

MINISTRY OF EDUCATION AND TRAINING  
**HO CHI MINH CITY UNIVERSITY OF  
FOREIGN LANGUAGES – INFORMATION  
TECHNOLOGY**

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**SOCIALIST REPUBLIC OF VIETNAM**  
**Independence – Freedom – Happiness**

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## **HIGHER EDUCATION PROGRAM**

*(Attached to Decision No. 1605 dated 30/10/2023*

*from Ho Chi Minh City University of Foreign Languages and Information  
Technology)*

Program name : **FINANCE - BANKING**  
Training level : **UNIVERSITY**  
Training major : **FINANCE – BANKING**  
Program Code : **7340201**  
Language of instruction : **ENGLISH & VIETNAMESE**

*Ho Chi Minh City, October 30, 2023*

**PRINCIPAL**

*Ho Chi Minh City, October 30, 2023*

**DEAN**

**Dr. Nguyen Anh Tuan**

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## 1. INTRODUCTION

### 1.1. General introduction

Training program in Finance - Banking 2023 at the Faculty of Economics - Finance, University of Foreign Languages and Information Technology, Ho Chi Minh City to be promulgated On legal basis:

- *Decision No. 476/QD-DNT, December 30, 2021 of the Principal of Ho Chi Minh City University of Foreign Languages and Information Technology.*
- *Decision No. 614/QD-DNT on "Issuing instructions on implementing training programs and ensuring training quality" dated May 25, 2023 of the Principal of Ho Chi Minh City University of Foreign Languages and Information Technology. Ho Chi Minh*
- *Circular No. 08/2021/ TT -BGDDT dated March 18, 2021 of the Minister of Education and Training promulgating regulations on university level training*
- *Circular No. 17/2021/TT-BGDDT dated August 7, 2021 regulating training program standards*
- *Decision No. 436/QD-TTg dated March 30, 2020 Vietnam national qualifications framework*
- *Circular No. 04/2016/TT-BGDDT dated March 14, 2016 of the Ministry of Education and Training promulgating regulations on standards for evaluating the quality of training programs at different levels of higher education.*

In order to meet the requirements of training high-quality human resources, welcoming the period of international integration, right from the early years of establishment, Ho Chi Minh City University of Foreign Languages and Information Technology has advocated training a team of candidates. Individuals with the ability to fluently use foreign languages and information technology. Along with the general development of the economy as well as educational activities in Ho Chi Minh City, the School has opened many new branches to provide human resources for society. On June 1, 2013, the Faculty of Economics - Finance was officially established with the task of training full-time university bachelors in two majors: Accounting and Finance - Banking. In 2023, the Faculty will be entrusted by the school with the additional task of training bachelor's degrees in Auditing (Industry code: 7340302) according to Decision No. 346/QD-DNT dated March 1, 2023.

Since its formation and development, the Faculty has made extremely important contributions to the cause of training and improving the quality of financial and accounting

human resources for key areas in the South Central and Eastern regions. The South, the Southwest as well as the whole country.

In the early days, the Faculty only had 03 doctors and 5 masters, but now the department has 07 doctors, 8 masters, 05 PhD students and 1 specialist with 3 subject groups (Accounting, Finance - Banking, English for Economics and Finance). The Faculty has also established relationships with many universities and research institutes at home and abroad. In particular, the Faculty has close connections with prestigious professional organizations such as the Association of Chartered Certified Accountants (ACCA), the Vietnam Association of Certified Public Accountants (VACPA), and the Vietnam Financial Consulting Association (VACPA). VFCA).

The Faculty of Economics and Finance always adheres to training goals, all for the benefit of students' learning and employment. Most students graduating from the Faculty meet the requirements for professional capacity and quality and are welcomed by many businesses; In particular, the Faculty's students are always highly appreciated for their practical working skills and good foreign language proficiency. Currently, many alumni of the Faculty have been working in many agencies, organizations, and businesses at home and abroad.

Most of the Faculty's lecturers graduated from major domestic and foreign universities such as Australia, England, America... The lecturers are enthusiastic about their profession, dynamic, creative, and constantly learning and improving. Highly knowledgeable and has been sent for short-term professional training at prestigious universities abroad. This team is a condition to ensure the quality of output of students trained by the Faculty.

The training program (CTDT) in Finance - Banking (TCNH) under the Faculty of Economics - Finance, University of Foreign Languages and Information Technology, Ho Chi Minh City, has been issued since 2013. After many adjustments and updates, The 2023 Curriculum is amended and supplemented on the basis of the 2021 Curriculum, applicable to the enrollment course from 2023 under the credit system. In addition to the Physical Education and National Defense Education modules, the Finance - Banking training program is designed based on a credit system with 140 credits including: general education knowledge block, knowledge block Professional (basic industry knowledge, specialized knowledge, supporting knowledge). The program includes mandatory courses and elective courses according to a reasonable and scientific roadmap, allowing students to be flexible in their study plans to achieve a bachelor's degree in 3.5 to 7 years. .

The training program is developed according to international standards with a high level of adaptation to suit the needs of society and businesses. The credit training system

includes a variety of knowledge compatible with US and European training programs , increasing flexibility for learners. The teaching materials system is updated every year and active teaching methods are applied to promote learners to develop lifelong learning capacity.

## 1.2. General information about the training program

General information about the program is shown in Table 1.1.

*Table 1.1. General information about the Training Program*

No	Information section	Content
1	<b>Program name</b>	Finance – Banking
2	<b>Tier</b>	University
3	<b>Degree type</b>	Bachelor
4	<b>Industry code</b>	<b>7340 2 01</b>
5	<b>Type of education</b>	Formal
6	<b>Training time</b>	3,5 years
7	Number of credits	140 credits (excluding modules: Physical Education and National Defense and Security Education)
8	Level of teaching in foreign languages	Vietnamese and English
9	Management unit	Faculty of Economics and Finance
10	Website	<a href="http://www.huflit.edu.vn">www.huflit.edu.vn</a>
11	Phone	(028) 77702345

## 1.3. Mission - Vision of the school

### **Mission**

HUFLIT's mission is to train people who are capable of lifelong learning to become global citizens, adapt and contribute positively to an ever-changing society, and have a sense of self-development, especially foreign languages and information technology, through practical experiences.

### **Vision**

HUFLIT aims to serve society with dynamic, creative, dedicated and visionary people; know how to love and appreciate life; capable of renewing oneself; Achieve happiness & freedom through wisdom and morality .

### **Educational philosophy**

The pursuit of happiness and freedom is based on morality and wisdom.

## 1.4. Mission - Vision of the department

### **Mission:**

Fostering knowledge, training professional skills, building a sense of lifelong learning and research for students majoring in Finance - Banking and Accounting and Auditing; becoming one of the faculties with sustainable development, contributing to improving the academic position of Ho Chi Minh City University of Foreign Languages and Information Technology.

### **Vision**

By 2030, the Faculty of Economics and Finance will become a place to train human resources in the fields of finance, banking, accounting, and auditing, with quality in the group of 20 leading universities in Vietnam, with the skills Intensive professional practice, proficient use of English and optimal application of information technology at work.

## 1.5. Objectives of the training program (POs)

### 1.5.1. General objective

Training high-quality human resources, with general knowledge of socio-economics, in-depth knowledge of finance and banking, good moral qualities, dynamic and adaptable to the requirements of the revolution Industry 4.0 in the field of banking and finance.

### 1.5.2. Detail goal

Training Finance and Banking bachelors with:

- ✓ PO1: general knowledge of economics, society, law and management;
- ✓ PO2: in-depth knowledge of finance and banking;
- ✓ PO3: necessary skills to perform professional activities such as: information technology application skills, using English in communication and financial and banking operations, teamwork skills, problem-solving skills big data management;
- ✓ PO4: good thinking ability, independent and creative working spirit;
- ✓ PO5: ability to self-develop to adapt to changes in the working environment and social requirements.

## 1.6. Program Learning Outcomes (PLOs)

Program Learning Outcomes of the banking industry training program:

### **Knowledge:**

- ✓ PLO1: Apply basic knowledge of economics, society, law and management;
- ✓ PLO2: Apply knowledge of financial and banking operations and organize work effectively;

**Skill:**

- ✓ PLO3: Use foreign languages fluently in communication and financial and banking expertise;
- ✓ PLO4: Apply math, statistics and IT knowledge to analyze and solve problems in the field of Finance - Banking;
- ✓ PLO5: Behave, communicate and work effectively in groups;

**Autonomy and responsibility:**

- ✓ PLO6: Logical thinking, ability to self-develop and lifelong learning;
- ✓ PLO7: Create your own job after graduation, exercise responsibility towards the community and society;
- ✓ PLO8: Compliance with laws and professional ethical standards.

The relationship between the objectives and Program Learning Outcomes of the curriculum is given in Table 1.2. It can be seen that students can achieve the goals of the training program if they meet the Program Learning Outcomes of the training program.

***Table 1.2. Relationship between Program objectives and Program Learning Outcomes of the training program***

Program Objectives (POs)	Program Learning Outcomes (PLOs)							
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
<b>PO1</b>	2	1	0	0	1	1	1	1
<b>PO2</b>	1	2	2	1	0	1	1	1
<b>PO3</b>	0	0	2	2	2	0	1	0
<b>PO4</b>	1	1	0	1	0	2	2	2
<b>PO5</b>	1	1	1	1	2	2	2	2

*Note :*

Level 0: no effect; Level 1: influential; Level 2: high influence

### **1.7. Post-graduate employment and study opportunities**

Graduates of the Industrial Technology major have career opportunities at:

- Businesses with job positions such as: Labor and salary operations staff; Debt monitoring staff; Cost management staff; project management team specialist;

Financial operations staff (financial analysis, financial planning, budget management...); Assistant financial director; Head of financial analysis team; Valuation specialist; Accountant ...

- Commercial banks with job positions such as: Bank teller; Employee of individual/corporate customer relations department; Credit Officer; International payment department employee; Price appraisal staff; Financial and banking product development staff...
- Non-bank financial institutions (securities companies, investment funds, insurance companies, finance companies, financial leasing companies...) with job positions such as: Financial services specialist ; Stock brokerage specialist; Corporate finance consultant; Investment analyst; Fund management officer (IPAAM Foundation); Financial product development staff; Insurance Consultants; Investment project management specialist...
- State management agencies in finance, banking, accounting, auditing (Department of Finance, State Treasury, Tax Department...) with job positions such as: Tax department/sub-department staff; Customs officers; State treasury employee; Debt management staff; State audit staff...
- Financial technology organizations, e-wallets, crypto asset trading companies...
- Universities, colleges, professional schools, research institutes with job positions such as: Researcher; Instructor trainee...

