



SELF-STUDY FOR DEMONSTRATING EXCELLENCE IN BUSINESS PROGRAMS

FPT SCHOOL OF BUSINESS AND TECHNOLOGY, FPT UNIVERSITY



**FPT SCHOOL OF BUSINESS
& TECHNOLOGY**

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LIST OF ABBREVIATIONS

ACBSP	Accreditation Council for Business Schools and Programs
BVC	Bureau Veritas Việt Nam
CLO	Course learning outcome
CSD	Customer Service Department
FPTU	FPT University
FSB	FPT School of Business & Technology
IBSTPI	International Board of Standards for Training, Performance and Instruction
IC PDP	International Collaboration and Personal Development Programs
ISI	The Information Sciences Institute
KPI	Key Performance Indicator
MBA	Master of Business Administration
MOET	Ministry of Education and Training
MOU	Memorandum of Understanding
LBM	Leeds Beckett MBA (join program with Leeds Beckett University)
LBU	Leeds Beckett University
OKR	Objective - Key Results
PLO	Program learning outcome
QA	Quality Assurance
QS	Quacquarelli Symonds
R&D	Research & Development Department

I - Review of All Academic Activities

FPTU was officially established in 2006 with the license for providing an IT-related bachelor program. Until now, FPTU has provided 7 undergraduate programs: Information Technology (IT), Communication Technology, Business Administration (BA), Chinese Studies, English Studies, Japanese Studies, and Korean Studies, and 2 master's degree programs of Software Engineering and Business Administration (MSE – Master of Software Engineering and MBA – Master of Business Administration)

The university's undergraduate program in Business Administration has been officially recognized for meeting international educational quality standards by the Accreditation Council for Business Schools and Programs (ACBSP). In 2021, the university's management system was certified according to ISO 21001:2018 standards by the Bureau Veritas Certification (BVC). In 2024, the university's Information Technology program at the bachelor level was accredited by AQAS. The Accreditation procedure and the decision are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

FPT School of Business & Technology (FSB), the graduate training unit of FPTU, has been responsible for training these master's programs in Software Engineering and Business Administration. Regarding MBA training, FSB is currently implementing two programs: one domestic program and one in collaboration with Leeds Beckett University (UK). The domestic program has been authorized to run by the Ministry of Education and Training (MOET) since 2015, while the collaborative program was launched in 2022. Additionally, FSB also offers non-degree programs including short-term training programs for the public and consultancy & training programs tailored for businesses.

The domestic MBA program has been conducted at two campuses: Hanoi, Ho Chi Minh City; and 2 learning sites: Da Nang, and Can Tho.

Our Hanoi Campus is the main campus of FSB. All administration procedures, management, and coordination are handled from this location. Therefore, starting the accreditation process at the Hanoi campus is logical to ensure that all standards and accreditation processes of

ACBSP are adhered to consistently and accurately. This helps FSB better understand the requirements of the accreditation process and apply necessary improvements to other campuses in the future. At this time, the campus in Ho Chi Minh City is not ready to undertake the accreditation process. Therefore, we would like to proceed with the accreditation for the domestic MBA program at Hanoi campus first

Table 1 demonstrates about review of all academic activities.

II - Organizational Charts/Conditions of Accreditation

1. The FPTU's Organizational Chart

The organizational structure of FPTU includes the University Committee, the Management Board, campuses, institutes/centers, departments, functional offices, advisory councils, and union & culture.

- University Committee:

The University Committee of FPTU is responsible for making strategic resolutions, planning, development plans, and regulations on the organization and activities of the university; deciding on the directions for training, science and technology, and international cooperation activities of the university to ensure education quality; resolving issues related to organization, personnel, finance, assets, and the university's development investment directions.

List of FPTU Committee in the 2022-2027 term

No.	Full name	Title
1	Dr. Le Truong Tung	Chairman of FPTU Committee
2	Assoc. Prof. Truong Gia Binh	Chairman of the Board of Directors, FPT Corporation
3	Dr. Bui Quang Ngoc	Former CEO of FPT Corporation
4	Dr. Nguyen Thanh Nam	Former CEO of FPT Corporation
5	Dr. Nguyen Khac Thanh	Rector of FPTU
6	Dr. Nguyen Kim Anh	Vice-Rector of FPTU
7	Phan Truong Lam	Academic Head of FPTU

- Management Board:

The Management Board of FPTU is responsible for directly managing the university's activities. It consists of one Rector and four Vice Rectors.

List of FPTU's Management Board in the 2022-2027 term

No.	Full name	Title
1	Dr. Nguyen Khac Thanh	Rector of FPTU
2	Dr. Nguyen Viet Thang	Vice-Rector of FPTU Dean of FSB
3	Dr. Nguyen Kim Anh	Vice-Rector of FPTU
4	Dr. Tran Ngoc Tuan	Vice-Rector of FPTU
5	Dr. Nguyen Xuan Phong	Vice-Rector of FPTU

- Campuses:

FPTU currently has campuses in Da Nang, Ho Chi Minh City, Can Tho, and Binh Dinh. The organization and activities of these campuses follow the regulations in the Organizational and Operational Charter of the Campuses, FPTU, FPT Corporation, and relevant current laws

- Institutions/Center:

FPT School of Business and Technology (FSB)

FPT Technology Research Institution (FRTI)

- Transnational education:

University of Greenwich (Alliance with FPT Education)

Swinburne University of Technology (Alliance with FPT Education)

FPT Academy International

FPTU Global Center

- 16 Boards and functional departments:

The FPTU implements a centralized management model in the departments under the headquarters block (HO level). Including: Research & Development Board, Strategy & Finance board, Quality control Board, Academic Affairs Board, Human Resources Board, Admission Board, Investment & Construction Board, Public Relations Board, Accountancy Board, School

Affairs Board, International Relation Board, Sustainable Development Board, Office, Quality Assurance Board, Internal Inspection Department, Online Admission Center and Educational Technology Board.

