programs on business and management, and to expand HSB brand to regional countries and worldwide.

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3   General information on the study programs

3.1   Program 1: Bachelor in Management of Enterprise and Technology (MET)

Location	Hanoi School of Business and Management
Date of introduction	2019
Faculty/ department	Faculty of management
Standard period of study(semesters)	8 semesters / 4 years
Number of ECTS credits	156 (234 ECTS)
Number of study places	100
Number of students currently enrolled	370 (Winter term 2022/2023)
Average number of graduates per year	n/a
Target group(s)	
Admission requirements	
Form of study	Full-time
Tuition fee	63,750,000 VND/per year, applied for 2022's admission period

3.2 Program 2: Bachelor in Management and Security (MAS)

Location	Hanoi School of Business and Management
Date of introduction	2021
Faculty/ department	Faculty of Management
Standard period of study(semesters)	8 semesters / 4 years
Number of ECTS credits	158 (237 ECTS)
Number of study places	60
Number of students currently enrolled	103 (Winter term 2022/2023)
Average number of graduates per year	n/a
Target group(s)	
Admission requirements	
Form of study	Full-time
Tuition fee	87.500.000 VND per year, applied for 2021's admission period

3.3 Program 3: Bachelor in Marketing and Communication (MAC)

Location	Hanoi School of Business and Management
Date of introduction	2020
Faculty/ department	Faculty of Marketing
Standard period of study(semesters)	8 semesters / 4 years
Number of ECTS credits	146 (219 ECTS)
Number of study places	100
Number of students currently enrolled	282 (Winter term 2022/2023)
Average number of graduates per year	n/a
Target group(s)	
Admission requirements	
Form of study	Full-time
Tuition fee	58.750.000 VND per year, applied for 2022's admission period

3.4 Program 4: Bachelor in Management of Human and Talent (HAT)

Location	Hanoi School of Business and Management
Date of introduction	2021
Faculty/ department	Faculty of Management
Standard period of study(semesters)	8 semesters / 4 years
Number of ECTS credits	145 (217,5 ECTS)
Number of study places	100
Number of students currently enrolled	203 (Winter term 2022/2023)
Average number of graduates per year	n/a
Target group(s)	
Admission requirements	
Form of study	Full-time/Part time/Dual
Tuition fee	58.750.000 VND per year, applied for 2021's admission period

4 Results of the previous accreditation (if applicable)

All study programs were examined and accredited by ACQUIN accreditation agency for the first time in March 2023.

5   Results/Summary of the ongoing accreditation procedure

The peer-review experts recommend an **<u>accreditation with conditions</u>** for the cluster accreditation of the Undergraduate programs:

Condition 1 - Improvement of English: The level of English as a scientific language must be improved on all levels within the school to support international students.

Condition 2 – Revision of the Module handbooks: The module handbooks/study plans of the programs must be standardized regarding international standards in English and up-to-date standards to fit the requirements for international students.

Condition 3 - Documents available in English: All documents required for international students need to be available in English.

Condition 4 - ECTS Calculation: The workload needs to be adjusted accordingly to international Crediting System(s) to make them cross-country comparable.

Condition 5 - Restructuring of the MAS curriculum: For the MAS curriculum it is necessary to restructure the modules to fulfil the requirements for a Management-related Bachelor program and the stated 3 core specializations (DTCS, FFS and DSDB). It is also necessary to align the MAS program accordingly with the MNS postgraduate program in terms of program title & specialization titles for better coherence.

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Recommendation 1 - Maintaining consistent workload: By maintaining consistent workloads, students can anticipate the demands of each semester, helping them allocate their resources efficiently. This predictability enhances their overall academic experience, reduces stress, and leads to a conducive learning environment.

Recommendation 2 – Increasing the range of courses (MET program)
Students now can choose from a selection of courses that align with their interests and career goals. However, it would be beneficial to gradually expand this course offering, allowing students even more flexibility in tailoring their educational journey. By offering an increasingly diverse range of courses, students can explore various subjects and dive deeper into areas of personal interests.

Recommendation 3 – Reorganize the current electives (MET program)
It would be beneficial to reorganize the current study plan, placing specific elective modules in higher semesters instead of mostly in the first semesters. Elective modules are crucial for specialization and complementing compulsory modules, and students should have the freedom to choose from the available options when already having gained further experience in the program.

Recommendation 4 - Quality Assessment and Feedback: The cyclical evaluations should be feedbacked to the students directly so that they can play an even more active role in the ongoing development process of the programs and the faculties.

III Implementation and assessment of the criteria

The peer-review experts assess the quality of the study programs and compliance with the ESG standards as well as with the national standards. The report must document the assessment of each study program in the cluster, taking into account each criterion. Depending on the criterion, the assessment of criterion may be appropriate at the study programs cluster level in order to avoid repetition and better describe general context.

1 ESG Standard 1.1: Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

1.1 Implementation

As a member of Vietnam National University, Hanoi (VNU), HSB has the responsibility to maintain VNU´s quality standards as per various binding policies. Being a national institution for higher education and the flagship of the Vietnamese Educational Sector, VNU and its members ensure the high-quality education and training standards. Various official decisions aim to establish a common understanding among stakeholders about education and training quality, with four main components: (1) Quality Management System Structure, (2) Quality Evaluation and Validation, (3) Educational Quality Comparison, and (4) Database for Quality Assurance.

(1) VNU has its Institute for Education Quality Assurance, while HSB has its Centre for Examination and Quality Assurance, responsible for internal quality assurance activities and regular reporting to VNU. (2) According to the second component, all school members should be accredited according to the Ministry of Education of Vietnam's standard or encouraged to seek international accreditations.

(3) The third component promotes benchmarking with top universities worldwide for improvement and further development.

(4) Lastly, VNU utilizes a database administered by the Institute for Education Quality Assurance, integrating information about programs, learning outcomes, subjects, lecturers, students, and equipment for quality control. Regular monitoring and inspection of quality assurance implementation are conducted by the Legal and Inspection Division of VNU, in collaboration with the Institute of Educational Quality Assurance.

The last component involves a database used by VNU for quality assurance, managed by the Institute for Education Quality Assurance. This database integrates program information, including descriptions, learning outcomes, subjects, lecturers, students, equipment and so on. The Legal and Inspection Division of VNU, along with the Institute of Educational Quality Assurance, regularly monitors and inspects the quality assurance implementation of each school member – so as HSB.

HSB provides guidelines to its internal stakeholders, including lecturers, learners, administrative staff, alumni, and employers to collect individual feedback with an online survey for each individual stakeholder. The Institute for Education Quality Assurance implements this

process for improvement purposes. HSB's Centre for Examination and Quality Assurance, with support from the Postgraduate Programs Management Office (POMO) and Undergraduate Programs Management Office (UPMO), handles the process internally and for submission to VNU's quality assurance portal or internal communication.

1.2 Assessment

HSB prioritizes quality assurance as a crucial element of its academic strategy, ensuring high-level education and support for national and international students in Vietnam. The institution has a robust quality assurance framework in place, involving regular monitoring, evaluation, and continuous improvement initiatives for academic programs and student services. Various tools, including student surveys, faculty evaluations, personal feedback, and academic audits, are utilized to assess program and service quality.

Transparency and accountability are paramount at HSB, as evident from regular reporting and information dissemination on academic programs and services. This fosters trust among stakeholders on the one hand and identifies areas for further development and improvement on the other hand.

Through document analysis, website research, and discussions with university stakeholders during the online site visit, it is evident that HSB places significant effort on quality assurance and continuously refines measures to monitor university´s internal quality together with VNU as the strategic partner. The primary objective is to enhance the effectiveness and improvement of programs, teaching, and administrative support services. The institution follows a comprehensive Quality Assurance Manual (QAM) accessible to all staff members. Involvement of faculty and staff committees ensures reliable implementation of the quality policy. HSB also gathers student input through regularly planned surveys, gaining a comprehensive perspective on its work and maintaining a well-established quality assurance policy and system.

Overall, HSB's commitment to quality assurance ensures that its academic programs and specialized services consistently meet the requested standards for an international accreditation. This dedication to quality enhances the institution's reputation, attracts top talents, and equips students with the knowledge and skills needed for successful careers in national and international companies.