Graduates can also continue studying postgraduate training programs in majors: finance, banking, accounting, auditing, business administration, development economics...; Or create jobs for yourself such as: financial investment consulting, real estate investment; taxes consultant; Price appraisal...(after supplementing practicing certificates according to legal regulations)

## **1.8. Admission criteria, training process and graduation conditions**

### **1.8.1. Admission criteria**

Candidates must graduate from high school or equivalent and meet the admission requirements of Ho Chi Minh City University of Foreign Languages and Information Technology.

### **1.8.2. Training process**

The training program is structured according to the credit system (Issued together with Decision No. 476/QD-DNT, December 30, 2021 of the Principal of Ho Chi Minh City University of Foreign Languages and Information Technology).

The training process is organized by course, school year and semester. An academic year has three semesters, each semester has at least 15 weeks of actual learning (12 weeks of face-to-face learning and 3 weeks of online learning), 1 week of reserve and 3 weeks of exams.

The training period is designed to be 3.5 years, but learners can shorten it to 3 years or extend the study period to a maximum of 7 years. According to the designed roadmap, basic English courses are studied in the first two semesters, specialized English courses are studied from semester 3. In the entire course, there are 12 elective courses.

### **1.8.3. Graduation conditions**

Students will be considered for graduation and be awarded a Bachelor's degree in financial technology if they meet the following conditions:

- Recognized as a full-time student of the School in the banking industry;
- Complete the courses according to the curriculum and accumulate enough credits, with no course scoring less than 4 and have a cumulative average score of 2 or more for the entire course (according to Circular No. 08/2021 /QD-BGDDT dated March 18, 2021 of the Minister of Education and Training);
- Meet foreign language proficiency standards: TOEIC certificate of level 500 (Or foreign language level equivalent to B1 European 6-level framework).
- Achieve IT proficiency: MOS certificate is Word, Excel; Or certificate of Advanced Information Technology Application issued by HUFLIT Center for Foreign Languages and Informatics.
- Obtained certificates of defense education and physical education.
- At the time of graduation, students will not be prosecuted for criminal liability or disciplined to the extent of academic suspension.

## **1.9. Teaching and learning strategies**

### ***1.9.1. Direct teaching strategies***

Direct teaching is a teaching strategy in which information is conveyed to learners in a direct way, with the teacher presenting and students listening. This teaching strategy is often applied in traditional classrooms and is effective when you want to convey basic information to learners and explain a new skill.

Teaching methods according to this strategy include Explicit Teaching, Lecture, Lecture in a positive way, and Guest Lecture.

- (1) **Explicit Teaching** : This is a method that belongs to the online teaching strategy In which the teacher guides and explains in specific detail the content related to the lesson, helping students achieve the teaching goals of knowledge and skills.
- (2) **Lecture** : The teacher presents the lesson content and explains the content in the lecture. The teacher is the presenter and lecturer. Students are provided with lecture notes, focus on listening to lectures and occasionally taking notes and further explanations according to the knowledge they have acquired. This method is suitable for introducing new concepts, models, methods or techniques.
- (3) **Lecture in a positive way** : The teacher presents the lesson content in an interactive way, poses problems for students to think about and attracts students to solve problems with the lecturer. This method will be highly effective in developing independent thinking ability and increasing students' level of absorption.
- (4) **Guest lecture** : According to this method, students can participate in courses where the speakers and presenters are not teachers but people from outside businesses. Through the experiences and insights of the speakers, it helps students form general or specific knowledge about the training major.

### ***1.9.2. Indirect teaching strategies***

Indirect teaching is a teaching strategy in which learners are facilitated in the learning process without any overt teaching activities performed by the teacher. This is a learner-oriented, learner-centered teaching process in which the lecturer does not directly convey lesson content to students, but instead, students are encouraged to actively participate in the learning process, using critical thinking skills to solve problems.

Teaching methods according to this strategy include: Inquiry, problem solving (Problem Solving), and case study (Case Study).

- (1) **Inquiry**: During the teaching process, teachers use questions or problems, and guide students step by step to answer the questions. Students can participate in group discussions to solve problems together.
- (2) **Problem Solving**: In the teaching and learning process, learners work with the problem posed and learn new knowledge through facing the problem that needs to be solved. Through the process of finding solutions to problems, students gain knowledge and skills required by the subject. This method can be divided into 3 levels: level 1 - technical application: flexible application of problem-solving methods on specific problems from practice (Problem Solving strategy in this section) ; Level 2 – Solving larger real-life situations that require group collaboration (Situation-Based Learning strategy) and

Level 3 – (Course Project Strategy) analyzing and solving real-life problems complex economy.

- (3) **Case Study:** This is a method that focuses on teaching approaches Student-centered, helping learners form critical thinking and communication skills. According to this method, teachers relate real-life situations, problems or challenges and ask students to solve them, helping students form problem-solving skills, decision-making skills as well as learning skills.

### ***1.9.3. Learn from experience***

Experiential learning is a teaching strategy in which learners acquire knowledge and skills through what they experience through practice, observation and feeling. They learn through doing and experiencing.

The teaching methods applied according to this teaching strategy include: practice (Experiment), models (Models), practice, reality (Field Trip).

- (1) **Practice:** A teaching method in which teachers use sample exercises, students observe and practice with diverse situations under the teacher's guidance. From there, students learn how to apply knowledge to solve practical problems at a small level.
- (2) **Models:** is a teaching method in which students observe and analyze a model that teachers outline for learning and acquiring established content knowledge and skills.
- (3) **Field Trip:** Through practical internship activities at businesses to help students understand the actual working environment of the industry training after graduation, learning technologies being applied in the field of training, forming professional skills and working culture in the company. This method not only helps students form knowledge and skills but also creates career opportunities for students after graduation.

### ***1.9.4. Interactive teaching***

This is a teaching and learning strategy in which teachers use a combination of activities in the classroom such as posing problems or leading questions and asking students to discuss and debate to solve the problem. The teacher's role is to guide students step by step in solving problems. This helps students achieve their teaching goals. Students can learn from classmates or teachers to develop social skills, critical thinking skills, communication, and negotiation skills to make decisions.

The techniques and methods applied by TCE according to this strategy include: debate method (Debate), discussion (Discussions), group learning (Peer Learning).

- (1) **Debates:** is a teaching process in which the teacher raises an issue related to the lesson content, students with opposing views on that issue must analyze, explain, and

persuade the point of view. Through this teaching activity, students develop skills such as critical thinking, negotiation and decision making, or public speaking skills.

- (2) **Discussion** : A teaching method in which students are divided into groups and participate in discussions about perspectives on a certain issue raised by the teacher. Unlike the debate method, in the discussion method, learners have the same view and common goals and find additional ways to improve their views and solutions.
- (3) **Peer Learning** : Students are grouped into small groups to together solve problems and present group results through reports or presentations to other groups and instructors. Courses in the program emphasize learning and teamwork through grouping to carry out course projects throughout the semester. Each member of the group plays a different role and contributes to the implementation of the subject's project.

#### ***1.9.5. Self learning***

Self-study strategy is understood as all student learning activities performed by individual learners with little or no guidance from teachers. This is a process that helps students self-orient their learning according to their own learning experiences, have autonomy and control their learning activities through exercises, projects or problems that teachers Suggestions and instructions in class.

This learning method applied by the Faculty is mainly the homework method (Work Assignment) and Essay (Essay).

- (1) **Work Assigment: Students** are assigned to work at home with the content and requirements set by the teacher. By completing these assigned tasks at home, students learn how to self-study, as well as gain the required knowledge and skills.
- (2) **Essay : According to this method** , each student or a group of students will have to write an essay on any topic related to a content/chapter of the subject. The essay is usually a short, highly practical summary, intended to describe, refine, prove or analyze the problem. Students must research, write and submit their essays on time as required by the instructor. Lecturers will comment, evaluate and give feedback to students. Through this learning option, students will creatively apply the knowledge they have learned to present or propose ideas to solve a practical problem.

The above teaching and learning methods help students achieve PLOs, shown in Table 1.4.

**Table 1.4. The relationship between Program Learning Outcomes (PLOs) and teaching-learning methods**

Teaching and learning strategies and methods		PLOS							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>I. Direct teaching strategies</b>									
1	<b>Explicit Teaching</b>	1	1	2	1	0	0	0	1
2	<b>Lecture</b>	1	1	2	1	0	0	0	1
3	<b>Lecture in a positive way</b>	1	1	2	0	0	1	0	1
4	<b>Guest lecture</b>	1	1	0	0	1	0	1	1
<b>II. Indirect teaching strategies</b>				1			1		
1	<b>Inquiry</b>	2	1	0	0	1	2	0	1
2	<b>Problem Solving</b>	2	2	0	0	1	2	1	1
3	<b>Case Study</b>	2	2	0	0	1	2	1	1
<b>III. Learn from experience</b>									
1	<b>Practice</b>	2	2	0	2	1	1	1	1
2	<b>Models</b>	2	2	0	2	1	1	1	1
3	<b>Field Trip</b>	2	2	0	2	2	2	2	2
<b>IV. Interactive teaching</b>									
1	<b>Debates</b>	2	1	1	0	2	1	0	0
2	<b>Discussion</b>	2	1	1	0	2	1	0	0
3	<b>Peer Learning</b>	2	1	1	0	2	1	0	0
<b>V. Self learning</b>									
1	<b>Work Assignment</b>	1	1	1	0	0	1	0	0
2	<b>Essay</b>	1	1	0	0	0	1	0	0

*Note* : Level 0: no impact; Level 1: impact ; Level 2: high impact

## 1.10. Evaluation methods

### 1.10.1. Evaluation methods

Assessing student learning outcomes is the process of recording, storing and providing information about learners' progress throughout the teaching process. The evaluation ensures clear, accurate, objective, regular and periodic principles. Specific requirements and assessment criteria are announced by the faculty to learners before studying.

Assessment information is shared promptly with relevant parties including teachers, learners, parents and administrators. From there, timely adjustments are made to teaching activities, ensuring orientation and achieving teaching goals.

The faculty has developed and applied many different assessment methods. Depending on the strategy, teaching method and requirements to meet the Program Learning Outcomes of each subject, appropriate assessment methods can be selected, which can provide sufficient information to assess the level of progress of the learning as well as the level of effectiveness achieved in the teaching process.

Assessment methods used in Finance and Banking training programs are divided into two main types: On-going/Formative Assessment and Summative/periodic assessment (Summative Assessment).

➤ **On-going/Formative Assessment**

The purpose of progress assessment is to provide timely feedback to teachers and learners about progress as well as weaknesses that need to be overcome during the teaching process.

Specific assessment methods with this type of progress assessment include: attendance assessment (Attendance Check), assignment assessment (Work Assignment), and presentation assessment (Oral Presentation).