These boards and departments are responsible for advising the University Committee and the Board of Management on policies in their respective areas of expertise, as well as centrally managing these activities at the school level. They maintain a vertical relationship with the functional departments at the branch campuses and units. The functional departments at the branch campuses and units are responsible for implementing the policies and regulations issued at the school level.

1. The FSB Organizational Chart

The organizational structure of FSB includes campuses, functional departments, and Admission centers:

- Functional departments, including the Academic, Public Relations Department, Research and Development Department, Administration Department, Customer Service Office, and Academic Organization & Management Department, are responsible for implementing the training activities based on all regulations, procedures, and policies issued by the FPTU through its functional departments
- FSB has two campuses in Hanoi and Ho Chi Minh City; 2 learning sites in Da Nang, and Can Tho. Each campus has its own administration Office, Customer Service Office, and Academic Organization & Management Office. Hanoi Campus is the main campus of FSB; therefore, all administration procedures, management, and coordination are handled from this location.
- FSB has three Admission centers: the Graduate Center (offering Graduate degree programs), the mini-MBA Center (offering non-degree training programs), and the Business Consultancy & Training Center.

In terms of human resources, quality management, accounting, sustainable development, and educational technology, FSB does not have separate departments responsible for these areas. Instead, these responsibilities are directly managed by the FPTU's functional departments

III - Conditions of Accreditation

a. Institutional Accreditation:

FPTU has been accredited for educational quality by the Center for Educational Quality Accreditation, becoming the fifth university to meet the new evaluation standards set by the Ministry of Education and Training under Circular 12/2017/TT-BGDĐT in 2019.

b. Statement of Vision – FPTU

Mission: To provide global competitiveness to a massive number of learners, contributing to intellectual development.

Vision [Industry Relevant - Global - Smart Education - Mega (iGSM)]: To become an international Mega education system, meeting the social needs and based on the most advanced training technology.

c. Statement of Vision – FSB

FSB Vision: To become a leading management and technology training school in Vietnam, with competitive capabilities alongside schools in the region and worldwide. To be a hub of knowledge, applying new technologies in education, and creating an environment for each member of the organization to fully unleash their potential.

FSB Mission: To contribute to changing the image of the Vietnamese economy on the international stage through training a generation of entrepreneurs of the Digital Age, characterized by wisdom, creativity, and excellence.

d. Public Information

FPTU website: <https://daihoc.fpt.edu.vn/en/>

FSB website: <https://fsb.edu.vn/en/>

The student catalog (see FSB Brochure) includes all the following information:

- The business degree programs - page 5
- The academic credentials of all faculty members - page 6-8
- The academic policies affecting students, along with a clear description of the tuition and

fees charged the students - page 9-10

- The statement of mission of the institution - page 3
- The statement of mission of the business unit or program - page 4

e. Accreditation of Doctoral programs

Not applicable

f. Please list below all campuses of your institution where a student can earn a business degree

Students can earn MBA degree in Hanoi, Ho Chi Minh City, Da Nang, and Can Tho

- Hanoi: Building C, VAS Building, Luu Huu Phuoc Street, Nam Tu Liem District, Ha Noi
- Ho Chi Minh: 6th-7th Floor, Thien Son Building, 5 Nguyen Gia Thieu Street, Vo Thi Sau Ward, District 3, Ho Chi Minh City
- Da Nang: Street No. 1, Da Nang An Don Industrial Zone, An Hai Bac Ward, Son Tra District, Da Nang City
- Can Tho: 3rd Floor, Can Tho Job Center, 160 30/4 Street, Ninh Kieu District, Can Tho City

IV - Business Program's Organizational Profile

a. Organizational Description:

1. Organizational Environment

Delivering mechanisms are used to provide education programs, offerings, and services to students

FSB provides degree and non-degree programs through face-to-face, online, and hybrid formats. Our degree programs are only implemented on campus. During the period 2021-2022, due to the COVID-19 pandemic, FSB applied online and hybrid methods to all educational

programs. We use the learning management system - AP platform (<http://ap.fsb.edu.vn/>) for all our courses. Our e-learning platforms are <http://fsb.edunext.vn/>, <http://www.coursera.org/>, and <http://online.fsb.edu.vn/>, which provide consistent online learning experiences for students. Our students can access the online library (<https://library.fpt.edu.vn/>, <https://library.books24x7.com/>, <http://ds.libol.fpt.edu.vn/>). Additionally, managing all our faculty's information and collecting feedback from students about education offerings are implemented through the eASD platform (<https://easd.fsb.edu.vn/>).

The learning environment on each of our sites is centered on the requirements of the students. With the best interests of our students in mind, the methods and educational philosophy were developed to enable them to learn independently and gain knowledge. Therefore, FSB applies a range of delivery methods to our courses, including constructivism, role-playing, and project-based learning, to offer educational programs that give students a thorough and productive learning experience. FSB frequently invites industry professionals and guest speakers to provide their thoughts on current business practices and developments. Education programs include foreign study trips or exchange programs to introduce students to global business practices. MBA programs use a variety of learning methods to provide students with a well-rounded education that equips them for leadership positions in the corporate world by fusing theory, real-world experience, and networking opportunities.