1.3 Conclusion

The criterion is **fulfilled.**

2 ESG Standard 1.2: Design and approval of programs

> **Institutions should have processes for the design and approval of their programs. The programs should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a program should be clearly specified and communicated and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.**

2.1 Implementation

2.1.1 General aspects

VNU encourages its school members to continuously innovate and develop academic programs that align with the needs of a dynamic and globalized world. HSB, as an institution training business leader for local and global companies, understands this imperative and designs innovative, up-to-date, and practical programs. The program design of all undergraduate programs of this accreditation have approval adhere strictly to the VNU process and comply with the Vietnamese Qualifications Framework, ensuring that the number of credits given is appropriate.

According to VNU guidelines, academic programs should be interdisciplinary, innovative, and aligned with the institution's strengths, development plan, and societal demands. School members must meet crucial requirements, including credit amount, availability of qualified lecturers, suitability, and infrastructure. A standard Bachelor's program typically consists of 120 to 140 credits, while high-quality programs (like MET), require an additional 15 credits or more. This commitment to excellence ensures the undergraduate programs in the category of high-quality programs within HSB.

2.1.2 Program 1: Bachelor in Management of Enterprise and Technology (MET)

The Hanoi School of Business and Management launched the Bachelor of Science in Management of Enterprise and Technology (MET) in August 2019. With the growing importance of digital transformation worldwide, there is a strong demand for knowledge in technology products, supply chains, innovation, and business management in Vietnam's dynamic market.

The MET program focuses on two main areas: technology management and business management. Graduates gain expertise in applied technology and technology management, making them valuable assets for commercial enterprises. The program is highly competitive and conducted entirely in English from the second academic year. HSB has already signed different Credit Transfer Agreements for the MET program for international exchange with reputable universities from Australia, USA and New Zealand.

2.1.3 Program 2: Bachelor in Management and Security (MAS)

The Bachelor in Management and Security (MAS) program was established for the 2021-2022 academic year. Considering the global pandemic, the significance of nontraditional security and policy has been extensively discussed and researched. The MAS program is designed to address the demands of both private and public sectors with innovative and practical courses.

HSB's unique program equips students with essential knowledge and critical skills related to various aspects of nontraditional security, such as food security, water security, cybersecurity, and finance security. With at least 50% of courses delivered in English, the program prepares students to meet the high demands and large-scale challenges in the fields of nontraditional security and management as a combined discipline.

In addition to acquiring the latest skill set and benefiting from unique training in the Security sector, MAS undergraduates are also required to maintain physical fitness and familiarity with combat skills. This well-rounded attempt ensures that graduates are well-prepared for a wide range of challenges in the management and security sector.

2.1.4 Program 3: Bachelor in Marketing and Communication (MAC)

The Bachelor of Marketing and Communication (MAC) program, offered by HSB since 2020, prepares students for a successful career in the Marketing Communication field. The program is designed to meet the dynamic and fast-paced industry's demands by equipping students with both essential soft skills and five key vocational skill groups: English language proficiency, Marketing (market research, planning), Communications (campaign planning and execution), Events (planning and organizing), and Design (publication and content).

The curriculum uniquely combines academic knowledge with practical industry insights, integrating marketing strategy with sales, public relations, and crisis management. MAC students gain valuable and practical experience through long-term internships in reputable enterprises, HSB partners, and alumni businesses. This hands-on approach sets the program apart, providing students with unique and real-world insights. In the second half of the program (3rd and 4th year), MAC students study entirely in English, ensuring they are well-prepared to excel in the international marketing and communication landscape.

2.1.5 Program 4: Bachelor in Management of Human and Talent

HSB offers the Bachelor in Management of Human and Talent program, implemented from the 2021-2022 academic year. As enterprises and organizations recognize the increasing importance of effective people management, this program equips students with essential skills in legal and labor market backgrounds, crucial for practical application.

Prospective students will gain a comprehensive understanding of talent acquisition, labor conflict resolution, and advisory roles in human resources-related functions within global businesses. The program emphasizes practicality and prepares students to excel in the dynamic field of people management.

HAT students will have the opportunity to fully immerse themselves in an English-speaking environment during the second half of the program, which spans the 3rd and 4th year. This language proficiency ensures graduates are well-equipped for success in international HR-related roles and challenges.

2.2 Assessment

2.2.1 General aspects:

HSB demonstrates a strong commitment to nurturing young talents, preparing them to become future leaders and managers in both public and private sectors. The institution actively engages with the industry and public sector through internships and guest lectures, ensuring

real-world relevance in its programs. HSB's defined Mission, Vision, Core Values, and Student Core Values have been developed in collaboration with experts, students, and parents, emphasizing the institution's focus on people.

The program proposal for each of the undergraduate programs went through an HSB-internal evaluation process by a council of 9 to 11 experts each, ensuring its feasibility, suitability, and societal relevance. HSB aligns its programs with the European Qualifications Framework and Vietnamese Qualifications Framework, demonstrating a commitment to meeting international educational standards. Additionally, students explore basic political courses focusing on Marx and Lenin philosophy when entering the program from the first semester, this is only relevant for national students and does not affect international students during their mobility semester.

While research activities are relatively limited in the Bachelor programs, it aligns well with its scope, providing students with adequate exposure to smaller research projects and tools. Quality assurance is a central aspect of HSB's approach, with students actively participating in the evaluation process through individual feedback. The institution follows a detailed three-step process, encompassing teaching quality ranking, self-assessment reports by lecturers, and assessment by the Rector's Board.

HSB actively strives a strong alumni network with a supporting "Alumni Club" and maintains close ties with the industry, providing valuable opportunities for internships and guest lectures. The institution's Center for Innovation and Entrepreneurship fosters collaboration and offers students a platform to engage in projects and startup ideas. All study programs are designed so that further development happens together with the students and alumni as part of the most relevant stakeholders for each program.

The module handbooks for the programs are currently still geared towards the national exchange of students in Vietnam itself. The module handbooks therefore need to be revised and updated regularly and fit international standards. Above all, the adjustments must be considered to fulfill the individual mobility semesters of students from international universities This must include the course descriptions, planned semester, workload (ECTS conversion + contact hours), taught language, all examination requirements, study goals and qualifications and the respective module coordinator, etc.). To align with international standards, it is also important that HSB improves in the structure of the programs and implements clear and specific objectives for each semester, outlining the intended learning outcomes and goals. This will provide students with a more structured and purposeful academic experience for each program. **[Condition 2 – module handbooks]**

Ensuring an equitable workload across each semester, HSB should also provide students with an equally structured and manageable academic experience during their studies. To foster this, the workload of each semester should be harmonized. This approach allows students to effectively plan their time, facilitating a harmonious balance between their coursework and other commitments, such as part-time jobs or extracurricular activities. By maintaining consistent workloads, students can anticipate the demands of each semester, helping them allocate their resources efficiently. This predictability enhances their overall academic experience, reduces stress, and leads to a conducive learning environment. **[Recommendation 1]**

By incorporating these references, HSB can enhance its program's alignment with ESG criteria, promoting transparency, educational quality, and holistic student development.

2.2.1   Program 1: Bachelor in Management of Enterprise and Technology

The MET program at this stage shows a convincing and comprehensive study design, seamlessly integrating qualification objectives into the institution's mission statement and overall strategy from HSB and VNU.

The MET study program boasts a well-structured approach, with approximately 15% of courses focusing on general knowledge, predominantly in the early stages of the study program. It features two main subjects. On the one hand there is a focus on Economics, Law, and Business Administration Knowledge, as well as Technology and Technology Management Knowledge on the other hand. Both of equal importance. Each of these main subjects includes around 25% compulsory courses, strategically designed to be taught cross-curricular. Additionally, students also have the flexibility to choose elective courses from either or both major subjects, accounting for approximately 10% of the curriculum. The program culminates in an internship and a bachelor thesis, further preparing students for real-world challenges at the intersection of business and technology.

The overall structure of the program aptly equips students for the demands of the professional practice, addressing the exchanges between business and technology effectively.

Qualification objectives are clearly defined as learning outcomes, encompassing both disciplinary and interdisciplinary goals, as well as personal development targets. These objectives align adequately with the requirements of the professional field and meet the expectations of a Bachelor-level program. The program's structure significantly contributes to achieving these defined objectives.