**(1) Attendance Check**

In addition to self-study time, students' regular participation as well as their contributions in the course also reflect their learning attitude toward the course. Attendance assessment is done according to Rubric 1 or 2 depending on whether the course is theoretical or practical.

**(2) Work Assignment**

Learners are required to do some content related to the lesson during class or after class. These exercises can be performed by individuals or groups and are evaluated according to specific criteria in Rubric 3.

**(3) Oral Presentation Evaluation**

In some subjects in the Finance - Banking training program, students are required to work in groups to solve a problem, situation or content related to the lesson and present the group's results. This activity not only helps students gain specialized knowledge but also helps students develop skills such as communication, negotiation, and teamwork skills. To evaluate the level of students' achievement of these skills, specific assessment criteria such as Rubric 4 can be used.

➤ **Summative Assessment**

The purpose of this type of assessment is to draw conclusions and grades on the level of goal achievement, output quality, and student progress at a set time during the teaching process, including end-of-program assessment, mid-semester assessment, and end-of-semester assessment.

Assessment methods used in this type of assessment include Written Exam, Multiple choice Exam, Defense and oral exam (Oral Exam), Report (Written Report), Essay, Oral Presentation, Teamwork Assessment and Peer Assessment.

**(1) Written Exam (Written Exam)**

According to this assessment method, students are asked to answer a number of questions, exercises or personal opinions on issues related to the initial knowledge requirements of the course and are evaluated based on their answers. The assessment scale used in this assessment method is a 10-point scale. The number of questions in the assessment is designed depending on the content knowledge requirements of the module.

**(2) Multiple choice exam**

This assessment method is similar to the written test method, students are asked to answer related questions based on pre-designed answers. The other point is that in this assessment method, students answer required questions based on answer suggestions that are also designed and printed in the exam.

**(3) Defense and oral exam (Oral Exam)**

In this assessment method, students are evaluated through interviews and direct questions and answers. Specific assessment criteria for this assessment method are shown in Rubric 5.

**(4) Report / Essay (Written Report /Essay)**

Students are evaluated through reports or essays, including presentation content, presentation style, and illustrations. Specific evaluation criteria for this method are according to Rubric 6.

**(5) Practice assessment**

This assessment method is implemented for a number of subjects that require practice in the computer lab and practical modules, practical internships, to evaluate learners' skills in using some software, or skills in using certain solving problems on computers, students' skills in applying knowledge to practice. Evaluation is carried out periodically (mid-term, end-of-term). Specific evaluation criteria according to Rubric 7

**(6) Peer Assessment**

Group work assessment is applied when implementing group teaching activities and is used to evaluate students' group work skills. Specific evaluation criteria according to Rubric 8.

**Table 1.4. Relationship between assessment methods and PLOs**

	Assessment method (Assessment method)	PLOS							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>I</b>	<b><i>Evaluate progress. (On-going/Formative Assessment)</i></b>								
1	Attendance Check	1	1	1	1	0	0	0	1
2	Work Assignment	1	2	2	1	0	1	0	1
3	Oral Presentation Evaluation	1	0	2	0	0	1	1	0
<b>II</b>	<b><i>Summative/periodic assessment (Summative Assessment)</i></b>								
1	Written Exam (Written Exam)	2	2	2	1	0	1	0	1
2	Multiple choice exam	2	2	2	1	0	1	0	1
3	Defense and oral exam (Oral Exam)	2	2	1	0	2	1	1	1
4	Report/Essay (Written Report/Essay)	2	0	1	1	0	2	1	1
5	Practice assessment	1	2	0	2	0	1	1	0
6	Peer Assessment	2	0	0	0	2	2	1	1

Note : Level 0: no impact; Level 1: impact; Level 2: impact

### **1.10.2. Evaluation tools and criteria (Rubrics)**

Based on assessment methods, the faculty has developed specific tools and criteria to evaluate students according to the Rubrics. Depending on the requirements, goals and characteristics of each subject, choose appropriate assessment methods as well as assessment Rubrics. The same assessment method can apply different assessment rubrics to different modules.

#### **(1) Attendance Check**

##### **Rubric 1: Class Attendance**

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
Attendance	Do not attend (<30%).	Attend with low regularity (<50%).	Attend fairly regularly (<70%).	Attend regularly (<90%).	Attend consistently and punctually (100%).	<b>50%</b>
Class Participation	Do not engage in any class activities	Rarely participate in discussions or contribute to	Occasionally participate in discussions, exchange	Frequently participate in discussions and exchange	Actively participate in class activities: speak up,	<b>50%</b>

		class activities. Contributions to the class are not effective	opinions in class. Contributions to the class are infrequently effective.	opinions related to the lesson. Contributions to the class are effective.	exchange opinions related to the lesson. Contributions to the class are very effective.	
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### Rubric 2: Attend the instructor's instruction session (Practice Attendance)

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
<b>Organize groups</b>	The group is completely broken Responsibilities and tasks of group members are not specifically assigned, and there is no group connection or coordination.	The responsibilities and tasks of each team member are not clear and do not match their abilities. There is no coordination among team members.	Each member has his or her own duties, but they are not clear and do not match the member's abilities. Combination Group work is not good.	Each team member's tasks are clear and appropriate to their abilities. The coordinate group work is good.	The tasks of team members are very clear and appropriate to their abilities, promoting members' strengths. Working coordination of the group is very good.	<b>20%</b>
<b>Diligence</b>	< 30%	<50%	<70%	<90%	100%	10%
<b>Participate in group activities</b>	Never participated	Rarely join the group and contribute ideas	Occasionally participate and contribute ideas	Regularly participate and contribute ideas	Always join the group and contribute valuable ideas results for the activities of group	<b>20%</b>
<b>Content according to prescribed schedule</b>	No content	Content is not full enough (<50%), the result is not reasonable.	Full content about volume according to schedule determined (100%). The results still contain some errors and confusion.	Full content of volume according to prescribed schedule (100%). The result is correct, but not reasonable	Full content of volume according to prescribed schedule (100%). Reasonable sequence of work steps, reasonable results.	<b>20%</b>

<b>Presentation of explanations</b>	Absent or incomplete.	Messy and inappropriate presentation.	Appropriate presentation content. There are still some confusions and poor explanations	Appropriate content: Structure and layout are clear and logical. Notes, explanations, tables are complete, few errors.	Appropriate content; Clear and logical structure and layout. Notes, explanations, tables are complete, without errors	<b>30 %</b>
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## (2) Work Assignment

### Rubric 3: Work Assignment

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
<b>Submit HomeWorks</b>	Are not submit exercise.	Submit 70% of the assignments assigned homework. Not yet at regulation time.	Submit complete assignments (100% number quantity delivered). Some assignments were not submitted on time.	Submit complete assignments (100% of the assigned amount). Most assignments are submitted on time.	Submit complete assignments (100% of the assigned amount). Right on time determined.	<b>20%</b>
<b>Present exercise</b>	No exercises.	The assignment presentation is messy and does not meet presentation requirements	The exercises presented meet the requirements but are not sufficient. There are some minor errors in presentation.	The exercises are presented beautifully, completely, and according to requirements. Drawings and tables are clear and appropriate. There are some minor errors in presentation	The exercises are presented beautifully, completely, and according to requirements. Drawings and tables are clear and appropriate. There are not presentation error	<b>30%</b>
<b>Exercise content</b>	No exercises.	The content of the exercises is incomplete, some do not	The content of the exercise is complete and meets the task	The exercise content is complete and appropriate	The exercise content is complete, reasonable,	<b>50%</b>

		meet the task requirements.	requirements but is not reasonable. There are some errors in the calculate.	reasonable, right according to duty request service. Calculate correctly and clearly.	and according to task requirements. Logical, detailed and clear calculations, completely reasonable.	
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### (3) Oral Presentation Evaluation

#### Rubric 4: Oral Presentation

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
<b>Content report</b>	No content matching requirements.	Content is relevant requirements, pictures and solutions likes are not clear.	The content matches the requirements. Use simple, easy terminology to understand. The illustrations are relatively clear.	The content matches the requirements. Use simple, easy-to-understand terminology. The illustrations are quite clear, beautiful, and rich. Use appropriate images/videos.	The content matches the requirements. Use simple, easy-to-understand terminology. The illustrations are clear, beautiful, and rich. Use appropriate images/videos, demonstrating proficient design skills.	<b>50%</b>
<b>Submit present slides</b>	Brief presentation slide poor, not enough quantity according to the law.	Presentation slide with numbers appropriate amount, use Words and images do not match the content.	Slide presented with number quantity, logical layout, clearly; Many words and images do not match the content.	Slide presented with number quantity, logical layout, clearly; A few words and images do not match the content.	Slide presented with number quantity, logical layout, clearly, Words and images appropriate to the content. Demonstrate proficiency in presentation and language.	<b>25%</b>
<b>Theory submits</b>	The presentation is not logical, exceeding the specified time determined.	Full presentation. Small voice, pronunciation Some words are unclear,	The presentation has a clear layout. The voice is moderate,	The presentation is concise and easy to understand. Use simple,	Brief presentation. Clear layout. The voice is clear and fluent. Attracts	<b>25%</b>

Using incorrect terminology, unclear pronunciation, low voice. Listener Not understands.	Use complex terminology Complicated, no interaction with the audience during the presentation.	clear, easy to hear, the presentation time is correct, and there is occasional interaction with the listener. Listeners can understand and keep up with the presented content.	easy-to-understand terms. Clear layout. The voice is clear and fluent. The presentation time is correct. Interact well with listeners. Listeners can understand the presented content.	the listener's attention, interacts well with the listener. Listeners can understand and follow all the content presented. Presentation time is correct determined.
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(4) **Written Exam Assessment:** On a 10-point scale, based on pre-designed answers and scoring instructions.

(5) **Multiple choice exam assessment:** According to a 10-point scale based on pre-designed answers and scoring instructions.