2. Organizational cultures and values

One of the most well-known and prosperous companies in Vietnam is FPT Corporation, which has a unique corporate culture centered around the values of respect for the individual, innovation, teamwork, objectivity, exemplarity, and wisdom. As an FPT Corporation subsidiary, FPTU and FSB (FSB) incorporate these cultural principles into its own values, which include "doing differently makes it better" and "authentic learning, authentic testing, and authentic success."

With the core value "Dream of innovation" or "doing differently makes it better", FSB emphasizes the importance of thinking outside the box and fostering innovative solutions. To set itself apart from other traditional MBA programs in Vietnam, our MBA program has recently followed a STEM-oriented approach, featuring some courses such as Business Data Analytics,

Leadership in the Digital Transformation Era, and Business Analysis and Diagnosis. These courses provide up-to-date knowledge and emphasize practical, real-world applications, including hands-on learning and solving actual business problems. The curriculum also focuses on contemporary topics like digital transformation and customer experience, ensuring students are prepared for the modern business environment. By integrating STEM principles and contemporary knowledge into its MBA curriculum, FSB ensures that its graduates are well-prepared to lead and innovate in today's data-driven and technology-centric business world, giving them a competitive edge over those from traditional MBA programs.

Using presentations as final assessments in most modules of the MBA program is a key factor in realizing FSB's motto: "authentic learning, authentic testing, and authentic success." Presentations truly measure a student's understanding and ability to apply knowledge in real-world scenarios, rather than rote memorization or superficial testing. Additionally, students develop necessary skills such as teamwork, presentation, critical thinking... for professional and personal success. FSB also promotes a culture where staff and students are not allowed to give gifts to managers, leaders, or lecturers. This culture is expressed and communicated to staff and students through the decision on "prohibiting the collection of unauthorized fees and receiving gifts from students, parents, and the Parents' Association" and Notification 444/TB-ĐHFPT dated November 18, 2016, on prohibiting the collection of unauthorized fees and receiving gifts from students, parents, and the Parents' Association

Vision

FPTU's vision is portrayed in iGSM [Industry Relevant – Global – Smart Education –Mega]: To become an international Mega education system, meeting the social needs and based on the most advanced training technologies

FSB's vision is to become the leading management and technology training school in Vietnam, to be a hub for the application of new technology in education and the convergence of knowledge, fostering an atmosphere where students can fully realize their potential.

Faculty Profile

From 2021 to 2023, FPT University launched a campaign to recruit Ph.D. faculty members to support the institution's enrollment and training goals.

The MBA program is delivered by highly qualified full-time and part-time faculty members with doctorate degrees in fields related to Business Administration.

To enhance training quality, FSB welcomes renowned and experienced lecturers, scientists, and industry experts from training facilities and research institutes both domestically and outside to engage in instruction in addition to its full-time teaching staff.

Technology, equipment and facilities

- Facilities:

Classrooms are arranged diversely and reasonably to suit the number of students and purpose of use, fully meeting international standards such as multi-function, with wireless Internet connection covering the entire area. learning area, sound system, computer, projector and air conditioning equipment, and teaching support equipment.

- Library:

The conventional library at the institution is open to students. To support their learning and research during their studies, students are also entitled to use an electronic library, which is a digital resource system that has a comprehensive collection of textbooks and reference materials related to the Business Administration major and is updated regularly. Through collaboration with over 65 of the top publishers in the world, including ATZ Publishing, Wrox Press, Wordware, The MIT Press, Jons & Wiley, and others, the library has amassed enormous professional reference repositories that users can search, browse, read, and engage with through the online database.

- Technology and equipment:

As a unit under a technology company (FPT Corporation), FSB has inherited a full IT ecosystem since the beginning of training activities, ensuring the implementation of training activities that meet the output quality standards.

The software system meets the needs of teaching, learning, and school administration towards modernization and a high level of digitalization. With 4 main directions: digital environment, digital content, digital training methods, and digital management methods, FSB has built application systems serving 4 directions since its establishment and up to now the application system has completely met the needs of today and the following years, it is a full ecosystem of applications from enrollment (CRM), management and training organization (AP), learning

materials management (AP), online learning (EduNext, Coursera, Online.fsb), digital library, infrastructure management.

Reality has proven that, during the COVID-19 pandemic, even though they did not go to school to practice social distancing, 100% of students and lecturers completed their school year's tasks because before that, the school had a digital transformation strategy, increasing the proportion of online learning to train learners to be self-directed and learn the latest technologies.

3. *Organizational Relationships*

The key stakeholders of FSB include students, alumni, faculty members & staff, FPTU and industry. FSB has one student segment – non-traditional students (working adults) studying on campus. These students have taken evening or weekend classes on our campuses.

MBA students expect to gain the necessary business knowledge, skills, and abilities that will leverage them as managers/leaders and create networking opportunities. They are the direct recipients of the programs and services we provide. Therefore, they hold a great voice in developing our practices and services. A range of survey forms on eASD platform are available for students to assess program offerings:

- Form A: Daily Report, where students can share comments for each session.
- Form B: Module Teaching Quality, administered twice during each module - first, midway through the subject, and second, during the final session.
- Form C: Evaluation of the overall training quality and supporting activities Additionally, in all MBA classes, there will be a student care representative who plays the role of class coordinator. They are responsible for ensuring smooth class operations, collecting feedback from students, and ensuring that all students are well taken care of.

With the aim of continued engagement, FSB organizes annual events, and networking activities to stay connected with alumni. Our alumni can access further education opportunities (Providing free Coursera accounts for Alumni), workshops, and seminars. FSB also collects alumni feedback about educational programs (Form D).