Moreover, the degree adheres to both national and international standards. HSB employs a well-defined process for revising the study program, considering factors such as student workload, feedback from students, alumni, and industry representatives. This thoughtful approach ensures ongoing improvement and relevance of the program to meet evolving demands in the practice.

Nevertheless, there is little room for improvement of the MET program. A notable aspect of the curriculum is its emphasis on providing students with the opportunity for individual orientation. Currently, students can choose from a selection of courses that align with their interests and career goals. However, it would be beneficial to gradually expand this course offering, allowing students even more flexibility in tailoring their educational journey. By offering an increasingly diverse range of courses, students can explore various subjects and dive deeper into areas of personal interests. In conclusion, this expanded selection would not only cater to a broader range of passions and aspirations but also empower students to gain a more well-rounded education. Expanding the selection of courses for individual orientation would be a welcome enhancement to the curriculum, providing students with more opportunities for personal and intellectual growth. It would empower students to curate a truly personalized learning experience that aligns with their passions and aspirations, setting them on a path towards success and fulfilment. **[Recommendation 2]**

HSB offers a refined MET Study Plan, providing students with course recommendations for each semester. In this plan, courses are conveniently sorted by topic. However, it would be

beneficial to reorganize the current study plan, placing specific elective modules in higher semesters instead of mostly in the first semesters. Elective modules are crucial for specialization and complementing compulsory modules, and students should have the freedom to choose from the available options. **[Recommendation 3]**

To provide students with the needed mathematical foundation, a specific annotation for the MET program would be to adopt one or two mathematical courses in the first semesters, as there are a lot of programming courses during the study profile. The program would benefit from this a lot and makes sure, the mathematical foundation is at a specific level for the student's success.

2.2.2   Program 2: Bachelor in Management and Security

The MAS Bachelor's program at HSB is one of the newest programs so far. It has been established only two years ago, in 2021. The program structure consists of a 4-semester "basic study" followed by three options for specialization: "Digital Technology and Cyber Security - DTCS" (Option 1), "Fintech & Finance Security - FFS" (Option 2), and "Data Science & Digital Business - DSDB" (Option 3). Career paths named "CIO or CISO" for Option 1 and "Enterprise Security" for Option 3 are intended outcomes of these specializations.

However, concerns arise from the presentation of the MAS curriculum itself. The experts see that there are several Math-related subjects in the early semesters of the MAS program. The curriculum nevertheless does not show the foundation of Math to have the 3 high-level core specializations in the higher semesters (eg. Big Data and AI attempt in "DSDB" or the "Financial Risk & Financial Forensics" attempt in the FFS specialization). The basics of Math therefore need to be restructured or (alternatively) re- named to fit the scientific attempt of the MAS program on a Bachelor´s level and the 3 available options (DTCS, FFS and DSDB). The condition could also be put down with a catalogue of electives in the higher semesters to replace the core courses and establish an optional path of electives at a "Basics-level". The 3 options that were presented seem to be nice and show the motivation in the program, but still seem to be too much for the current intake of students and teachers in the program. A deeper specialization also should be taught in the Postgraduate programs after achieving a Bachelor Degree. Therefore **[Condition 5]** will be explained in more detail:

1) The three specializations (DTCS, FFS, DSDB) have not been finalized yet at this early stage of the program, but the second option (FFS) is already considered being irrelevant and would likely not be offered in this program. An alternative would therefore be to run this specialization as an independent program with its own curriculum at a later stage. **[Condition 5]**

2) The job profile "Enterprise Security" does not align with the subjects in the specialization of DSDB, which seem more suited to a data scientist or business analyst role. The curriculum should therefore be adjusted accordingly to maintain the alignment of the profile with the program. **[Condition 5]**

3) The three specializations (DTCS, FFS, DSDB) appear a bit unrelated to the foundation of the program, each requiring a more extended and individual preparation. Moreover, specialization choice is only expected to occur at the end of the 4th semester, and a specialization will only be offered if at least 15 students will select this specialization. This

raises concerns about the feasibility of the proposed concept and should therefore be reconsidered. **[Condition 5]**

4) The reviewers assume that the basic study program lacks sufficient subjects providing necessary mathematical foundations for all three specializations if these should really be specializations and not just basic knowledge that will be taught. **[Condition 5]**

5) Due to the program's short duration, questions regarding mandatory internships (planned in the 7th semester) and topics and framework conditions for Bachelor's theses remain unanswered, leaving uncertainties among students and program authorities. **[Condition 5]**

6) It is also necessary to align the MAS program with the MNS program in terms of program title & specialization titles for better coherence as a scientific basis of the students in general. **[Annotation]**

2.2.3   Program 3: Bachelor in Marketing and Communication

The MAC program effectively prepares students for communication roles in the workplace, providing them with management skills and essential tool competences such as video production and editing. The curriculum covers a broad range of vocational skills, including English language, marketing, communications, events planning and design, merging academic and industrial knowledge seamlessly into each semester.

The program follows a structured eight-semester curriculum that gradually builds students' knowledge and skills. Semesters 1 and 2 serve as the foundational phase, introducing various fundamentals such as photography, marketing, branding, economics, accounting, and management. Additionally, students explore basic political courses focusing on Marx and Lenin philosophy when entering the program from the first semester. In semesters 3 and 4, students dive deeper into political courses while also covering topics in Management, Finance, Business Culture, and Principles of Marketing. Semesters 5 and 6 present students with intriguing and relevant courses aligned with the specific goals of the bachelor program. In Semester 7, students usually take the opportunity to take an internship, gaining practical exposure in real-world settings at another university. Semester 8 marks the culmination of their academic journey, where they return to HSB to complete the last two modules and their Bachelor thesis with an individual scientific approach.

Throughout the program, students acquire a comprehensive understanding of marketing and communication, preparing them for successful careers in the dynamic and demanding industry. Career opportunities for MAC graduates are diverse, ranging from marketing management and advertising to becoming speakers or spokespersons, depending on individual skills and company needs.

Nevertheless, it would be beneficial for the program, to establish a curriculum where modules build upon one another, fostering depth of knowledge and skill development. For instance, to start with foundational skills such as photography and video production, then ongoing progress to more advanced professional skills like public speaking, ultimately culminating in strategic thinking and management. This sequential approach ensures a logical and coherent progression of learning.

2.2.4   Program 4: Bachelor in Management of Human and Talent

The HAT program is effectively aligned with the mission of Hanoi School of Business. HSB's overarching mission is to nurture young HR-talents, equipping them to assume leadership and managerial roles in both public and private sectors. The HAT program specifically addresses the realm of human resource management, a critical function within organizations that leaders and managers oversee. Consequently, the HAT program harmoniously integrates with HSB's mission and vision.

In terms of program development, a comprehensive approach was adopted to ensure the incorporation of various stakeholder perspectives. This inclusive process involved collaboration among lecturers, non-academic staff, local and international experts, alumni employers, and students. The program proposal underwent thorough scrutiny during an internal meeting where input was gathered from a diverse range of individuals, including managers, experts, employers, and students. As a result, the program's curriculum and learning outcomes reflect the collective insights of these diverse stakeholders.

The program's primary learning outcomes encompass a multifaceted approach: Firstly, students will acquire advanced theoretical and practical knowledge in the critical domains of human resource and talent management. This component ensures that graduates possess a deep and comprehensive understanding of the intricacies within these areas. Secondly, the program is designed to foster the development of vital skills, including problem-solving, leadership, effective argumentation, and the ability to critically evaluate diverse perspectives. Students will be well-equipped to tackle complex challenges and apply innovative solutions, particularly when confronted with organizational changes and disruptions. Lastly, an emphasis is placed on cultivating the capacity for leadership and the provision of professional guidance. This includes nurturing a culture of innovation in task execution, empowering graduates to drive positive changes within their organizations. Moreover, students are encouraged to operate autonomously, shouldering a profound sense of responsibility as they navigate the dynamic landscape of their chosen fields. In essence, these learning outcomes are meticulously crafted to prepare students for multifaceted roles in human resource and talent management, equipping them with the knowledge, skills, and mindset needed to excel in their careers.