(6) **Security assessment and oral exam (Oral Exam)**

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
Pay attitude question answer	Communication attitude, rough response rude, uncooperative, disrespectful important in communication. Using inappropriate terminology, making it difficult to hear.	Communication attitude, answering questions politely. Use jargon in the answer that is complex and difficult to understand. Voice small, lacking confidence.	Communication attitude, easy response gentle, The voice is moderate, clear, and easy to hear. Terminology used in the answer is appropriate and easy to understand.	The attitude in the answer is confident, slow, gentle, and calm. The terminology used in the answer is simple and easy to understand. Voice is fluent and clear.	Very good communication and response attitude Confident, Clear Voice, fluency, interaction good for listeners.	20%
Response content	The complete answer unrelated to the sentence ask.	The answers are unclear, almost unrelated, don't focus on the importance of the question.	The answers are on point question, related to the question but lack confidence in sentences reply.	Answers are concise and clear, complete, relevant questions asked. Show confidence in understanding in the answer,	Answers are concise, clear, complete, and directly related to the requested question; confident in the answer; Arguments and explanations	80%

				the explanation is not convincing.	for the question are completely convincing.	
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### (7) Report Evaluation (Written Report)

#### Rubric 6: Report (Written Report)

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
<b>content reports</b>	The content presented in the report does not match the requirements and lacks many ideas.	The content presented in the report is relatively complete; But there are still many errors and inaccuracies	The content presented in the report is complete as required, but there are some errors in calculations, some content is not reasonable.	The content presented in the report is complete as required, reasonable, and accurately calculated. But the style of explanation is not convincing	Full content as required, detailed calculations, clear and reasonable. There is clear, specific analysis and explanation, and a convincing expository style.	<b>80%</b>
<b>Form of presentation</b>	Not in accordance with the prescribed form, many spelling errors, presentation errors, missing tables, drawings, graphs...	Presented in accordance with prescribed format. But there are many spelling and presentation errors; and some/some tables, drawings... do not match the content.	Presented in accordance with prescribed form; There are some spelling errors/tables/drawings/graphs.., notes are incomplete.	Presented in accordance with prescribed form; few spelling errors; Tables/drawings/graphs..., clearly meet requirements; Appropriate notes. Overall, not beautiful, showing limited text editing skills.	Presented in accordance with prescribed form; no spelling errors; Tables/drawings/graphs..., clearly meet requirements; Take appropriate notes; Demonstrate proficiency in text editing skills	<b>20%</b>

### (8) Practical assessment: According to Rubric 7

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
<b>Practical activities</b>	Unable to complete basic hands-on activities	Ability to complete basic practical activities. Need support and	Complete activities to meet basic requirements and have independence,	Complete basic hands-on activities independently, competently, and confidently.	Complete hands-on activities, demonstrate excellence, and	<b>50%</b>

		guidance from instructors.	but lack confidence without instructor guidance		exceed basic requirements	
<b>Apply theory into practice</b>	Cannot apply theory to practice.	Applying theory into practice at a very low level, finding it difficult to apply knowledge.	Needs a lot of support and guidance from instructors. Lack of confidence, lack of ability to solve problems independence.	Able to apply theory into practice independently. Additional guidance and support are needed to achieve higher levels	Ability to apply theory in a creative way, propose and implement new solutions. Less need for guidance and support from others.	<b>50%</b>

### (9) Teamwork Assessment

#### Rubric 8: Teamwork (Teamwork Assessment)

Criteria Evaluate	Level of compliance with prescribed standards					Proportion
	LEVEL F (0-3.9)	LEVEL D (4.0-5.4)	LEVEL C (5.5-6.9)	LEVEL B (7.0-8.4)	LEVEL A (8.5-10)	
Organize groups	There is no teamwork	Responsibilities and job duties of team members are not specifically assigned.	Each member has his or her own job duties, but they are not clear and do not match the group member's abilities.	Work tasks are clear and appropriate to the abilities of each team member.	Each member's job duties are clear, specific, and appropriate. Promote the strengths of team members. Good interaction and coordination among members.	<b>30%</b>
Participate in doing the group (diligence)	< 30%	<50%	< 70%	< 90%	100% (Participate in all meetings, group discussion)	<b>20%</b>
Discuss	Never participate in group discussions.	Rarely participates in group discussions and contributes ideas.	Occasionally participate in discussions group and contribute ideas.	Regularly participate in group discussions and contribute good ideas.	Always participate in group discussions and contribute good and effective ideas to group activities.	<b>20%</b>
Group coordination	Never coordinate or cooperate with the group.	Rarely cooperate and coordinate teamwork.	Cooperate and coordinate with the group. Occasionally respect and share	Cooperate and coordinate with the group. Regularly respect and share	Cooperate and coordinate with the group. Always respect and share experiences from other group members.	<b>20%</b>

			experiences from other group members.	experiences from other group members.		
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### 1.11. Scoring system

Scoring system is implemented according to the regulations on university-level training according to the credit system of Ho Chi Minh City University of Foreign Languages and Information Technology (Issued together with Decision No. 476/QD-DNT, December 30, 2021, of the Principal Ho Chi Minh City University of Foreign Languages and Information Technology), specifically:

- 10-point scale is used to evaluate the course including component scores, final exam scores and course scores. The module score is equal to the sum of the component scores multiplied by the corresponding weights.
- The letter grade scale is used to classify learning results based on course scores.
- 4-point scale is used when calculating the semester GPA and cumulative GPA to evaluate student learning outcomes.

The grading scale and how to evaluate learning outcomes are shown in table 1.11.

**Table 1.11. Grading scale & scores to evaluate learning outcomes**

10-point scale	Letter grades	4-point scale
9.0 – 10.0	A+	4.0
8.5 – 8.9	A	4.0
8.0 – 8.4	B+	3.5
7.0 – 7.9	B	3.0
6.0 – 6.9	C+	2.5
5.5 – 5.9	C	2.0
5.0 – 5.4	D+	1.5
4.0 – 4.9	D	1.0
Below 4	F	0.0
<b>Assess learning outcomes</b>		
	Excellent	3.6 – 4.0
	Good	3.2 – close to 3.6
	Fair	2.5 – close to 3.2
	Average	2.0 – close to 2.5
	Weak	1.0 – close to 2.0
	Poor	Below 1.0

## 2. PROGRAM DESCRIPTION

### 2.1. Training Program Structure

The training program is divided into two knowledge blocks: General Education Knowledge and Professional Education Knowledge, with a total of 140 credits, not including physical education and national defense education components. It comprises both mandatory and elective courses (see Table 2.1).

General Education Knowledge block provides students with knowledge in economics, society, political theory, physical education, and national defense education, as well as mathematics and computer science. Additionally, foreign language courses, including Basic English and Specialized English, enable students to develop the necessary competence to excel in specialized courses, enhance their English language proficiency, and continue lifelong learning after graduation.

The Professional Education Knowledge block equips students with foundational, specialized, supplementary, and graduation-related knowledge. Within this block, specialized knowledge provides students with in-depth expertise in Finance and Banking, enabling them to perform well in their professional roles immediately upon graduation. The supplementary knowledge block helps students develop soft skills, interdisciplinary knowledge, improve their ability to study various future specializations, and create employment opportunities after graduation.

**Table 2.1. Knowledge Areas and Credits**

No.	Knowledge blocks		Number of credits			Note
			Mandatory Courses (M)	Elective courses (E)	Total	
1	The General Education Knowledge Block	Political Theory	11		11	50 Credits
		Foreign Languages	20		20	
		Socioeconomic Studies	07		07	
		Mathematics and Computer Science	12		12	
2	The Professional Education Knowledge Block	Foundation of the Field	17		17	90 credits
		Specialization	44		44	
		Supplementary Knowledge	9	12	21	
		Graduation-Related Knowledge	02	06	08	

**Table 2.2. Matrix of Knowledge Areas and PLOs**

Knowledge blocks	Credits	Percentage (%)	PLOs							
			PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
<b>The General Education Knowledge Block</b>	<b>50</b>	<b>35.7</b>	2	1	2	1	1	1	1	1
<b>The Professional Education Knowledge Block</b>	<b>90</b>	<b>64.3</b>								
1 Foundation of the Field	17	12.1	1	2	1	1	1	1	1	1
2 Specialization	21	15.0	2	2	1	2	1	1	1	1
3 Supplementary Knowledge	9	6.4	2	2	1	1	2	1	2	1
4 Graduation-Related Knowledge	8	5.7	2	2	1	1	2	1	1	1

*Note:* Level 0: No impact; Level 1: Low impact; Level 2: High impact.

## 2.2. List of Courses

*Note:*

- Course Number: The sequential number of the course in the training program.
- Credits: The number of credits for each course. In cases where a course includes practical components, please specify both theoretical and practical credits in parentheses. For example, if a course is worth a total of 4 credits, with 1 credit being practical, it should be written as 4 (3+1). If a course is entirely theoretical and worth 3 credits, it should be written as 3.
- Course Type: Mandatory (M) or Elective (E).

### 2.2.1. General Education Knowledge

#### 2.2.1.1. Political Theory (11 credits)

No.	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
1	1	1010443	Marxist-Leninist Philosophy	3	45	M		
2	2	1010452	Marxist-Leninist Political Economics	2	30	M		Marxist-Leninist Philosophy
3	3	1010462	Scientific Socialism	2	30	M		Marxist-Leninist Political Economics

4	4	1010472	History of the Communist Party of Vietnam	2	30	M		Scientific Socialism
5	5	1010092	Ho Chi Minh Ideology	2	30	M		History of the Communist Party of Vietnam
Total:				<b>11</b>				

### 2.2.1.2. Foreign Language (20 credits)

No.	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
1	6	1010484	Basic English 1	4	60	M		
2	7	1010494	Basic English 2	4	60	M		Basic English 1
3	8	2010263	English for Accounting & Auditing 1	3	45	M		Basic English 2
4	9	2010273	English for Accounting & Auditing 2	3	45	M		English for Accounting & Auditing 1
5	10	2010283	English for Finance & Banking 1	3	45	M		
6	11	2010293	English for Finance & Banking 2	3	45	M		English for Finance & Banking 1
<b>Total</b>				<b>20</b>	<b>300</b>			

### 2.2.1.3. Economics - Society (7 credits)

No.	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
1	12	1010052	Fundamentals of Laws in Vietnam	2	30	M		

2	13	2020052	Economic Laws	2	30	M		
3	14	2010013	Managerial Science	3	45	M		
			<b>Total</b>	<b>7</b>	<b>105</b>	M		

#### 2.2.1.4. Mathematics - Computer Science - Natural Sciences (12 credits)

No.	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
1	15	1010183	Applied Computing	3	45	M		
2	16	2022313	Applied statistics	3	45	M		
3	17	2022303	Applied Econometrics	3	45	M		
4	18	2022293	Applied Mathematics	3	45	M		
			<b>Total</b>	<b>12</b>	<b>180</b>			

#### 2.2.1.5. Physical Education and National Defense Education - Security (Not Counted Towards Cumulative GPA)

No.	Course order	Courses ID	Courses name	Credits	Number of periods	Type of Course
1	19	1010042	Physical Education 1	2	60	M
2	20		Students choose one of the courses:		90	
		1010602	Physical Education 2 (Fitness)	3	90	E
		1010612	Physical Education 2 (Aerobic)	3	90	E
		1010622	Physical Education 2 (Vovinam)	3	90	E
		1010632	Physical Education 2 (Yoga)	3	90	E
		1010642	Physical Education 2 (Dance sport)	3	90	E
		1010652	Physical Education 2 (Swimming)	3	90	E
3	21	1010034	National Defense and Security Education	3	165	M