For faculty members and staff, FSB establishes and maintains the most convenient

environment for them to foster their talents in teaching, researching, and degree upgrading. We have policies for awarding ISI/Scopus research papers, sponsoring overseas PhD studies, and Coursera Specification Certificates, to International Conference Participation. In addition, all staff members have access to a collaborative environment with competitive compensation and benefits (fair wages, health benefits and opportunities for career advancement). Faculty members and staff at FSB engage through various mechanisms such as faculty meetings, internal newsletters, collaborative platforms, and surveys. These tools facilitate effective communication, continuous learning, and collaborative efforts to enhance the academic environment.

FPTU has key requirements and expectations for the FSB (FSB). It is essential that FSB's programs and initiatives align with the overall mission and vision of FPTU, ensuring consistency in institutional goals. Additionally, FSB must maintain high educational standards and regulatory compliance to uphold the university's reputation for quality. Annual strategic meetings between FPTU and FSB are organized to discuss and align on key goals and initiatives. FSB also submits periodic reports to FPTU to monitor progress and ensure compliance.

FSB maintains strong relationships with various businesses and organizations, significantly enhancing its educational training programs. FSB collaborates with major publishers such as Pearson and Wiley. These partnerships provide benefits, including access to the latest textbooks, research materials, and educational content, ensuring that students receive top-notch academic resources. Partnerships with edtech companies like Cesim and StratX allow FSB to incorporate advanced simulation tools and interactive learning platforms into the curriculum. This enhances the learning experience by providing practical, hands-on training that mirrors real-world scenarios. Additionally, FSB is also a trusted partner for Vietnam's top 10 leading enterprises, including Vietnam Airlines, PVI Holdings, VNPT, Viettel, Vietcombank, and EVN, as well as over 200 other businesses in the realm of corporate training. Through these collaborations, FSB ensures its training programs are practical, relevant, and aligned with industry standards, fostering a strong link between academia and the corporate world.

b. Organizational Challenges:

1. Competitive environment

A highly competitive marketplace and considerable public prejudice have been challenges for FSB, FPTU, and the private university system in Vietnam. Public universities still largely dominate Vietnam's higher education; yet over the past years, private structures have started to emerge and now account for 17% of the total Vietnamese students enrolled in higher education. This is significantly lower than in the rest of the region and the world. While private universities are responsible for covering the costs of facilities, land, and staff wages, many public universities get state subsidies

According to statistics from the Ministry of Education and Training, the total number of graduate students in the 2021-2022 academic year reached approximately 121,586, with non-public universities only accounting for about 10.8% of this total. The dominance of public universities in the overall graduate education landscape creates a competitive environment for attracting top talent. In addition to competing with public universities, FSB faces formidable rivals in the form of international collaborative programs. These programs, offered by renowned institutions such as RMIT, CFVG, BUV, University of Hawai'i at Mānoa, and Columbia Southern University, present a competitive landscape for FSB's MBA program. However, FSB has been consistently ranked among the top 3 business schools in Vietnam by Eduniversal from 2021 to 2023.

With 100% investment from FPT Corporation, FPTU benefits significantly from the corporation's brand, investment, employment opportunities, and corporate relations. As the business school of FPTU, FSB (FSB) enjoys these advantages

- The strong brand and reputation of FPT Corporation enhance the prestige and credibility of FPTU and FSB, attracting high-quality students and faculty. The substantial investment from FPT Corporation ensures that FSB has access to state-of-the-art facilities, cutting-edge technology, and high-quality educational resources. Our MBA program integrates contemporary knowledge such as Digital Transformation, Customer Experience, Fintech, STEM subjects, and modern technologies like Edunext and simulation applications,...
- FSB distinguishes itself from other universities by integrating training with practical application. FSB's educational programs are closely linked with businesses, ensuring that students receive practical, hands-on training that is directly applicable to real-world scenarios. MBA program emphasizes practical application through seminars, capstone projects, company visits or internship courses. These provide students with deep insights

into business operations, allowing them to devise suitable solutions based on their knowledge and guidance from lecturers.

2. Strategic Challenges Increasing training scale:

As a young private university, FPTU in general and FSB in particular, faces challenges in recruiting lecturers. The rapid expansion goals for the 2021-2022 period, which aimed to double the training scale compared to the previous year, exacerbated these challenges, particularly in attracting full-time lecturers with PhD degrees. This shortage has limited student recruitment for the MBA program. To address this, FSB has set a target to recruit new lecturers to meet the teaching requirements for its graduate programs, ensuring that the school can continue to grow and maintain high educational standards.

3. Performance Improvement System

FPT University (FPTU) has established a robust quality assurance system led by the Quality Assurance Board, aligned with ISO 21001:2018 standards, and implemented across all campuses through quality procedures. FSB, as part of FPTU, manages four core processes—Admissions, Curriculum Development, Academic Affairs, and Student Affairs—while sharing the remaining processes with the university. Performance is tracked through defined KPIs, which are regularly monitored by department heads and managed via the OKR online platform, with corrective actions required for unmet targets. FSB also collects regular feedback from students, alumni, and staff through structured surveys to continuously improve program effectiveness and support services.

1 - Standard 1 - Leadership

FSB recognizes the significance of systematic leadership processes in promoting performance excellence and continuous improvement. Following Council for Higher Education Accreditation (CHEA) guidelines, measurable performance expectations are established for key student achievements.

The following measures of student achievement are measured each semester, and specific strategies are developed for improving performance. These data are reported in Standard 7.

1. New Enrollments

- Definition: Total number of new students who have completed admission procedures and are officially recognized as enrolled.
- Measurement: Count of students recognized officially as enrolled during each admission period.
- Number of New Enrolments (year n) = Number of students officially recognized as enrolled
- Responsible Personnel: Data manager for collection, analysis, and quality control; Director of Admission for oversight and direction.