As a general annotation, the expert´s group would like to add that the program´s courses mainly have a similar naming of courses, which makes it difficult to differentiate between them. These course`s nature and title should be considered renaming or combining to create better coherence.

2.3   Conclusion

The criterion is partially fulfilled. The expert´s group gives the following conditions and recommendations:

[Condition 2] - Revision of the module handbooks (all programs)

The module handbooks/study plans of the programs must be standardized regarding international standards in English and up-to-date standards to fit the requirements for international students.

[Condition 5] - Restructuring of the MAS curriculum (MAS program)

For the MAS curriculum it is necessary to restructure the modules to fulfil the requirements for a Management-related Bachelor program and the stated 3 core specializations (DTCS, FFS and DSDB).

[Recommendation 1] – Consistent workload (all programs)

By maintaining consistent workloads, students can anticipate the demands of each semester, helping them allocate their resources efficiently. This predictability enhances their overall academic experience, reduces stress, and leads to a conducive learning environment.

[Recommendation 2] – Increasing the range of courses (MET program)

Students now can choose from a selection of courses that align with their interests and career goals. However, it would be beneficial to gradually expand this course offering, allowing students even more flexibility in tailoring their educational journey. By offering an increasingly diverse range of courses, students can explore various subjects and dive deeper into areas of personal interests.

[Recommendation 3] – Reorganize the current electives (MET program)

It would be beneficial to reorganize the current study plan, placing specific elective modules in higher semesters instead of mostly in the first semesters. Elective modules are crucial for specialization and complementing compulsory modules, and students should have the freedom to choose from the available options when already having gained further experience in the program.

[Annotation] – Alignment with the MNS master´s program

It is also necessary to align the MAS program with the MNS program in terms of program title & specialization titles for better coherence as a scientific basis of the students in general.

3   ESG Standard 1.3: Student-centered learning, teaching, and assessment

> **Institutions should ensure that the programs are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.**

3.1   Implementation

Currently, HSB comprises three faculties: the Faculty of Management, the Faculty of Marketing, and the Faculty of Nontraditional Security. Altogether, these three faculties offer eight programs, including four Bachelor's, three Master's, and one Ph.D. program. The institutions aim to equip students with current knowledge and practical experience, contributing to society's sustainable development in an ethical and responsible manner. Each faculty

maintains responsibility for ensuring its lecturers meet high teaching standards, covered by VNU. Student-centered learning is emphasized throughout, encompassing curriculum design, teaching methods, and assessment practices. The primary objective is to secure students' success not only during their studies but also throughout their careers. In addition to academic knowledge, HSB encourages activities that provide students with practical, real-life experience and the essential soft skills for the professional world. Technology plays a significant role in enhancing the learning experience and related activities. To support the ongoing development of full-time lecturers and academic staff, participation in internal and external workshops and seminars is strongly encouraged. For example, there is a training workshop to enhance innovation and improving quality and Teaching Methods, which focuses on enhancing teaching skills and ensuring students benefit from lecturers' additional knowledge. Regular feedback sessions and surveys are conducted to gather students' assessments of lecturers, practicality, and suggestions for enhancements. The outcomes, disseminated during routine workshops, form the basis for lecturers to learn from one another and maintain the quality of their individual classes. Critical feedback may lead to significant program modifications or improvements, which, if affecting the program's structure, would be reported to an internal expert team. This team would then analyze and define solutions, to be proposed to the HSB Scientific & Training Council. Less critical feedback, suggesting minor improvements, is directly communicated to the Program Directors for swift consideration and action. Frequent feedback collection is crucial for HSB to enhance the competitiveness of its programs and align them with the evolving demands of the educational market. HSB also organizes company information sessions, during which interested companies provide workshops and conduct on-the-spot interviews with prospective student interns.

Online classrooms

For online classes, especially during the Corona pandemic, MS Teams was used frequently to implement distance learning opportunities. Even after the pandemic, HSB still use the new knowledge for special occasions such as international events, guest speakers, or visiting scholars that reside outside of Hanoi and/or Vietnam. HSB-students can use Office 365, including MS Teams accounts from Microsoft free of charge for educational purposes, as long as they are officially enrolled. Online class rules were created to maintain a positive and disciplined online learning environment. The students are requested to connect to the MS Team Classroom which was previously created 10 before class starts. During class, students' cameras should be turned on while microphones should be turned off to make ensure a good learning environment for all students.

Soft Skills

Developing soft skills for students is another focus of HSB. Students in all programs are regularly requested to do group projects and presentations in both languages (English and Vietnamese). Many projects require students to conduct research in which they will need to gather data from companies and provide their analysis, and solutions to real world problems based on the tools and knowledge gained from the course to present in front of the class or their peers. This type of activity also helps students to build up their leadership, teamwork, communication, and time management skills.

E-Learning Platform

HSB developed an internal online platform to facilitate the learning and teaching process. The users are the students, the lecturers, and the secretary of the programs. Students and lecturers would be organized from the database into the respective courses. The lecturers would upload

their teaching materials for the students' reference. The platform also allows the lecturers to design, and schedule the exams such as multiple-choice, questions, and essays. The secretary of the programs will assist the other two parties with any matter and will also use the data for reporting purposes.

Special support for BA-students
Additionally, each cohort will have an Academic Advisor, and an experienced lecturer who will be their companion during any Bachelor program at HSB, providing advice for an individual learning journey, and career objectives, especially once they struggle with academic activities. However, this is only applicable to undergraduate students.

Housing and Social Life
During academic weekdays, students have access to various visible cafeterias, canteens, and food stalls on the campus, which can be used by all VNU students from all schools. Dormitories are closely located in an area with apartments, cafes, food stalls, and shops offering basic utilities. Parking lots are provided to students using personal vehicles to the campus. Additionally, HSB has its cafeteria called CLC (Coffee Learning Club) which is located next to its library. CLC is where students can meet to study, take a lunch break, have fun together and even share business ideas and acts as spot for social exchange.

Scholarships:
HSB Undergraduate and Postgraduate programs facilitate the students to stay motivated and encouraged throughout their studies in the school. Available scholarships come from various sources which are offered by HSB, VNU, and organizations, including those companies of alumni or current postgraduate students. Scholarships are either administered by HSB itself or from external funds. Any student an apply for these financial opportunities.

3.2   Assessment

HSB mandates a wide array of **learning activities** that cater to different facets of the students' educational journey. These activities encompass traditional lectures where students receive valuable insights from professors, practical sessions that offer hands-on experience, and independent study that encourages self-driven learning. This diversity in learning approaches contributes significantly to the holistic development of students, ensuring they are well-prepared for various challenges in both academic and professional spheres.

English as the language of science has not yet been established in all areas of the school. This became particularly clear in the discussion rounds during the inspection, as well as in the scientific publications by the lecturers itself. In order to raise the English level in all places, a concept should be developed, which will provide long-term support for all school members in scientific work in English. This also aims to strengthen the internationalization standards in teaching and research of HSB. **[Condition 1]**

In terms of **Quality Assessment and Feedback**, HSB takes teaching quality seriously and has implemented a robust evaluation system to continually enhance it. This system includes measures to address any shortcomings in teaching standards. To ensure transparency and openness, HSB has established multiple channels for students to provide feedback. These

mechanisms empower students to express concerns or grievances regarding the evaluation system in a secure and confidential manner. However, one notable aspect is that the school currently does not share the outcomes of these evaluation process with the students. As a result, it is generally recommended that HSB considers sharing these results directly with the students in the future. This would foster a more inclusive and participatory learning environment where students can see tangible outcomes from the entire evaluation process. **[Recommendation 4]**

The school maintains a rigorous **assessment process**, encompassing a variety of models and formats to evaluate students' progress. However, there is room for improvement in terms of documenting and effectively communicating the assessment criteria to exchange students. Clarity and transparency in these criteria are very important to ensure that students understand the expectations and grading standards. By enhancing the communication of assessment criteria, HSB can facilitate a more equitable and effective learning environment.

In summary, HSB's commitment to providing a diverse range of learning activities, coupled with its dedication to assessing and enhancing teaching quality, forms a strong foundation for the students' educational journey. Addressing the language barrier in assessment documentation and further improving the communication of assessment criteria could contribute to an even more inclusive and effective learning environment and motivate students even more to be actively involved in HSB´s development process and the academic body.