#### 2.2.2. Professional Education Knowledge

##### 2.2.2.1. Foundational Knowledge in the Field (11 credits)

No .	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
1	22	2020013	Microeconomics	3	45	M		
2	23	2020023	Macroeconomics	3	45	M		
3	24	2010192	Study skills	2	30	M		
4	25	2020043	Principles of Accounting	3	45	M		
			<b>Total:</b>	<b>11</b>	<b>165</b>			

#### 2.2.2.2. Specialized Knowledge in the Field (59 credits)

No .	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
			<b>Mandatory Courses</b>	53	795			
1	26	2022413	Corporate finance 1	3	45	M		
2	27	2022423	Corporate finance 2	3	45	M		Corporate finance 1
3	28	2021013	Money and Financial markets	3	30	M		Macroeconomics
4	29	2021054	Commercial Banking	3	45	M		Money and Financial markets
5	30	2021023	International Finance	3	45	M	Money and Financial markets	
6	31	2021073	Financial Modelling	3	45	M		Corporate finance 2
7	32	2021263	Public Finance	3	45	M	Money and Financial markets	
8	33	2021293	Stock market	3	45	M		Corporate finance 2
9	34	2021163	Financial investment	3	45	M	Corporate finance 2	
10	35	2021082	Professional practice	2	30	M		Commercial Banking Corporate finance 2
11	36	2022323	Asset appraisal	3	45	M		Commercial Banking

No .	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
								Corporate finance 2
12	37	2021173	Financial risk management	3	45	M		Commercial Banking Corporate finance 2
13	38	2021103	International payments	3	45	M		Commercial Banking
14	39	2021303	Insurance	3	45	M		Commercial Banking Corporate finance 2
15	40	2021313	Overview of Fin-tech	3	45	M		General Informatics
16	41	2023113	Banking marketing	3	45	M		Commercial bank management
17	42	2021143	Commercial bank management	3	45	M		Commercial Banking
18	43	2022523	Tax and tax declaration	3	45	M		Corporate finance 2
			<b>Elective courses (*)</b>	6	90			
19	44	2022353	Mergers and acquisitions	3	45	E		Corporate finance 2
20	45	2021333	Financial Derivatives	3	45	E		Financial risk management
21	46	2022433	Project Appraisal	3	45	E		Corporate finance 2
22	47	2022443	Real Estate investment	3	45	E		Corporate finance 2
			<b>Total:</b>	<b>59</b>	<b>885</b>			

**2.2.2.3. Supplementary Knowledge (12 credits)**

N o.	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
			<b>Mandatory Courses</b>	6	90			
1	48	2022453	Entrepreneurship	3	45	M	Managerial Science	Corporate finance 2
2	49	2011063	Scientific Research Methods	3	45	M		Applied statistics
			<b>Elective courses (*)</b>	6	90			
3	50	2021113	Banking accounting	3	45	E	Principles of Accounting	
4	51	2031013	Financial Accounting	3	45	E	Principles of Accounting	
5	52	2022083	Internal Control	3	45	E	Managerial Science	Principles of Accounting Corporate finance 1
6	53	2011123	Data Visualization	3	45	E		General Informatics
			<b>Total:</b>	<b>12</b>	<b>180</b>			

**2.2.2.4. Graduation-Related Knowledge (8 credits)**

N o.	Course order	Course ID	Course name	Credits (Theory and practice)	Number of periods	Type of Course	Prerequisite Course	Preceding Course
1	54	2021322	Internship	2	30	M		The courses from the previous 7 semesters
			<b>CHOOSE 1 OF 2 OPTIONS</b>					
			<b>Option 1</b>					
1	55	2041026	Graduation thesis	6	90	E		
			<b>Option 2</b>					
1	56	2023123	Credit appraisal	3	45	E	Commercial bank	

							managemen t	
2	57	2023133	Blockchain and Cryptocurrency	3	45	E	Overview of Fin-tech	
			<b>Total</b>	<b>8</b>	<b>120</b>			

### 2.3. Matrix of Alignment Between Courses and Program Learning Outcomes (PLOs)

Note:

Level 1: Not directly related or very little relevance to PLOs

Level 2: Slightly relevant to PLOs

Level 3: Relevant to PLOs

Level 4: Closely related to PLOs

Level 5: Highly relevant to PLOs

No.	Course	PLOs							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	<b>I. General Education Knowledge.</b>								
1	Philosophy of Marxism-Leninism	4				3	3	3	
2	Political economics of Marxism-Leninism	5	3			3	4	3	
3	Ideology of Ho Chi Minh	5				3	2	2	2
4	History of the Vietnam Communist Party	2					4	3	
5	Scientific socialism	4				2	2	2	
6	Basic English 1			3		3			4
7	Basic English 2			3		3			4
8	English for Accounting & Auditing 1	2	2	5		4	4	4	2
9	English for Accounting & Auditing 2		3	3		5	5	5	2
10	English for Finance & Banking 1	2	2	5		4	4	4	2
11	English for Finance & Banking 2		3	3		5	5	5	2
12	Fundamentals of Laws in Vietnam	3					2	4	3
13	Economic Laws	4					2		3
14	Managerial Science	3	3			2	3	3	3
15	General Informatics		3		4		2		
16	Applied statistics	3			4		3		
17	Applied Econometrics	2	4		3	3	2		
18	Applied Mathematics	2	2		4		4		

No.	Course	PLOs							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
	<b>II. Professional Education Knowledge.</b>								
	<b>A. Foundation of the Field</b>								
19	Microeconomics	4				2	2	3	
20	Macroeconomics	4				2	2	3	
21	Study skills	3	3			5	5		
22	Principles of Accounting	3	3		3	1			4
	<b>B. Specialized of the Field</b>								
23	Money and Financial markets	4	4	2					3
24	Corporate finance 1	2	4	2	3		1		2
25	Corporate finance 2	2	4	2	3	2			2
26	Stock market	2	4				5	2	3
27	Insurance	3	4		5		5		5
28	Commercial Banking		4	2					3
29	Overview of Fin-tech		3	3					2
30	Financial Modelling		5	3	5		2	2	
31	Public Finance	3	3			5	4	4	5
32	International Finance	2	4	2	2	2	3	3	3
33	Financial Derivatives		5		5		2		2
34	Financial investment	4	4	3	3	4	4	3	4
35	Mergers and acquisitions	4	5	3		2	3		3
36	Banking marketing	2	3		2		3		3
37	Project Appraisal	2	3		5	4	2	2	2
38	Real Estate investment	3	3		2		3	3	4
39	Professional practice	3	3	3	4	3	2	5	5
40	Asset appraisal	3	4	2	3		3	2	4
41	Financial risk management	3	4	2					3
42	International payments	2	2	3					4
43	Commercial bank management		4	2					3
44	Tax and tax declaration	4	4		3	3	3	3	4
	<b>C. Supplementary Knowledge</b>								
45	Entrepreneurship	3	3			3	4		
46	Scientific Research Methods	3	3		3	3	3		
47	Banking accounting		5	5	3	3	3		3
48	Financial Accounting	3	4		3	3	3	3	3
49	Data Visualization		4	3	4	3	3	3	3
50	Internal Control	3	3	3	3	2	2	3	
	<b>D. Graduation-Related Knowledge</b>								
51	Internship	3	4			5	4	3	4

No.	Course	PLOs							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
52	Graduation thesis	2	4	3		2	5	4	3
53	Credit appraisal		4	3		3			4
54	Blockchain & CryptoCurrency		3	2		3	2		

#### 2.4. Language of Instruction - End-of-Term Assessment Methods

No.	Course name	Credits	Language of instruction	Language Proficiency Level	Examination Methods	Exam Duration	Note
1	Philosophy of Marxism-Leninism	3	Vietnamese	0	Multiple-Choice	90	
2	Political economics of Marxism-Leninism	2	Vietnamese	0	Multiple-Choice	60	
3	Ideology of Ho Chi Minh	2	Vietnamese	0	Multiple-Choice	60	
4	History of the Vietnam Communist Party	2	Vietnamese	0	Multiple-Choice	60	
5	Scientific socialism	2	Vietnamese	0	Multiple-Choice	60	
6	Basic English 1	4	English	2	Essay Exam	90	
7	Basic English 2	4	English	2	Essay Exam	90	
8	English for Accounting & Auditing 1	3	English	2	Essay Exam	90	
9	English for Accounting & Auditing 2	3	English	2	Essay Exam	90	
10	English for Finance & Banking 1	3	English	2	Essay Exam	90	
11	English for Finance & Banking 2	3	English	2	Essay Exam	90	
12	Fundamentals of Laws in Vietnam	2	Vietnamese	0	Essay Exam	60	
13	Economic Laws	2	Vietnamese	0	Essay Exam	60	
14	Managerial Science	3	Vietnamese	0	Essay Exam	90	
15	General Informatics	3	Vietnamese	0	Essay Exam	90	
16	Applied statistics	3	Vietnamese	0	Essay Exam	90	
17	Applied Econometrics	3	Vietnamese	0	Essay Exam	90	
18	Applied Mathematics	3	Vietnamese	0	Essay Exam	90	
19	Microeconomics	3	Vietnamese	0	Essay Exam	90	

No.	Course name	Credits	Language of instruction	Language Proficiency Level	Examination Methods	Exam Duration	Note
20	Macroeconomics	3	Vietnamese	0	Essay Exam	90	
21	Study skills	2	Vietnamese	0	Essay Exam	60	
22	Principles of Accounting	3	Vietnamese	0	Essay Exam	90	
23	Money and Financial markets	3	English	2	Essay Exam	90	
24	Corporate finance 1	3	English	2	Essay Exam	90	
25	Corporate finance 2	3	English	2	Essay Exam	90	
26	Stock market	3	English	2	Essay Exam	90	
27	Insurance	3	English	2	Essay Exam	90	
28	Commercial Banking	3	English	2	Essay Exam	90	
29	Overview of Fin-tech	3	English	2	Essay Exam	90	
30	Financial Modelling	3	English	2	Computer-Based Exam	90	
31	Financial Modelling	3	English	2	Essay Exam	90	
32	Public Finance	3	English	2	Essay Exam	90	
33	International Finance	3	English	2	Essay Exam	90	
34	Financial Derivatives	3	English	2	Essay Exam	90	
35	Financial investment	3	English	2	Essay Exam	90	
36	Mergers and acquisitions	3	English	2	Essay Exam	90	
37	Banking marketing	3	Vietnamese	0	Essay Exam	90	
38	Project Appraisal	3	Vietnamese	0	Essay Exam	90	
39	Real Estate investment	3	Vietnamese	0	Report		
40	Professional practice	3	English	2	Essay Exam	90	
41	Asset appraisal	3	English	2	Essay Exam	90	
42	Financial risk management	3	English	2	Essay Exam	90	
43	International payments	3	English	2	Essay Exam	90	0
44	Commercial bank management	3	Vietnamese	0	Essay Exam	90	
45	Entrepreneurship	3	English	2	Essay Exam	90	
46	Scientific Research Methods	3	Vietnamese	0	Essay Paper		
47	Banking accounting	3	Vietnamese	0	Essay Exam	90	