2. Retention Rates

- Definition: Percentage of students who remain enrolled in at least one course after one year compared to the total enrolled the previous year.
- Measurement: Number of active students after one year.
- Responsible Personnel: Officer in charge of Academic Affairs; Head of Academic Affairs for review and recommendation; Director of Education and Training Board for approval.

3. Graduation Rate within the allowed period

- Definition: Percentage of students who graduate within 200% of the standard program duration.
- Measurement: Number of students graduating within 200% of the standard time.
- Responsible Personnel: Officer in charge of Academic Affairs; Head of Academic Affairs

for review and recommendation; Director of the Campus for approval.

4. Student Satisfaction Index

- Definition: Assessment of students' satisfaction with the institution's educational activities.
- Measurement: Satisfaction score from student surveys.
- Responsible Personnel: Quality Assurance staff for data collection; Head and team of Quality Assurance for review and recommendation; Director of Education and Training Board for approval.

1.1 - Criterion 1.1

Criterion 1.1.a - Mission and Values.

The following is the FPTU and FSB's Mission Statement. FPTU reexamines its Mission every 3 years and considers revising it. In strategic meetings throughout the building phase, managers of functional departments and units under the University shared their thoughts and recommendations for enhancements to the vision and mission (see Strategic Meeting minutes). The university surveys internal customers every three years (see Stakeholders survey about mission, vision and strategic objectives), and gathers feedback on the vision and mission from other pertinent parties, including students, alumni, staff, and society. This information serves as the foundation for the university's revisions to the vision and mission statements. This prompts FSB to do the same for its mission, given that its mission must align with the FPTU's mission (see FPTU and FSB's mission and values alignment report).

FPTU MISSION AND VISION:

- Mission: The University provides global competitive advantages to massive learners and contributes to intellectual development.
- Vision [Industry Relevant - Global - Smart Education - Mega (iGSM)]: To become an international Mega education system, meeting the social needs and based on the most advanced training technology.

FSB MISSION AND VISION:

- Mission: Contribute to changing the image of Vietnam's economy in the international market through training the generation of intelligent, creative, and outstanding digital-era entrepreneurs.
- Vision: To become Vietnam's top management and technology training institution, capable of competing with schools around the globe. Be a hub for information, where cutting-edge technology is applied in training, and where an atmosphere is created that allows each employee to fully express their unique potential.

Criterion 1.1.b - Performance Measurements.

At FSB, key performance measurement processes play a vital role in monitoring progress toward the institution's mission and ensuring strategic alignment and accountability. The Quality Assurance Department centrally manages KPIs, which are tracked regularly by department leaders to support continuous improvement and corrective action where needed. Core KPIs include new enrollment rates, retention rates, graduation rates within the allowed period, and the student satisfaction index—all of which inform data-driven decisions to enhance student success and institutional effectiveness.

Criterion 1.1.c - Social and Community Responsibility.

As a unit of FPT University, FSB prioritizes social responsibility, integrating it into its educational values and consistently enhancing community engagement activities through structured quality processes from 2020. The establishment of the School Affairs Committee in 2021 has led to diverse and impactful initiatives like the POST-A-TREE campaign and traditional music education projects, with growing stakeholder involvement and satisfaction. Since 2022, FSB has improved its evaluation methods by collecting stakeholder feedback and implementing structured monitoring and reporting systems to ensure the effectiveness and continuous improvement of community activities.

Criterion 1.1.d - Impacts on Society.

FPTU and FSB are deeply committed to creating a positive societal impact, with “Good” social

responsibility identified as one of their five key strategic objectives. FSB integrates this commitment into its MBA curriculum through courses on ethics, sustainability, and experiential learning opportunities like internships and business visits, enabling students to apply their knowledge to real-world organizational challenges. Beyond the classroom, FSB promotes community engagement through alumni-led initiatives, free learning resources, merit scholarships, and participation in large-scale philanthropic events like FPT Community Day—while also committing to new annual service projects that further connect students’ business learning to meaningful societal contributions.

1.2 - Criterion 1.2

See Table 1.1

1.3 – Criterion 1.3

See Table 1.1

1.4 - Criterion 1.4

See Table 1.1

2 - Standard 2 - Strategic Planning

Between 2021 and 2023, FPTU implemented its Development Strategy under Decision No. 1554/QĐ-ĐH FPT, focusing on the “5 Good” pillars: Good Education, Good Research, Good Employment, Good Internationalization, and Good Social Responsibility. In alignment with this direction, FSB launched its Strategic Plan 2023–2025 based on the WOOP Framework, aiming to become a top provider of management and technology postgraduate education in Vietnam and the region. The plan outlines aspirational goals, expected outcomes such as a paperless, success-driven learning environment, anticipated obstacles like language barriers and lecturer shortages, and concrete growth targets for both degree and non-degree programs, while also emphasizing brand building, business consulting, and research integration.

2.1 - Criterion 2.1

2.1.1 - Institutional-Business Unit Mission & Vision Alignment

FPTU develops its strategic plan annually using BSC and OKR frameworks, involving functional departments, the University Committee, and the Leadership Board. Plans are approved in multi-year phases and reviewed annually to ensure alignment with institutional goals. FSB aligns its strategic planning process accordingly, using the BSC framework and engaging key personnel to build department-level OKRs that reflect university-wide objectives. - Stakeholder Input

The development of FSB’s strategic plan involves participation from faculty, staff, and FPTU leadership across all levels. Strategic meetings provide platforms for reviewing and refining vision, mission, and objectives based on stakeholder feedback. From 2019–2023, the “4 Goods” strategic principles were maintained, with “Social Responsibility” added as a fifth focus to align with stakeholder expectations and the institution’s mission.