3.3   Conclusion

The criterion is **partially fulfilled**. The expert´s group gives the following conditions and recommendations:

[Condition 1] - Improvement of English (all programs)
The level of English as a scientific language must be improved on all levels within the school to support international students in the student´s life cycle.

[Recommendation 4] - Quality Assessment and Feedback (all programs)
The cyclical evaluations should be feedbacked to the students directly so that they can play an even more active role in the ongoing development process of the programs and the faculties.

4   ESG Standard 1.4: Student admission, progression, recognition, and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

4.1   Implementation

In common practice with other educational institutions affiliated with VNU, HSB submits an annual proposal to VNU outlining a targeted student recruitment quota. This proposal is based on HSB's demonstrated capacity to accommodate students and is mindful of external factors that might influence student numbers, such as the ongoing pandemic, which shifted HSB generally to integrate more online learning activities. The student recruitment and admission selection process at HSB is characterized by its commitment to fairness, accountability, and transparency. On one hand, it serves the vital purpose of identifying and nurturing new talents

while offering support to those with financial needs. On the other hand, it upholds the principle of equal treatment for all students, irrespective of their race, ethnicity, gender, or religion.

Admission

The admission process for Undergraduate students consists of a few formalized steps. First of all, applicants must register online and apply for a Bachelor program of their choice. Applicants must hold a High School leaving examination certificate, with a compulsory English score above 6.0/10 (exemption applicable to IELTS 5.0 or equivalent in TOEFL, TOEIC); provide a profile review including personal information and a short essay, which can be seen as a motivational letter to take the requested program. HSB Admission department will check whether the applicant's profile registered in the portal meets the general entry requirements and would reach out for supplementary documents if necessary. If alle requested documents arrived, the applicant will be enrolled for the program. International students have to undergo a similar process and will be supported by the international office of HSB and VNU before entering the country. Usually, foreign students only apply to study at HSB from the 4th semester or higher.

Student Progression

Once the (international) students are admitted to a respective program, they will participate in an orientation event where they will get to know the culture of the school, and their new classmates as well as be equipped with some fundamental skills that are required for their academic success at HSB. Each of the programs will be assigned a secretary who will be in charge of learning schedule organization and coordination. Scholarship, student exchange, guest speaker invitations, and other related events. The Secretary also acts as the assistant to the Lecturer invited to teach any subject of the program she is managing.

Recognition and Certification

Students enrolled in HSB's undergraduate and postgraduate programs will be entitled to receive VNU's certificate respectively once they meet the requested requirements. The format of the Certificate is issued by VNU and will be co-signed by HSB's Rector, co-signed and sealed by VNU's Director. International students will receive an individual learning agreement and a study plan to make sure, they are aware of the requirements to achieve their individual study goals.

Offices and Student Affairs:

Student engagement is a very crucial topic for HSB´s activities, where students both enjoy various benefits and shoulder responsibilities. The Student Affairs Office at HSB, serving as a vital support unit, ensures that all aspects of student life are well-managed, creating a well-balanced learning experience. This office not only addresses student concerns but also plays a crucial role in advancing their career development, facilitating internships, and job placement opportunities through an annual job fair. During this event, companies are invited to HSB´s campus to directly interact with and recruit promising talents to further their organizational growth.

4.2 Assessment

HSB is equipped to handle national and international requirements by students in the admission- recognition- and certification process. HSB regularly communicates the admission requirements to interested students, ensuring that all applicants are informed in the best possible way. Digital communication channels are mostly used to reach out to most potential students, while individual requests will also be taken over by individual calls or face to face meetings on campus. HSB has established well-defined admission criteria and an objective admission process that upholds fairness for every candidate. Within a comprehensive student information system, all relevant data are collected to ensure a robust system for monitoring data on the individual student progress, leveraging and efficient communication channels.

The commitment to international standards is reflected in the recognition procedures, which guarantee transparent standards in evaluating higher education qualifications, study periods, and prior learning experiences. When students successfully complete their programs, they receive comprehensive graduation documents. These documents provide detailed insights into their degree program, including the qualifications achieved, the learning outcomes attained, and additional information about the university degree.

Nevertheless, international students even more need to be able to rely on the planning for a semester abroad being implemented as planned in their home countries. For this purpose, all relevant documents (e.g., syllabus, examination requirements, individual program information, e-learning requirements, library information, etc.) for the semester planning at HSB also must be available in appropriate English. Yet not all relevant documents were translated in English and made public to be found from international students. **[Condition 3]**

In the discussions during the online visit, it was made clear, that the current workload is not yet calculated around the time spent to pass a module (e.g. time in class, group work and homework). This should be adjusted so that this fits to credit the modules for international students back at their home universities and each individual curriculum. In addition, this would benefit much for the recognition office. **[Condition 4]**

4.3 Conclusion

The criterion is **partially fulfilled**. The expert´s group gives the following conditions:

[Condition 3] – All documents also available in English (all programs)
All documents required for international students need to be available in English.

[Condition 4] - ECTS Calculation (all programs)
The workload needs to be adjusted accordingly to international Crediting System(s) to make them cross-country comparable.

5 ESG Standard 1.5: Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff

5.1 Implementation

As a business school in Vietnam, HSB is committed to upholding a high international standard in both teaching and research endeavors. HSB takes care in assembling a highly qualified team of academic staff, each exemplifying five official key qualities: Ethics, Responsibility, Teaching, Research, and English proficiency. Moreover, lecturers with international experience are particularly prized as they contribute to the dynamic nature of the classes and research focus. Currently, 81% of the lecturers have established their academic background abroad, primarily from developed countries in Northern America, Europe, and Asia-Pacific.

As a member of VNU, HSB adheres to VNU's Guidelines on Recruitment, Use, and Management of Employees. For prospective candidates seeking to join HSB´s faculty, the application process involves four essential stages: Application submission, document assessment, interview, and final selection. Through this rigorous selection process, HSB ensures that all successful applicants meet stringent criteria and are align with the vision for academic excellence of VNU.

HSB is recognized for its commitment to promoting a learning environment that promotes global perspectives and prepares students to excel in today's interconnected world. The institution is ambitious to maintain high standards in both teaching and research, establishing its reputation as a leading institution in the field of business education in Vietnam.

5.2 Assessment

The Hanoi School of Business and Management demonstrates commendable efforts in providing an adequate number of lecturers for the Undergraduate programs. The teaching staff primarily consists of full-time professors, well-supported by visiting lecturers and teaching staff, ensuring effective implementation of the study programs and an appropriate curricular workload for lecturers.

The lecturers exhibit a high level of commitment, establishing an environment of intensive student supervision. Students report a very good support system, with readily available contact persons and supervisors on different levels of teaching and administration.

HSB maintains a notable international educational standard in both teaching and research. The lecturers display exceptional professional, methodological, and didactic qualifications, with around 80% of the faculty having received academical foundation abroad, predominantly from Western Countries with a high attempt in internationalization of their programs itself.

The institution boasts transparent procedures for recruiting lecturers and a mechanism to ensure the quality of external lecturers, guaranteeing that all lecturers meet the requirements of the study program, even though the development of the program was a very prominent topic in the internal discussions. This is particularly noteworthy.

HSB's Faculty Development Policy is compelling, fostering the professional growth of its lecturers through comprehensive training opportunities. The institution actively encourages academic staff to continuously enhance their knowledge, research, and teaching skills on an international level. Most of the courses in the study program are taught in English. However, since most of the students are currently Vietnamese, there is always the risk that discussions and conversations will be held in their respective mother tongue. One can only encourage the staff to conduct as much interaction and conversation with the students as possible in English to increase the students' language skills in speaking, writing, and academic thinking.

5.3   Conclusion

The criterion is **partially fulfilled**.

At this point and regarding chapter 2.2.2 of this report and **[Condition 5 for the MAS program]**, it must be made clear how the program-responsibles would like to set up staff planning in the near future and with growing cohorts in order to overcome the requirements for the subject-related specializations. This directly affects the staff planning of HSB und VNU for this specific program.