No.	Course name	Credits	Language of instruction	Language Proficiency Level	Examination Methods	Exam Duration	Note
48	Financial Accounting	3	Vietnamese	0	Essay Exam	90	
49	Data Visualization	3	English	2	Essay Exam	90	
50	Internal Control	3	Vietnamese	0	Essay Exam	90	
51	Internship	2	Vietnamese	0	Report		
52	Graduation thesis	6	Vietnamese	0	Report		
53	Credit appraisal	3	English	2	Essay Exam	90	
54	Blockchain & CryptoCurrency	3	English	2	Essay Exam	90	

The number of credits taught in foreign languages at Level 0: 72 credits

The number of credits taught in foreign languages at Level 1: 0 credits

The number of credits taught in foreign languages at Level 2: 86 credits

The number of credits taught in foreign languages at Level 3: 0 credits

(Total of 158 credits, including 18 non-elective credits, leaving 140 elective credits)

Assessment of the use of foreign languages in the curriculum: Moderate

## 2.5. Curriculum Teaching Scheme (Curriculum Tree)

### HO CHI MINH CITY UNIVERSITY OF FOREIGN LANGUAGE – INFORMATION TECHNOLOGY DEPARTMENT OF ECONOMICS - FINANCE

TERM 1 (18 CREDITS)	TERM 2 (20 CREDITS)	TERM 3 (17 CREDITS)	TERM 4 (17 REDITS)	TERM 5 (10 CREDITS)	TERM 6 (18 CREDITS)	TERM 7 (18 CREDITS)	TERM 8 (11 REDITS)	TERM 9 (11 CREDITS)
Basic English 1 (4+0)	Basic English 2 (4+0)	Scientific socialism (2+0)	Ideology of Ho Chi Minh (2+0)	English for Finance & Banking 1 (3+0)	English for Finance & Banking 2 (3+0)	Commercial bank management (3+0)	Professional practice (2+0)	Internship (2+0)
Microeconomics (3+0)	Fundamentals of Laws in Vietnam (2+0)	Corporate finance 1 (3+0)	English for Accounting & Auditing2 (3+0)	History of the Vietnam Communist Party (2+0)	Financial Modelling (3+0)	Financial investment (3+0)	Banking marketing (3+0)	Entrepreneurship (3+0)
Applied statistics (2+1)	Microeconomics (3+0)	English for Accounting & Auditing 1 (3+0)	Applied Econometrics (3+0)	Public finance (3+0)	Stock market (3+0)	Insurance (3+0)	International payments (3+0)	<b>Elective courses</b>
Philosophy of Mar-Le (3+0)	Principles of Accounting (3+0)	Money and Financial markets (3+0)	Corporate finance 2 (3+0)	Economic Laws (2+0)	Overview of Fin-tech (3+0)	Financial risk management (3+0)		Credit appraisal (3+0)
Study skills (2+0)	Managerial Science (3+0)	Scientific Research Methods (3+0)	International Finance (3+0)		Commercial Banking (3+0)	Asset appraisal (3+0)		Blockchain & Crypto Currency (3+0)
General Informatics (3+0)	Political economics of Ma-Le (2+0)	Banking accounting (3+0)	Financial Accounting (3+0)		Tax and tax declaration (3+0)	Mergers and acquisitions (3+0)	Project Appraisal (3+0)	<b>OR</b>
		<b>Choose 6 out of 12 credits</b>				<b>Choose 6 out of 12 credits</b>		
	Applied Mathematics (3+0)	Internal Control (3+0)	Data Visualization (3+0)			Financial Derivatives (3+0)	Real Estate investment (3+0)	Graduation thesis (6+0)

### UNIVERSITY PROGRAM CURRICULUM FOR FINANCE AND BANKING CHART 2023

## 2.6. Expected Teaching Plan

Year	Term	Course ID	Course name	Credits	Theory	Practical	Total	
1	1	1010484	Basic English 1	4	4		18	
		2020013	Microeconomics	3	3			
		2022313	Applied statistics	3	2	1		
		1010443	Philosophy of Marxism-Leninism	3	3			
		2010192	Study skills	2	2			
		1010083	General Informatics	3		3		
	2	2	1010494	Basic English 2	4	4		20
			1010052	Fundamentals of Laws in Vietnam	2	2		
			2020023	Microeconomics	3	3		
			2020043	Principles of Accounting	3	3		
			2010013	Managerial Science	3	3		
			1010452	Political economics of Marxism-Leninism	2	2		
2	3	2022293	Applied Mathematics	3	3		17	
		1010462	Ideology of Ho Chi Minh	2	2			
		2022413	Corporate finance 1	3	3			
		2010263	English for Accounting & Auditing 1	3	3			
		2021013	Money and Financial markets	3	3			
		2011063	Scientific Research Methods	3	3			
			<b>Choose 1 out of 4 courses</b>	3	3			
		2021113	Banking accounting	3	3			
		2020043	Financial Accounting	3	3			
		2022083	Internal Control	3	3			
	4	4	2011123	Data Visualization	3	3		17
			1010092	Ideology of Ho Chi Minh	2	2		
			2010273	Scientific socialism	3	3		
			2022303	English for Accounting & Auditing 1	3	3		
			2022423	Applied Econometrics	3	3		
			2021023	Corporate finance 2	3	3		
			2021113	International Finance	3	3		
				<b>Choose 1 out of 4 courses</b>	3	3		
			2020043	Banking accounting	3	3		
			2022083	Financial Accounting	3	3		
5	5	2011123	Internal Control	3	3		10	
		2010283	English for Finance & Banking 1	3	3			
		1010472	History of the Vietnam Communist Party	2	2			
		2021263	Public finance	3	3			
3	6	2020052	Economic Laws	2	2		18	
		2010293	English for Finance & Banking 2	3	3			
		2021073	Public Finance	3	3			
		2021293	Stock market	3	3			
		2021313	Overview of Fin-tech	3	3			
		2021054	Commercial Banking	3	3			
	2022523	Tax and tax declaration	3	3				
			2021143	Commercial bank management	3	3		
			2021163	Financial investment	3	3		
			2021303	Insurance	3	3		
2021173			Financial risk management	3	3			

Year	Term	Course ID	Course name	Credits	Theory	Practical	Total	
	7	2022323	Asset appraisal	3	3		18	
		<b>Choose 1 out of 4 courses</b>			3	3		
		2022433	Project Appraisal	3	3			
		2022443	Real Estate investment	3	3			
		2021333	Financial Derivatives	3	3			
	2022353	Mergers and acquisitions	3	3				
	8	2021082	Professional practice	2	2		11	
		2021103	International payments	3	3			
		2023113	Banking marketing	3	3			
		<b>Choose 1 out of 4 courses</b>			3	3		
		2022433	Project Appraisal	3	3			
		2022443	Real Estate investment	3	3			
		2021333	Financial Derivatives	3	3			
	3,5	9	2022453	Entrepreneurship	3	3		11
			2021322	Internship	2	2		
<b>Choose 1 out of 2 courses</b>								
<b>Option 1</b>								
2042026			Graduation thesis	6	6			
<b>Option 2</b>								
2023123			Credit appraisal	3	3			
		2023133	Blockchain & Crypto Currency	3	3			
<b>TOTAL</b>							140	

### 2.7. Faculty Assignment Plan for Teaching Courses (Expected)

No.	Course ID	Course name	Lecturer's Name
1	Philosophy of Marxism-Leninism	Phạm Văn Boong Lê Văn Luận	
2	Political economics of Marxism-Leninism	Nguyễn Hồng Hải Nguyễn Đê Thủy	
3	Ideology of Ho Chi Minh	Phan Thị Lệ Hương Nguyễn Thị Mỹ Diệu	
4	History of the Vietnam Communist Party	Nguyễn Văn Tĩnh Nguyễn Đê Thủy	
5	Scientific socialism	Nguyễn Thị Mỹ Diệu Phan Thị Lệ Hương	
6	Basic English 1	Bùi Thị Thanh Trúc Trần My Uyên	
7	Basic English 2	Bùi Thị Thanh Trúc Trần My Uyên	
8	English for Accounting & Auditing 1	Lê Bá Khôi Trương Hoàng Hùng	
9	English for Accounting & Auditing 2	Lê Bá Khôi Trương Hoàng Hùng	
10	English for Finance & Banking 1	Ngô Ngọc Thuyền Trần San Đào	
11	English for Finance & Banking 2	Ngô Ngọc Thuyền Đặng Thị Thu Hằng	

No.	Course ID	Course name	Lecturer's Name
12	Fundamentals of Laws in Vietnam	Bùi Kim Hiếu Võ Thanh Bình Em	
13	Economic Laws	Bùi Kim Hiếu Võ Thanh Bình Em	
14	Managerial Science	Hoàng Đức Sinh Nguyễn Thị Anh	
15	General Informatics	Lương Văn Minh Lý Đoàn Duy Khánh	
16	Applied statistics	Tiêu Nguyên Thảo Nguyễn Thị Anh	
17	Applied Econometrics	Tiêu Nguyên Thảo Nguyễn Thị Anh Nguyễn Trung Đông	Guest lecturers
18	Applied Mathematics	Tiêu Nguyên Thảo Nguyễn Quyết	Guest lecturers
19	Microeconomics	Dương Thế Duy Hoàng Đức Sinh	
20	Macroeconomics	Dương Thế Duy Hoàng Đức Sinh	
21	Study skills	Trần Đình Long Trần Minh Lam	
22	Principles of Accounting	Nguyễn Thanh Sơn Lê Bá Khôi	
23	Money and Financial markets	Trần Đình Long Nguyễn Thị Xuân Lan	
24	Corporate finance 1	Đặng Thị Thu Hằng Thái Thị Thu Nguyệt Nguyễn Thị Ngọc Vân	
25	Corporate finance 2	Nguyễn Thị Ngọc Vân Thái Thị Thu Nguyệt Đặng Thị Thu Hằng	
26	Stock market	Đặng Thị Thu Hằng Trần Đình Long Đình Ngọc Long	
27	Insurance	Nguyễn Thị Ngọc Vân Bùi Quốc Khánh	Guest lecturers
28	Commercial Banking	Ngô Ngọc Thuyên Trần Minh Lam	
29	Overview of Fin-tech	Phan Minh Đạt Trần San Đào	
30	Financial Modelling	Ngô Ngọc Thuyên Thái Thị Thu Nguyệt Hoàng Đức Sinh	
31	Financial Modelling	Đình Ngọc Long Nguyễn Thị Xuân Lan	
32	Public Finance	Trần San Đào Đặng Thị Thu Hằng	
33	International Finance	Ngô Ngọc Thuyên Hoàng Đức Sinh	