2.1.2 - Communication Linkage

Once the strategic plan is finalized, it is communicated through various channels including the official document portal, website posts, and internal meetings. Departments translate strategic goals into semester and annual plans, supported by regular meetings and OKR reviews to

monitor progress and ensure alignment. This structured communication ensures all stakeholders understand and contribute to the effective implementation of the strategic plan. - Criterion 2.2

2.2.a. - Key Short-Term & Long-Term Strategic Objectives with Timetable

See Table 2.4

2.2.b. – Performance measures

FSB uses a structured performance measurement system centered around semesterly and annual departmental action plans, supported by regular leadership and OKR review meetings to monitor progress, address challenges, and realign efforts. The OKR framework translates strategic goals into specific, measurable targets across departments, ensuring individual accountability and alignment with institutional priorities. Performance is further reinforced through feedback mechanisms and a recognition system that highlights achievements and addresses underperformance.

2.3 - Criterion 2.3

2.3.a – Performance Effectiveness

FSB has demonstrated strong performance across its strategic objectives through measurable indicators. Notable successes include the launch of innovative MBA programs, high student satisfaction scores (avg. 4.3/5), enhanced experiential learning through courses like PRJ501, and expanded global partnerships with five international universities. Industry collaborations and community engagement (e.g., 100% staff participation in charity trips) reflect FSB's commitment to education quality, internationalization, and social responsibility.

2.3.b – Process Effectiveness

Key indicators such as New Enrollment (NE), Student Busy Index (SBI), Dropout Index (DOI), Retention Rate (RR), and Graduation Rate within the allowed period are systematically tracked to assess operational processes. These metrics inform decision-making in recruitment, academic affairs, and student support, while satisfaction indices for students and staff ensure internal feedback is leveraged to improve service delivery and educational experiences.

2.3.c – Communication of Performance Results

Strategic planning documents and performance results are disseminated through secured platforms like vanban.fpt.edu.vn, eBSC, and the OKR system, ensuring transparency for authorized users. Broader communication occurs via workshops, seminars, internal social platforms (e.g., Facebook groups), and faculty meetings. Biannual reviews by top management trickle down through middle managers to faculty and staff, reinforcing alignment and engagement across all levels.

2.4 - Criterion 2.4

After reviewing the FSB Strategic Plan, several areas for improvement were identified. Key goals such as implementing the “School of Experience,” increasing publications, and expanding international partnerships are still in progress or underachieved, requiring clearer milestones, enhanced research support, and broader outreach efforts. Collaborations with businesses and community engagement should be deepened through structured frameworks, joint projects, and staff incentive programs. Additionally, FSB should improve strategic monitoring with SMART targets and conduct annual reviews to ensure alignment with evolving institutional priorities.

3 - Student and Stakeholder Focus

3.1 - Criterion 3.1

3.1.a. Business unit's key student segments:

FSB offers graduate educational programs, with a focus on serving non-traditional graduate students aged 25-55, who are predominantly working professionals. Our non-traditional student segment consists of adult learners who attend classes in the evenings or on weekends. Our offerings only include MBA On-campus programs designed for these graduate students.

3.1.b. Business unit's key stakeholders:

- Alumni
- Faculty members
- Staff
- Students
- The governing body
- Industry

3.1.c. Student and Stakeholder Groups:

With the stakeholders' contributions to the meaningful mechanism or essential decision-making, our School understands that strengthening the relationships with influential stakeholder groups is particularly important to develop and maintain the quality of education. There are various methods to determine stakeholders' satisfaction and requirements.

3.1.d. The systematic process the business unit uses to respond to complaints from students and other key stakeholders:

Students' feedback and complaints can be collected through various channels, including official channels such as three surveys on the eASD platform (form A, form B, form C) and other channels, such as the Facebook group or Zalo class group, CSD department, the Academic Head or the School Leadership.

Likewise, the faculty members and staff can raise their voices to the Academic Head and school Leadership, regular meetings each week and at the end of each semester. FSB also organizes regular workshops/ seminars/ talks for all staff and lecturers to deliver presentations on disciplinary matters.

3.2 - Criterion 3.2

FSB identifies its key stakeholders as the governing body (FPTU), students, internal staff and faculty, alumni, and industry partners, and maintains active communication and collaboration with each group to align goals and improve quality. Students provide feedback through multiple formal channels such as surveys and direct communication, which are regularly reviewed by school leadership for improvements. Staff and faculty are engaged through assessments, surveys, and meetings that evaluate support services and academic delivery, with results used to enhance internal operations. Alumni and industry feedback are gathered through events, surveys, and planned structured mechanisms like advisory boards and online portals to inform continuous program development and relevance.

3.3 - Criterion 3.3

Table 3.2-3.4

3.4 - Criterion 3.4

Table 3.2-3.4

4 - Standard 4 - Student Learning Assessment

FSB prioritizes program and course learning outcomes and has upheld a consistent assessment process. All faculty members have contributed to the development of program learning outcomes. Subsequently, the Dean, Academic Head and Heads of Department have engaged in discussions, modifications, finalization, and approval of the learning outcomes for the MBA program. The coordination of the aforementioned process has been overseen by the Research and Development Department.

4.1 - Criterion 4.1

The development of Program Learning Outcomes (PLOs) at FSB involves collaboration among various stakeholders and is coordinated by the Research and Development Department, ensuring alignment with Course Learning Outcomes (CLOs) and consistent program design. Each course syllabus clearly maps CLOs to PLOs and outlines assessment methods, promoting transparency and alignment between course content and program goals. Learning outcomes are regularly reviewed and updated based on regulatory changes, stakeholder feedback, and industry developments, and are formally approved and disseminated through institutional channels. Assessment at FSB follows a structured annual cycle using both formative and summative methods, with data entered into centralized systems and used for continuous improvement and curriculum development.