6   ESG Standard 1.6: Learning resources and student support

> **Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.**

6.1   Implementation

General aspects:
HSB is located within the VNU, Hanoi campus, along with other member schools, with a land area of approximately 3.000 square meters. HSB shares the campus facilities that could be used by all students from all faculties and programs, such as the indoor multipurpose area, outdoor football fields, tennis courts, basketball courts, ATMs, library, coffee shops, and restaurants. Within HSB building, there is the Institution of Nontraditional Security (INS), academic functional rooms, and 7 lecture rooms. The average lecture room has a capacity of 100 students. Those lecture rooms could comfortably accommodate the lecture activities. Normally, on weekdays from 8 AM to 5 PM, rooms are used for undergraduate students, and on the weekends, during the same period, for postgraduate students. This means that their study schedule is designed as per clients' requests. There are also 3 meeting rooms used for small seminars and meetings. All rooms have projectors, whiteboards, air conditioning, and adequate light and ventilation.

Administrative student support
Students' complaints are taken care of by the Secretaries of the Program for both Undergraduate and Postgraduate. There are four levels of authority to deal with this kind of situation, depending on their complexity and consequences. The four levels are the Secretary of the Program, the Academic Advisor, the Director of the Program, and the School Board of

Management. Students will need to send a complaint email to initiate the process. Students can also reach out to HSB more discretely via phone hotlines for many other matters.

Students' progress is monitored in the E-learning system (http://sv.hsb.edu.vn) where their academic performance, program, course, and exam details are recorded. The system is a new initiative adopted recently since the management of HSB has decided to digitize internal processes.

Rooms and campus entry

Lecture room planning is jointly carried out by the Secretary of the programs and the Administrative Office. Most of the undergraduate classes are conducted during weekdays while postgraduate classes are on the weekend. Rooms are still available at night should there be extra needs.

Library

Learning materials are vital for students' learning experience and success. The advantage of being a school member of one of the largest Universities in Vietnam facilitates students with access to the VNU library online and offline where they can request business and business-related books for their class or research activities. The students can also visit HSB's library with nearly 2000 local and international books located next to the campus. HSB is also a subscriber of Harvard Business Review which is one of the most updated business knowledge sources in the world that could be used effectively for teaching and research purposes.

IT-Service

HSB has been putting effort with emphasis on its IT infrastructure development. Currently, students, lecturers, and staff could have access to free high-speed Internet (800MB/s) anywhere on campus. The current broadband allows up to 900 people to connect to the Internet at once. All classrooms are fully equipped with projectors and air conditioners to offer the most comfortable learning environment.

6.2 Assessment

HSB is fully committed to ensuring that support staff have the opportunity to continually develop their knowledge, professional skills, competencies and expertise. The professional development of faculty staff is achieved through training workshops and professional seminars. In the last five years, HSB organized several training workshops and seminars for the professional development of its faculty members and staff. Organizational and financial support is added by VNU.

All HSB members can also access the resources by VNU, managed on campus. The existing library contains a broad variety of international scientific books and magazines which are closely linked to the running undergraduate and postgraduate programs. Via internet there exists a wide excess to local and international libraries. The use of the library is rated as very good by the students, but the physical book stock should still be updated in the long term, especially with a variety of international scientific literature. However, online access to the library and online databases is very good. Students can download the required literature for their studies, their preparation for the exams and for the preparation of their thesis at any time

and if the files are digitally available. HSB also uses plagiarism software to ensure the originality of students' work. HSB's teaching and learning infrastructure is adequate and sufficient to meet the qualification objectives of the programs being accredited. Also, the size of the faculties are at a good size for the study programs and lead to an environment of flexible and open communication.

Proper human resource and financial management is critical to the success of HSB by ensuring that the institution's resources are used effectively and efficiently to achieve its strategic objectives. The room and material equipment are appropriate and up-to-date and is described by the students in the interviews as satisfactory. The expert group was able to convince itself of the spatial conditions and framework conditions as well as the equipment during the inspection of the premises. The available spatial, material, and technical resources are well suited for the adequate implementation of the study program. HSB`s financial management included establishing clear financial policies and procedures, ensuring effective and efficient management of financial resources, and regular reporting and analysis of financial performance. The financial resources or the budget and material resources are appropriate for the study program objectives and are secured for the period of accreditation. HSB established policies and procedures for managing its financial resources that helped ensure that resources were used effectively and efficiently. Considering the advancing digitalization processes, HSB could offer even more student services online to its students, but already is on a good way in 2023.

6.3   Conclusion

The criterion is **fulfilled.**

7   ESG Standard 1.7: Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programs and other activities.

7.1   Implementation

HSB has an efficient management system in place to gather and assess data on students, professors, teaching staff, graduates, and other stakeholders, as well as key performance indicators and additional performance indicators for all operating staff. HSB uses different methods to gather and evaluate student data efficiently.

During the orientation phase, a survey is sent to incoming students. The survey's objective is to gather background data on students, including their region, ethnic, or provincial origin, socioeconomic status, place of attendance, etc. This helps to maintain a good start for the students when entering HSB. Main focus of this collected data are students from the Undergraduate programs.

The academic progress of the student through the university's academic portal system (sv.hsb.edu.vn) and information systems may be monitored. Additionally, academic advisors can keep an eye on students' academic progress based on their GPA each semester, and the study programs portal to track students' academic progress. Additionally, the study program will intervene with students who have academic difficulties.

Additionally, each lecturer's information management on student satisfaction with the learning process is accessible at (gv.hsb.edu.vn). UPMO is a department that works to gather and report the evaluation results to the university leaders, which will then be submitted to the faculty, who will then forward them to the study programs. Every semester, this evaluation is conducted on all courses and classes available at HSB. The Quality Control Group in each study program and the Quality Assurance Team at the faculty level will analyze and pay attention to proposals from the learning evaluation's findings for future improvements. The Deans, the secretaries of the study programs, and supporting lecturers will monitor the learning process feedback findings, particularly the unfavorable ones, to find solutions and raise the standard of instruction. The learning evaluation's findings are then assessed.

7.2 Assessment

HSB has a well-functioning information management system. The current and complete data structure is used for general feedback and the internal quality management system. The analysis of data is accompanied by quality assurance measures and planning of follow-up activities. HSB's information management system is comprehensive, and several departments are responsible for statistics and data management at the university level. The information collection, analysis and management system at the school is based on the use of information and communication technologies and software.

HSB has the necessary procedures for collecting and analyzing information on programs at all levels (including key performance indicators, student body information, academic achievement levels, student performance and examinations). Educational resources and student support services are made available to students. For most of the above criteria, the school has specific activities and uses the information received.

During the online-accreditation process, the expert group noted that HSB regularly collects and analyzes information about its programs, students, graduates, and its other activities as part of the quality management system and makes it available to the internal system for quality assurance. Both, students, and faculty at HSB are involved in the processes through a procedure and existing structures at the school. Nevertheless, it was made clear, that gathered information from the evaluation process is yet not feedbacked to the students itself. This should be taken into action for the further development process.

Confidentiality of information is ensured. Management of information security in the educational process at all levels of education is consistent with the mission of the school.

7.3 Conclusion

The criterion is **fulfilled**.

8 ESG Standard 1.8: Public information

Institutions should publish information about their activities, including programs, which is clear, accurate, objective, up-to date and readily accessible.

8.1 Implementation

HSB website acts as the main platform for users to search and browse for information and content online. The website is an external facing site designed for prospective and current students, prospective staff, and the public. HSB's website provides sufficient information on the university's activities to ensure accountability and transparency of the programs and university to students, staff, society, government, and other external stakeholders.

The school establishes periodic measures to maintain the social presence of the brand on its website. Those include professional training for staff who are in charge of content writing; monthly reports with focus on technical issues; establishment of Website Management Policy as a guide and framework as well as the brand identity to consistently build up the audience. It is essential to mention that Facebook plays a key role in HSB online presence and employer branding execution. Not only does it help to maintain a certain level of communication with students, and alumni but also with new candidates that are looking for new majors to study.