No.	Course ID	Course name	Lecturer's Name
34	Financial Derivatives	Phan Minh Đạt Đặng Thị Thu Hằng Trần Đình Long	
35	Financial investment	Nguyễn Thị Ngọc Vân Nguyễn Thị Xuân Lan	
36	Mergers and acquisitions	Hoàng Đức Sinh Trần Minh Lam	
37	Banking marketing	Hoàng Đức Sinh Bùi Quốc Khánh	Guest lecturers
38	Project Appraisal	Nguyễn Thị Xuân Lan Nguyễn Thị Tuyết Như	
39	Real Estate investment	Giảng viên Khoa KTTC	
40	Professional practice	Nguyễn Thị Xuân Lan Bùi Quốc Khánh	Guest lecturers
41	Asset appraisal	Trần San Đào Nguyễn Thị Xuân Lan	
42	Financial risk management	Đặng Thị Thu Hằng Trần San Đào	
43	International payments	Đặng Thị Thu Hằng Trần Minh Lam	
44	Commercial bank management	Vũ Thị Diệp Chi Võ Đình Phụng	
45	Entrepreneurship	Đình Ngọc Long Phan Minh Đạt	
46	Scientific Research Methods	Lý Phát Cường Dương Thế Duy Hoàng Đức Sinh	
47	Banking accounting	Lê Bá Khôi Trương Hoàng Hùng	
48	Financial Accounting	Vũ Thị Diệp Chi Võ Đình Phụng	
49	Data Visualization	Lê Bá Khôi Lý Đoàn Duy Khánh	
50	Internal Control	Trương Hoàng Hùng Võ Đình Phụng	
51	Internship	All lectures	
52	Graduation thesis	All lectures	
53	Credit appraisal	Trần Minh Lam Đặng Thị Thu Hằng	
54	Blockchain & CryptoCurrency	Phan Minh Đạt Trần Đình Long	

## 2.8. Guidance on the implementation of the training program

The training program in banking and finance 2023 is implemented according to Decision No. 614/QĐ-DNT on "Promulgating guidelines on the implementation of training programs and ensuring training quality" dated 25/5/2023 of the Principal of Ho Chi Minh City University of Foreign Languages – Information Technology.

## 2.9. A brief description of modules

TT	Name HP	Contents
1	<b>Marxist-Leninist philosophy</b>	This module provides students with knowledge of dialectical materialism in the consideration of natural worlds as well as in consideration of social life and human thinking, helps students to form a scientific worldview, orientation for cognitive activity and practical activity, and scientific methodological development. Studying Marxist-Leninist philosophy well, students will know how to analyze specific socio-economic things and phenomena in the spirit of dialectics, while preventing arbitrary subjective attitudes in applying reasoning into practical activities.
2	<b>Marxist-Leninist political economy</b>	As the "ideological foundation and guideline for all actions" of the Party and the State, Marxist-Leninist political economy provides scientific arguments as a basis for the formation of the Party's economic development guidelines and guidelines, economic policies and laws of the State. Therefore, equipping students with Marxist-Leninist political economy scientific knowledge will help students have the necessary political science knowledge, understand the nature of economic phenomena and processes, explain economic laws; thereby forming beliefs, logical thinking, positive attitudes in, contributing to the implementation of responsibility for oneself and society.
3	<b>Scientific socialism</b>	This module provides students with knowledge systems and scientific rationales to understand the Platform for national construction, guidelines and policies to build socialism in Vietnam; explain and have the right attitude to the path to socialism in Vietnam; contribute to education and improvement of revolutionary moral qualities and professional ethics of learners.
4	<b>Ho Chi Minh Ideology</b>	Since the Ninth Party Congress, Ho Chi Minh's ideas have been studied both comprehensively and analyzed from different angles on different issues. Ho Chi Minh ideological research is necessary in the current period, when the country has been entering a new era - accelerating industrialization and modernization in association with the development of the knowledge economy; deeper and deeper integration into the world economy. This module helps students understand Ho Chi Minh's views, gain an overview, comprehensiveness and depth when studying his ideas as the "ideological foundation, guideline for all actions" of the Party and the State; With this module, students

TT	Name HP	Contents
		will be equipped with scientific arguments on the formation of the Party's economic development guidelines and guidelines, the State's economic policies and laws. help students form positive beliefs and attitudes in practical activities, contributing to the successful implementation of socio-economic development goals.
5	<b>History of the Communist Party of Vietnam</b>	This module covers the basic contents of the History of the Communist Party of Vietnam, helping students to systematically and comprehensively understand the birth, historical mission, organization and revolutionary leadership of the Party (by Platform, strategy, major orientations on policies and propaganda policies, etc mobilize, inspect and organize the masses to struggle, by exemplary pioneering actions of Party cadres...); Contribute to fostering students in revolutionary methods and ethics, belief in the leadership of the Party, living and fighting for the people and the Fatherland.
6	<b>Basic English 1</b>	Equip knowledge and practice English language skills (Listening - Speaking - Reading - Writing) for students in the context of social, scientific, cultural and educational communication, achieving elementary level and English communication ability (equivalent to level 1/6 of the national foreign language proficiency framework as prescribed by the Ministry of Education and Training).
7	<b>Basic English 2</b>	Equip knowledge and practice English language skills (Listening - Speaking - Reading - Writing) for students in the context of social, scientific, cultural and educational communication to reach the pre-intermediate level and English communication capacity (equivalent to level 2/6 standards of the national foreign language proficiency framework as prescribed by the Ministry of Education and Training).
8	<b>English for Accounting - Auditing 1</b>	The module is implemented with the goal of equipping students with 4 skills: listening, speaking, reading and writing for terms and situations in the field of Accounting – Auditing. From there, students have the ability to apply to self-research, research English textbooks, documents in the field of accounting, auditing as well as other practical situations.
9	<b>English for Accounting - Auditing 2</b>	The module is implemented with the goal of reinforcing students in 4 skills: listening, speaking, reading and writing, focusing on improving the ability to interact and apply English in real situations in the field of Accounting and Auditing. The module also helps to strengthen foreign language proficiency and support students to achieve English outcome standards.

TT	Name HP	Contents
		Students have the opportunity to review general foreign language knowledge and skills from previous modules, becoming more confident in communication.
10	<b>English for Finance 1</b>	The module is implemented with the goal of reinforcing students in 4 skills: listening, speaking, reading and writing, focusing on improving the ability to interact and apply English in professional situations. Students have the opportunity to review general foreign language knowledge and skills from previous modules, becoming more confident in communication.
11	<b>English for Finance 2</b>	The module is implemented with the goal of reinforcing students in 4 skills: listening, speaking, reading and writing, especially focusing on practicing the ability to interact and apply English in real situations in the field of Finance - Banking. The module helps strengthen foreign language proficiency and supports students to achieve the standard of English output. Students have the opportunity to apply general foreign language knowledge and skills from previous modules, more confident in practical communication in future work.
12	<b>Overview of Vietnamese law</b>	The outline of Vietnamese law is a module that equips students with basic knowledge about the state and law, as a foundation for students to study specialized legal regulations and laws such as the Law on Credit Institutions, Law on Investment, Law on Securities ... The module also helps students improve their sense of law enforcement.
13	<b>Economic Law</b>	This module helps students understand the types of businesses in Vietnam; basic grasp of knowledge of state management in business registration and establishment; legal regulations on business and commercial entities; and grasp the basic contents in drafting business and commercial contracts.
14	<b>Governance Studies</b>	The module helps students access the basic knowledge of management in organizations, equips students with a systematic view of management, creating a premise for applying management knowledge to solve organizational problems. HP will help students practice skills in building, implementing and controlling plans; teamwork skills, presentation skills, decision-making skills in business.
15	<b>Applied Informatics</b>	The module provides students with the knowledge and skills to use Windows to create, open, copy documents, which can format international conventions of numbers, times and dates. Students know how to use Word tools to edit document types, decorate documents according to job requirements. Students

TT	Name HP	Contents
		know how to use Excel tools to create spreadsheets from simple to complex. In addition, students know how to use Certiport software and have the knowledge to achieve MOS certification.
16	<b>Application statistics</b>	Provide students with basic knowledge about the statistical research process, techniques for presenting statistical tables, statistical methods used in collecting and analyzing data, as a basis for making decisions in business. Completing this module, students will have skills in processing, presenting data, reading statistical results on popular statistical software such as Excel, SPSS.
17	<b>Applied econometrics</b>	This module is designed to provide students with knowledge about regression in forecasting and how to use functions, methods of testing, analysis of variance, how to overcome errors through sample selection, handling input variables. Applying the knowledge gained from the subject helps to handle regression analysis models to solve economic and financial problems. In terms of skills, the subject helps equip students to use popular data use software such as Excel, STATA, Eview, ... At the end of the course, students are expected to master the content of the presented econometric models, be able to choose econometric models suitable to the research topic and proficiently use econometric software for these models.
18	<b>Applied mathematics</b>	This module provides the necessary mathematical knowledge for students to understand the application of mathematics in the bachelor's degree program in Accounting. Through this course, students can understand and know how to apply mathematical knowledge in analyzing and solving practical problems in the field of accounting.
19	<b>Microeconomics</b>	This module provides basic economic knowledge and equips students about the workings of a market economy through the analysis of basic economic laws such as the law of supply and demand, the law of competition, etc. By studying the behaviour of the actors of an economy: consumers, businesses and government towards decision-making for the efficient allocation of scarce resources, the module will help students understand the motivations, decision-making patterns of these actors and the effect of decisions on other actors as well as the background as a whole economic. In addition, the module also identifies capital market failures that are the basis for government adjustment measures aimed at optimal efficiency in the context of overall competitive equilibrium. This module