4.2 - Criterion 4.2

Assessment Process Deployment

The assessment strategy at FSB (the same as the whole university) is to evaluate the student's learning outcomes mentioned in the course syllabi. Generally, for each course, the final assessments, which cover from 30-40% of a total score, are administratively conducted by the faculty members and an independent body called Testing Office in Academic Organization & Management Department for all students. The remaining 60-70% of total score is for progress tests/assignments that are conducted by the lecturers during the courses (see FSB's Learning Outcome Assessment Plan)

4.3 - Criterion 4.3

The AP portal serves as a centralized platform for students, faculty, and staff to access examination plans, grades, feedback, and assessment schedules, ensuring transparency and timely communication. At the end of each semester, the Academic Organization & Management Department generates performance reports that are shared with faculty and administration to support academic planning and scholarship decisions. Faculty meetings, led by the Academic Head, are held to review student performance trends and adjust teaching strategies as needed.

4.4 - Criterion 4.4

The FSB MBA curriculum has been revised to meet evolving educational needs by emphasizing up-to-date theory, promoting student self-study, and encouraging greater interaction among students. Key changes include a shift toward a STEM-oriented approach with over 30% of the curriculum focused on science, technology, and analytics, integration of practical case studies, and flexible course delivery through online platforms like Coursera. These updates aim to build student adaptability, independence, and collaboration skills while maintaining or improving performance outcomes. To strengthen assessment and support ACBSP accreditation, FSB will implement external benchmarking using Peregrine Academic Services, enhancing the credibility and comparability of student learning outcomes.

5 - Standard 5 - Faculty Focus

With the mission of “training a generation of entrepreneurs of the Digital Age, characterized by wisdom, creativity, and excellence”, FSB offers a student-centered learning environment that educates students to become competent and ethical business professionals, entrepreneurs, and leaders in both domestic and international workplaces. This mission is accomplished by providing high-quality curricula along with academically qualified and professionally qualified faculty. Additionally, we involve faculty members in contributing to the Continuous Quality Improvement processes.

The two strategic goals directly connected to this mission are:

- To attract and retain faculty who are academically and professionally qualified to help FSB and FPTU achieve our mission;
- To engage faculty in professional and academic development that aligns with the Faculty's mission.

To address these goals, we continuously attract and recruit candidates with strong academic backgrounds and work experience, with a particular emphasis on their teaching competencies.

5.1 - Criterion 5.1

FPT University (FPTU) implements its human resources (HR) activities through an annual HR plan and a structured recruitment process applicable to both full-time and part-time lecturers. FSB's HR planning aligns with FPTU's general development strategy, ensuring sufficient staffing to meet enrollment demands, improve faculty quality, and fulfill accreditation requirements. Recruitment and training plans are created based on strategic goals, semester needs, and faculty reviews, with efforts to foster leadership and professional development through mandatory and specialized training.

5.1.C - Criterion 5.1.C.

FPT University ensures the quality of its human resources through well-defined policies focused

on recruitment, training, appointments, benefits, and talent management. To keep faculty informed and aligned with institutional standards, all operational policies and procedures are made accessible through multiple channels. These include the **Employee Handbook**, **Code of Conduct**, and the **intranet system** (<https://vanban.fpt.edu.vn/>), which serves as a centralized repository. Additionally, the University supports ongoing awareness and engagement through **regular training sessions**, **faculty meetings**, and **direct communication** with department heads and the Dean's office, fostering a transparent and supportive working environment.

5.2 - Criterion 5.2

Table 5.1 C

5.2.A - Criterion 5.2.A.

Table 5.2.A.2

5.2.B - Criterion 5.2.B.

FPT University (FPTU) emphasizes the development of high-quality human resources as a key part of its strategic direction, with a focus on recruiting qualified full-time and part-time faculty who bring both academic and industry experience. New faculty members undergo comprehensive orientation programs at both the university and faculty levels, covering policies, curriculum, assessment methods, and teaching standards, and are supported by mentors and coordinators for their assigned courses. Regular faculty meetings, shared syllabi, online forums, and collaborative platforms ensure consistency in teaching practices and foster a strong academic community. Course quality is continuously monitored through structured student feedback at various stages, which informs improvements in teaching and learning.

5.3 - Criterion 5.3

5.3.A Performance Evaluations at FPTU

FPTU conducts various performance evaluations for staff and faculty, including checkpoint evaluations, 360-degree evaluations for managerial staff, GPA evaluations for faculty, research performance assessments, and OKRs. These evaluations assess work performance, teaching effectiveness, research contributions, and professional goals, influencing salary adjustments, promotions, and teaching assignments.

5.3.B Human Resource Management Process

The HR department designs an annual plan for recruitment, training, and professional development. Recruitment focuses on selecting qualified faculty with academic and industry experience. Regular training ensures faculty and staff meet organizational needs, with mandatory annual training hours. The FLIM platform tracks training progress and rewards completion.

5.3.C Scholarly and Professional Activities

FPTU has seen a positive trend in scholarly and professional activities, with increased faculty and staff involvement in academic research and professional development.

5.3.D

Table 5.2.A.2

5.3.E - Criterion 5.3.E.

5.3.E

The deployment of full-time and part-time faculty for the 2023-2024 academic year is outlined in the evidence files:

- **Table 5.3.E.a:** Number of classes taught by full-time faculty.

- **Table 5.3.E.b:** Number of classes taught by part-time faculty.
- **Table 5.3.E.c:** Courses taught by full-time and part-time faculty.