The recruitment information of the programs is disseminated through various media, events, and e-newspapers (such as www.dantri.com.vn). However, the online presence on various social media platforms such as Facebook and YouTube play an important role in contributing to the current recruitment success. For undergraduate students, although not very often, HSB pays visits to local high schools such as Nguyen Thi Minh Khai High School, Hanoi; Le Hong Phong High School, Nam Dinh; Tran Phu High School, Vinh Phuc, in the Northern Part of Vietnam so the high school students can have an opportunity to find out more about HSB´s programs. For postgraduate students, an important channel that HSB often uses for recruitment is to work directly with Managers, Directors of public and private organizations and enterprises to understand their needs and at the same time pass on the message of how beneficial programs would be for the career of their employees via workshop or one to one consultation. As a matter of fact, HSB´s postgraduate students often come from reputable local, international, and global companies. Many of these events are posted on Facebook Pages.

8.2 Assessment

HSB's website provides general information about the three faculties and the undergraduate and postgraduate programs offered by the school. The website also provides information about the mission and goals of VNU, HSB and the programs, as well as the requirements of a high school diploma with a minimum score for admission. It also provides a summary of program objectives, learning outcomes, and graduation requirements, which still lacks behind for international students. For example, HSB-website is mainly in Vietnamese with an English integration. Most of the information on the sub-pages linked to it is in Vietnamese without any translation. However, all information should be provided in both languages and was discussed often in the discussion rounds. HSB will take care of this in the short term as promised by responsibles. The expert groups discussed this point and accepted this due to the first attempts of the school in establishing international relevance.

HSB is very active on various social media platforms, mostly Facebook to reach out to its relevant stakeholders. Therefore, also the website should be considered when international students are seeking for especial information about the programs and other criteria to be part of HSB´s international programs.

Besides this, student´s activities are already very visible on the website and is a very positive fact, that the experts want to pay attention to. This is a very crucial part of HSB´s recent activities and social engagement for students and even their families.

8.3 Conclusion

The criterion is **fulfilled.**

9 ESG Standard 1.9: On-going monitoring and periodic review of programs

> **Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be communicated to all those concerned.**

9.1 Implementation

VNU's Scientific & Training Council will be responsible for the review, approval, and rejection of the accreditation procedure. HSB conducts regular monitoring and review of study programs to ensure the learning outcomes are set and adapted to the needs of students and the community. An annual review is an objective evaluation process to assure that the implementation of activities at HSB follows the procedures and that the results align with the standards set by HSB. Whenever a breach in which the execution of the program does not meet the standards, corrective actions would be discussed and sanctioned. The effectiveness and productivity of the educational process at HSB can be represented by the length of the graduate study period and the grade point average (GPA) of the graduates, as feedback from other stakeholders such as employers, students, and alumni.

To increase the effectiveness and productivity of the education process, HSB created policies related to service indicators on program implementation through user satisfaction surveys. The implementation of the survey was obtained from a series of quantitative research with survey methods whose sample was determined by random sampling technique. Furthermore, the survey was conducted on program service users at HSB. Data collection techniques included distributing questionnaires covering job recruitment, job performance, program feedback, lecturer feedback; complaints, suggestions, inputs handling; and information provision services at HSB.

The strength of HSB lies in decades of experience in training Undergraduate and Postgraduate students, many of whom are today high-profile leaders of public and private organizations. As alumni of HSB, they are also committed to supporting their alma mater to train the next generation(s). As a matter of fact, not only do they often come to campus to share their professional experiences with the current students, but they also provide them with good advice, and competitive job and internship opportunities.

9.2 Assessment

Quality assurance is a basic component of HSB`s academic strategy, as the school was committed to providing high-quality education and support services to its students. To ensure

that its academic programs and services meet the highest standards of quality, HSB has established a robust quality assurance framework.

The framework involved regular monitoring and evaluation of the institution's academic programs and services, as well as the implementation of continuous improvement initiatives. HSB used a range of tools and techniques, such as student surveys, faculty evaluations, and academic audits, to assess the quality of its programs and services. HSB also has an ongoing process for program development and review, which involved input from faculty members, industry partners, and other external stakeholders. This ensures that the institution's academic programs were up-to-date and relevant to the needs of the students and the industry. This results even into strategic partnerships with most of these companies, which keeps track of the programs in all directions.

Finally, HSB has a strong commitment to transparency and accountability, which was evident in its regular reporting and dissemination of information about its academic programs and services. This helps to build trust and confidence among the institution's stakeholders, and it also helped to identify areas for improvement and further development.

Overall, HSB`s quality assurance framework is instrumental in ensuring that its academic programs and services met the highest standards of quality. This commitment to quality helps to enhance the institution's reputation, attracts young talents, and provide students with the knowledge and skills they needed to succeed in their careers.

9.3 Conclusion

The criterion is **fulfilled.**

10 ESG Standard 1.10: Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis

10.1 Implementation

The External Quality Assurance process aims to maintain and improve HSB´s higher education quality which will eventually benefit the students and employers. In the case of HSB, this process, under the administration of the Ministry of Education and Vietnam National University, Hanoi, also warrants transparency, fairness, and justice for all stakeholders involved in the learning process. Article 38, Circular No. 12/2017/TT-BGDĐT, dated 19/05/2017 (Appendix 38), states that Institutions should conduct external quality assurance on a 5-year basis while Article 6, Decision No. 628/QĐ-ĐHQGHN (Appendix 10), stated that VNU's school members not only need to fulfill with the requirements of the Ministry of Education but also are encouraged to seek for international accreditations. Aiming to be a leading regional B-school by 2030, HSB is going through the accreditation process with reputable local and international organizations such as ACQUIN and the Ministry of Education of Vietnam (MOET). At this moment, HSB is looking forward to all of the programs being accredited in 2023 and before 2025, the plan is for the school itself to be entitled to international accreditation.

10.2 Assessment

HSB as an academic institution that is committed to providing high-quality educational programs to its students. To ensure that the quality of its programs remains high, the institution conducts ongoing and periodic reviews of its courses. While these reviews have been effective in maintaining the quality of the institution's programs, there is a need for the institution to conduct cyclical reviews by external experts to ensure that its programs remain relevant and of high quality.

External experts will always bring a fresh perspective and additional experience that can help institutions to identify areas for improvement and to make informed decisions about program revisions and updates. By engaging external experts in cyclical reviews, HSB could gain valuable insights into emerging trends in its fields of study, as well as best practices and innovations in the individual program outcomes and the program design of the curriculum itself. External experts and institutions will also provide feedback on the relevance and effectiveness of the school's programs, as well as recommendations for improving the quality and impact of these programs.

In addition to the benefits of engaging external experts, cyclical reviews also help to ensure that HSB meets the standards of its accrediting bodies in the long term. Many accrediting bodies require institutions to undergo periodic reviews by external experts to ensure that their programs meet the standards of the accrediting body. By conducting cyclical reviews by external experts, HSB will ensure that it remains in compliance with the standards of its accrediting bodies and that its programs continue to meet the needs of its students and the broader community. Overall, while HSB conducts ongoing and periodic reviews of its courses to maintain the quality of its programs, cyclical reviews by external experts are conducted as well.

10.3 Conclusion

The criterion is **fulfilled.**

IV   Recommendation to the Accreditation Commission of ACQUIN

1   Assessment of compliance the Standards and Guidelines in the Higher European Area (ESG) in the actual official version

The study programs: Bachelor in Management of Enterprise and Technology (MET); Bachelor in Management and Security (MAS); Bachelor in Marketing and Communication (MAC); Bachelor in Management of Human and Talent (HAT) were assessed based on the "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG) and the national or other relevant regulations.

The expert group concludes that the **ESG standards** 1.1 (Policy for quality assurance), 1.2 (Design and approval of programs), 1.3 (Student-centered learning, teaching and assessment), 1.4 (Student admission, progression, recognition and certification), 1.5 (Teaching staff), 1.6 (Learning resources and student support), 1.7 (Information management), 1.8 (Public information), 1.9 (On-going monitoring and periodic review of programs) and 1.10 (Cyclical external quality assurance) are partially fulfilled. The accreditation is conditional.

The assessment criteria are as follows:

Standard 1.1 Policy for quality assurance: Universities have a publicly accessible quality assurance strategy, which is part of their strategic management. This strategy is developed and implemented by internal stakeholder representatives through appropriate structures and processes, involving external stakeholders.

The criterion is **fulfilled.**

Standard 1.2 Design and approval of programs: Universities have procedures for the design and approval of their courses. The courses are designed in such a way that their objectives, including the desired learning outcomes, can be achieved. The qualification obtained during a degree program is clearly defined and communicated; it refers to the corresponding level of the national qualifications' framework for higher education and, consequently, the qualifications framework for the European Higher Education Area.

The criterion is **partially fulfilled.**

Standard 1.3 Student-centered learning, teaching and assessment: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **partially fulfilled.**

Standard 1.4 Student admission, progression, recognition and certification: Universities ensure that the courses offered are carried out in such a way as to encourage students to play an active role in the design of the learning process and that this approach is also taken into account when assessing students / examinations.

The criterion is **partially fulfilled.**

Standard 1.5 Teaching staff: Universities ensure the competence of their teachers. They use fair and transparent procedures for the recruitment and further training of their employees.

The criterion is **partially fulfilled.**

Standard 1.6 Learning resources and student support: The university has adequate funding to finance study and teaching and ensure that there is always a sufficient and readily available range of learning and support available for their studies.

The criterion is **fulfilled.**

Standard 1.7 Information management: Universities ensure that they collect, analyze and use the relevant data relevant to the successful conduct of studies and other activities.

The criterion is **fulfilled.**

Standard 1.8 Public information: Universities publish easily understandable, correct, objective, up-to-date and well-accessible information about their activities and courses of study.

The criterion is **fulfilled.**

Standard 1.9 On-going monitoring and periodic review of programs: Universities are constantly monitoring their courses and regularly reviewing them to ensure that they achieve the goals set and meet the needs of students and society. The tests lead to a continuous improvement of the courses. All affected parties will be informed about any measures planned or resulting from this.

The criterion is **fulfilled.**

Standard 1.10 Cyclical external quality assurance: Universities regularly undergo external quality assurance procedures in accordance with the ESG.

The criterion is **fulfilled.**

National criteria: if applicable, national criteria are integrated in the ESG standards or listed separately.

The peer-review experts note that the recommendations from the previous accreditation procedure have been adequately considered.

2 Accreditation Recommendation

The peer-review experts recommend an **<u>accreditation with conditions</u>** for the accreditation of the Undergraduate programs: "Bachelor in Management of Enterprise and Technology" (MET), "Bachelor in Management and Security" (MAS), "Bachelor in Marketing and Communication" (MAC), Bachelor in Management of Human and Talent" (HAT).

Accreditation with conditions: Partial compliance with the standards

The institutional structures and performance do not completely fulfil at least one criterion. Certain aspects must be revised to ensure compliance with the standards. Unfulfilled criteria are likely to be met and must be fulfilled within the specified time period. As soon as condition(s) are fulfilled, the accreditation is granted for the complete accreditation period.

The HEI can suspend the procedure in order to extend the timeframe for rectifying the major deficiencies.

The peer group **proposes the following accreditation**:

- Accreditation with conditions

The peer-review experts recommend the following **conditions and recommendations**:

2.1 Conditions (all programs)

Condition 1 - Improvement of English: The level of English as a scientific language must be improved on all levels within the school to support international students.

Condition 2 – Revision of the Module handbooks: The module handbooks/study plans of the programs must be standardized regarding international standards in English and up-to-date standards to fit the requirements for international students.

Condition 3 - Documents available in English: All documents required for international students need to be available in English.

Condition 4 - ECTS calculation: The workload needs to be adjusted accordingly to international Crediting System(s) to make them cross-country comparable.

2.2 Conditions for study program: Bachelor in Management and Security (MAS)

Condition 5 - Restructuring of the MAS curriculum: For the MAS curriculum it is necessary to restructure the modules to fulfil the requirements for a Management-related Bachelor program and the stated 3 core specializations (DTCS, FFS and DSDB)

2.3 Recommendations (all programs)

Recommendation 1 - Maintaining consistent workload: By maintaining consistent workloads, students can anticipate the demands of each semester, helping them allocate their resources efficiently. This predictability enhances their overall academic experience, reduces stress, and leads to a conducive learning environment.

Recommendation 4 - Quality Assessment and Feedback: The cyclical evaluations should be feedbacked to the students directly so that they can play an even more active role in the ongoing development process of the programs and the faculties.

2.4 Recommendations (specific programs)

Recommendation 2 – Increasing the range of courses (MET program)
Students now can choose from a selection of courses that align with their interests and career goals. However, it would be beneficial to gradually expand this course offering, allowing students even more flexibility in tailoring their educational journey. By offering an increasingly diverse range of courses, students can explore various subjects and dive deeper into areas of personal interests.

Recommendation 3 – Reorganize the current electives (MET program)
It would be beneficial to reorganize the current study plan, placing specific elective modules in higher semesters instead of mostly in the first semesters. Elective modules are crucial for specialization and complementing compulsory modules, and students should have the freedom to choose from the available options when already having gained further experience in the program.

V   Decisions of the Accreditation Commission of ACQUIN

Based on the evaluation report of the expert group and the statement of the Higher Education Institution, the Accreditation Commission of ACQUIN has made its decision on 25 September 2023.

The study programmes are accredited with the following general and specific conditions and recommendations:

General condition

- **The level of English as a scientific language must be improved on all levels within the school to support international students.**
- **The module handbooks/study plans of the programs must be standardized regarding international standards in English and up-to-date standards to fit the requirements for international students.**
- **All documents required for international students need to be available in English.**
- **The workload needs to be adjusted accordingly to international Crediting System(s) to make them cross-country comparable.**

General recommendations for all study programmes:

- By maintaining consistent workloads, students can anticipate the demands of each semester, helping them allocate their resources efficiently. This predictability enhances their overall academic experience, reduces stress, and leads to a conducive learning environment.
- The cyclical evaluations should be feedbacked to the students directly so that they can play an even more active role in the ongoing development process of the programs and the faculties.

Bachelor in Management of Enterprise and Technology (MET, P2023HSB01)

The study programme "Bachelor in Management of Enterprise and Technology" (MET, P2023HSB01) is accredited without any specific conditions.
The accreditation is valid until 25 June 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 25 September 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2029. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 25 October 2023.

The following recommendations are given for the further development of the study programme:

- Students now can choose from a selection of courses that align with their interests and career goals. However, it would be beneficial to gradually expand this course offering, allowing students even more flexibility in tailoring their educational journey. By offering an increasingly diverse range of courses, students can explore various subjects and dive deeper into areas of personal interests.

- It would be beneficial to reorganize the current study plan, placing specific elective modules in higher semesters instead of mostly in the first semesters. Elective modules are crucial for specialization and complementing compulsory modules, and students should have the freedom to choose from the available options when already having gained further experience in the program.

Bachelor in Management and Security (MAS, P2023HSB02)

The study program "Bachelor in Management and Security" (MAS, P2023HSB02) is accredited with a following specific condition:

- **For the MAS curriculum it is necessary to restructure the modules to fulfil the requirements for a Management-related Bachelor program and the stated 3 core specializations (DTCS, FFS and DSDB)**

The accreditation is valid until 25 June 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 25 September 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2029. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 25 October 2023.

Bachelor in Marketing and Communication (MAC, P2023HSB03)

The study programme "Bachelor in Marketing and Communication" (MAC, P2023HSB03) is accredited without any specific conditions.
The accreditation is valid until 25 June 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 25 September 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2029. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will remedy the deficiencies within the given time frame. This statement must be submitted until 25 October 2023.

Bachelor in Management of Human and Talent (HAT, P2023HSB04)

The study programme "Bachelor in Management of Human and Talent" (HAT, P2023HSB04) is accredited without any specific conditions.

The accreditation is valid until 25 June 2025.

The Higher Education Institution must submit documents that prove the fulfilment of the condition by 25 September 2024. If the Accreditation Commission comes to the conclusion that the condition is fulfilled, the accreditation will be extended until 30 September 2029. If the Higher Education Institution fails to prove the fulfilment of the condition in due time, the accreditation will not be extended.

The accreditation procedure may be suspended for up to 18 months after response from the Higher Education Institution, with the expectation that the Higher Education Institution will

remedy the deficiencies within the given time frame. This statement must be submitted until 25 October 2023.