5.3.F

FSB's leadership, advice, and assessment processes are critical for ensuring program quality. Department heads from various fields (R&D, PR, Administration, etc.) support the operations at both campuses. The Hanoi campus houses the centralized departments and leads the administration of the MBA program.

5.4 - Criterion 5.4

FSB is committed to faculty development through research support, improved faculty income policies, revised internal training regulations, and performance reviews via OKRs. The university has introduced measures to reward high-quality research, raise faculty salaries, and enhance training opportunities. To further improve, FSB plans to foster interdisciplinary research, increase international exposure, and strengthen feedback mechanisms for development programs. Additionally, there is a focus on supporting early-career faculty with expanded mentoring and tailored workshops to enhance their success and professional growth.

6 - STANDARD 6 – CURRICULUM

The MBA program at FSB spans four semesters, including a 12-week graduation project in the final semester, with classes held 3 nights per week or on weekends to accommodate working professionals. The program offers a core curriculum in business areas like economics, HR management, finance, marketing, and management, alongside contemporary courses such as customer experience and digital transformation. Students earn credits through required and elective courses, internships, and a capstone project or thesis, totaling typically 60 credits. FSB uses a holistic assessment approach, leveraging students' professional experience and incorporating various delivery methods such as case studies and project-based learning, with evaluations based on exams, assignments, projects, and participation. - Criterion 6.1

FSB aims to train Digital Age entrepreneurs with wisdom, creativity, and excellence, ensuring its curriculum is aligned with its mission and strategic plan. The FSB Way, which includes targets like Master Mind-Body, Master Knowledge, and Master Future, integrates courses in philosophy, self-management, and critical thinking to foster essential skills. The MBA program is continuously updated based on feedback from stakeholders, including students, alumni, faculty, and the governing body, ensuring relevance to current business needs and future challenges. The Research and Development department plays a key role in reviewing and improving curricula, incorporating scientific advancements and stakeholder input to maintain high-quality education standards.

6.1 - Criterion 6.2

Course Quality and Consistency

FSB ensures that courses taught by both full-time and part-time faculty maintain comparable quality and consistency through rigorous faculty selection, standardized curriculum, and continuous training. Faculty selection focuses on academic credentials, professional experience, and teaching capabilities. Orientation programs and ongoing professional development further support faculty. Regular course evaluations, standardized syllabi, and the use of Learning Management Systems ensure consistent delivery. Feedback from students, faculty, and industry partners is systematically analyzed and used for continuous improvement.

Articulation and Transfer Relationships

FSB maintains articulation agreements with several international institutions, including the University of Tasmania (Australia), Greenville University (USA), and EBS University for Business and Law (Germany). These agreements ensure that credits are transferable, and coursework duplication is avoided. FPTU has clear policies for credit transfer, including a course equivalency database and evaluation committees to ensure transferred credits meet FSB's standards. The student advice process guides transfer students through course equivalency mapping, transcript review, and planning to ensure a smooth transition.

6.4 - Criterion 6.4

There is no response

6.5 - Criterion 6.5

FSB's MBA program meets the Common Professional Component (CPC) requirements, aligning with the regulations outlined in Circular No. 17/2021/TT-BGDĐT. The program consists of 60 credits, with foundation courses accounting for 21 credits for students without a business undergraduate background. These foundation courses, such as Economics, Marketing, and Accounting, are completed online, allowing flexibility for students to balance their learning with other commitments.

The MBA curriculum is structured into core courses, advanced courses, an internship, and a capstone project/thesis. Core courses cover fundamental areas like Managerial Accounting, Marketing Management, and Organizational Behavior. Advanced courses include Leadership, Strategic Management, and Entrepreneurship. Additionally, students complete an internship (6 credits) and a capstone project or thesis (9 credits), ensuring they integrate and apply their knowledge in real-world business scenarios.

6.6 - Criterion 6.6

There is no response

7 - Standard 7 - Business Unit Performance

7.1 - Criterion 7.1

Student Performance Tracking Processes

Our School's evaluation of student's education is via some indexes, namely:

The evaluation indices measure key aspects of student lifecycle and program effectiveness. Indicators like New Enrollment, Retention Rate, and Dropout Index assess the efficiency of recruitment, program appeal, and student continuity, forming the basis for enrollment and student affairs strategies. Metrics such as Student Busy Index, Graduation Rate, and Satisfaction reflect academic engagement, timely graduation, and overall student experience, guiding improvements in training and support services.

Business Operation Process

FSB ensures high-quality academic delivery through continuous curriculum review and faculty development. The R&D Department regularly updates courses with input from academic and industry experts. Faculty members receive training on educational technologies, support for advanced degrees, and opportunities for research and industry engagement to stay current with teaching practices.

Effective communication is maintained through platforms like the AP system, My FSB+ app, and social media. Regular feedback from students and stakeholders is collected through surveys and evaluations. Strong partnerships with businesses provide students with practical learning experiences through internships, seminars, and guest lectures.

FSB applies ISO 21001:2018 standards and uses tools like BSC and OKRs to monitor and improve quality across departments. The QA Department oversees KPIs, verifies performance data, and conducts classroom observations and stakeholder surveys to drive continuous improvement.

Support services cover students' entire academic journey, from enrollment to graduation. Students access academic information, self-study resources like Coursera, and value-added programs such as Residence Week and Master Outing Day. Performance results and quality practices are shared publicly through official school platforms.

7.2 - Criterion 7.2

Table 7.1.b

7.3 - Criterion 7.3

Table 7.1

Table 7.1.b

Table 7.1.a

7.4 - Criterion 7.4

Table 7.1.b