TT	Name HP	Contents
		will equip students with analytical tools for students to grasp and apply to future subjects; Help students have more career opportunities in the future.
20	<b>Macroeconomics</b>	This module is designed to provide basic economic knowledge, helping students approach macroeconomic theory, master the basic concepts of macroeconomics and understand macroeconomic issues of interest to the world. At the same time, the module also equips students with a number of balanced models as tools to analyze and interpret macroeconomic events, contributing to improving students' understanding of the operation of the economy and the implementation of macroeconomic policies in countries, as a basis for the analysis of relevant issues in future applied subjects, helping students to have more career opportunities in the future.
21	<b>Study skills</b>	This module helps students learn the meaning and role of Accounting in the economy, career positions for bachelors in Accounting, the content of knowledge and skills that students will learn throughout the training program. The module also equips students with a number of soft skills to help students familiarize themselves with the university learning environment and methods, so that students can maximize their personal capacity, be proactive and creative in the learning process, preparing for future career development.
22	<b>Accounting principles</b>	This module is designed to provide knowledge so that learners can understand and perceive the basic principles of accounting, as a foundation for application and research of subsequent professional subjects in accounting and auditing.
23	<b>Money and Financial markets</b>	This module aims to help students acquire basic knowledge about currency, central banking, financial markets and some other related concepts so that they can be applied to research in various fields of the economy as well as participate in other subjects in the system of subjects of finance - currency - banking. From the acquired knowledge of this subject and some other supplementary subjects of the industry, students can work in financial and banking agencies as well as continue to study deeply in the field of currency, banking activities.
24	<b>Corporate Finance 1</b>	Corporate Finance 1 is part one of the subject Corporate Finance, or Corporate Financial Management. This is a module that helps students begin to study deeply about financial operations in enterprises. Students will be provided with knowledge and practice to improve skills such as: analyzing the

TT	Name HP	Contents
		financial situation; formulate the goals of the financial manager; valuation of future earnings, assessment of the risk of the business; Make investment decisions through financial analysis.
25	<b>Corporate Finance 2</b>	Corporate Finance 2 is the second part of the subject Corporate Finance, or Company Financial Management. This is a module that helps students continue to study financial operations in enterprises. Students will be provided with knowledge and practice to improve skills such as: analyzing the financial situation; formulate the goals of the financial manager; valuation of future earnings, assessment of the risk of the business; Make investment decisions through financial analysis.
26	<b>Securities Markets</b>	This module is designed to provide basic economic knowledge, help students access financial investment methods and learn about the law and how to trade in the Vietnamese stock market. Help students identify investment schools while evaluating the assets included in the portfolio, calculating the proportion of each asset class, weighing risk and expected return. Synthesize how to find information, and apply the portfolio theory model. The subject provides a basic premise for the analysis of relevant problems in later applied subjects; Help students have more career opportunities at securities-related organizations.
27	<b>Insurance</b>	The course equips students with knowledge of the insurance system in Vietnam. At the same time, students are trained to grasp the principles and techniques of calculations in the field of insurance.
28	<b>Commercial banking operations</b>	This module provides students with basic knowledge of the commercial banking system in Vietnam, identifying differences from standard American and European banking systems. After studying the module, students will present the basic operations of commercial banks provided to the market such as: Deposit mobilization, issuance of debt securities, loans, guarantees, discounts, factoring, financial leasing...
29	<b>FinTech Overview</b>	This module is designed to provide general basic knowledge of Fintech financial technology, helping students access ways to transition from traditional finance to Fintech. Help students understand and present the thrusts of technology: robotic consulting, Blockchain, artificial intelligence, big data analysis, financial digitization platforms; then delves into the analysis and interpretation of digital transformation processes in the financial sector: care, consulting, increasing customer

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		experience by robots, digitizing financial operating processes, digital financial platforms, products and ecosystems Fintech, Blockchain and applications in asset management and investment. Synthesize how to find information, and apply basic Fintech knowledge. The subject provides a basic premise for the analysis of relevant problems in later applied subjects; Help students have more career opportunities in the future.
30	<b>Financial modeling</b>	To make financial decisions, managers may have to solve problems with calculations, problems from simple to complex. The Financial Modeling module will help students acquire skills in setting up financial mathematical models, using software to process data, supporting calculations and decision-making such as: Capital Asset Valuation Model (CAPM); the cost of using borrowed debt; Financial reporting model; Variance matrix model - covariance; Portfolio model; The maturity and average maturity of bonds.
31	<b>Public finance</b>	The Public Finance module equips students with knowledge and skills about the management of the state financial system, government behavior and its impact, so it is related to many fields, especially the financial-monetary sector. With this module, students will be provided with both principled and professional knowledge focusing on 4 issues: (1) the economic basis of government intervention in the economy; (2) the Government's methods of intervention; (3) the effect of such interventions on the economy; (4) financial resources to finance government activities.
32	<b>International Finance</b>	This module aims to help students acquire the most basic knowledge about currency, banking and some other related concepts so that they can be applied to research in various fields of the economy as well as participate in other subjects in the subject system of finance - currency - banking. From the acquired knowledge of this subject and some other supplementary subjects of the industry, students can work in financial and banking agencies as well as continue to study deeply in the field of currency, banking activities.
33	<b>Derivative financial instruments</b>	This module introduces students to the instruments of derivatives markets and methods for hedging financial risks.
34	<b>Financial investment</b>	This module is designed to provide basic knowledge of financial investment, helping students access various forms of financial investment. Studying this module well, students will be able to synthesize macro- and industry-specific analysis information, identify and evaluate assets included in the

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		<p>portfolio, calculate the proportion of each asset class, assess risks and determine the expected rate of return.</p> <p>This is a highly applicable module, helping students have more career opportunities in the future, developing the ability to synthesize, systematize, research problems and make decisions on the basis of scientific and logical thinking.</p>
35	<b>Mergers and acquisitions</b>	<p>Mergers and acquisitions (M&amp;A) are popular activities in recent years of businesses implementing restructuring and transforming operational strategies. With this module, students will be introduced to the principles, and techniques used in mergers and acquisitions; merger strategies; methods of determining company value in mergers and acquisitions; evaluate the effectiveness of M&amp;A deals.</p>
36	<b>Marketing in Banking</b>	<p>This module helps students grasp the basics of marketing and especially delve into the specialized field – banking marketing. In addition to the basic principles, this module also helps students delve into the application of the principles and rules of marketing to the bank's business activities – a specific service aimed at understanding the needs of customers in the financial sector. At the same time, this module also helps students grasp the experience of using marketing in business activities of commercial banks today in Vietnam.</p>
37	<b>Appraisal of investment projects</b>	<p>Appraisal of investment projects is a module that equips students with knowledge and skills on evaluating and analyzing the effectiveness of investment projects. Studying this module well, students will have more career opportunities to work in project implementation teams, or project appraisal teams at businesses/banks/financial companies/valuation companies. Students will learn about the process and methods of appraisal of investment projects, know how to determine appraisal criteria, analyze the project's cash flow from different perspectives. This module also helps students gain more knowledge, tools and methods to implement startup projects.</p>
38	<b>Real estate investment</b>	<p>In addition to financial investment, businesses can invest in real estate to realize business goals and strategic goals in a number of periods. Therefore, acquiring the basics of real estate and the real estate market is essential for financial managers. With this module, students will learn about the real estate market, real estate business activities in Vietnam, legal regulations and state management tools for the real estate market; This module also helps students improve their real estate appraisal skills, negotiation skills, real estate brokerage skills, from there,</p>

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		students will have more career opportunities if they feel they are suitable to practice real estate service business.
39	<b>Professional practice</b>	This is a module that helps students access the real working environment at the units. From there, students have the opportunity to compare and evaluate between theory and practice with a focus on knowledge related to the organization, management or profession of enterprises, administrative agencies and business establishments. This is also a module that gives students the opportunity to learn from their predecessors and get acquainted with the professional industry. In the process of professional practice, students are assigned instructors to answer problems and orient research accordingly.
40	<b>Property valuation</b>	Property valuation and appraisal will create new career opportunities for banking and finance graduates. With this module, students will be equipped with knowledge related to price appraisal such as: Standards and methods of price appraisal; Assessment of factors that have an impact on asset prices; Standards of practice in price appraisal; Basic economic principles to follow in price appraisal. From there, students can build a study and research orientation to suit their career goals and continue to pursue the profession of valuation and professional activities independently after meeting legal conditions.
41	<b>Financial Risk Management</b>	Financial risk is a matter of concern to all organizations, especially businesses and financial institutions. Financial risks can not only reduce profits but also lead to burnout and bankruptcy of enterprises. This module will equip students with foundational knowledge about types of financial risks such as credit risk, market risk, liquidity risk... help students identify, analyze and assess financial risks; quantify risks, offer options to limit and prevent financial risks. Students also learn about a number of international regulations and treaties related to the management and prevention of financial risks, especially in the banking sector; At the same time, train the sense of law compliance and respect professional principles.
42	<b>International payments</b>	The module provides basic knowledge in international commercial transactions, including international payment mechanisms and common forms of payment and financing for enterprises operating in the field of import and export. In addition, the module helps students have enough knowledge to be aware of the risks and mistakes that may occur in the international payment process and make appropriate plans.

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43	<b>Commercial Bank Administration</b>	<p>The Commercial Banking Management module is designed in the direction of applying the combined knowledge of other relevant modules, including: Corporate Finance, Banking Operations, and Financial Risk Management.</p> <p>Completing this module, students will gain important and in-depth knowledge related to commercial banking management activities such as: Analysis and assessment of commercial banking capacity according to the model of Vietnam and Basel; Solutions to raise capital, increase capital and determine the cost of using capital; How to manage the treasury of commercial banks, manage the credit portfolio according to Basel...</p>
44	<b>Taxes and tax declarations</b>	<p>Equip students with the current regulations of tax regulations, regulations on tax administration laws, and at the same time update and timely grasp the changing parts of the tax codes to suit countries in the region and the world, thereby meeting the requirements of tax law enforcement in society.</p> <p>Students also practice how to calculate and declare basic taxes through a system of exercises based on real situations of businesses.</p>
45	<b>Entrepreneurship</b>	<p>The Entrepreneurship module is designed to meet the policy and strategy of training university graduates who are able to create jobs and fulfill their responsibilities to themselves and society. The module provides knowledge to help students know how to prepare what is necessary and sufficient to create and run a successful business. The module also equips students with the skills to develop an action plan for a business idea, implement the plan and adapt it to changes in the business environment, including the legal environment.</p>
46	<b>Scientific research methods</b>	<p>With the aim of equipping students with skills in scientific research and application in business research, this module will help students understand the nature of the research process, know how to set up research processes, apply methods of collecting, processing and analyzing information.</p> <p>By studying this module well, students can: identify research problems, develop research methods to solve problems, present a scientific research report; Apply knowledge in the process of writing the graduation thesis as well as perform well research activities in future professional specialties such as: market research, customer behavior research, research on the impact of financial policies on businesses, ...</p>

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47	<b>Bank accounting</b>	This module provides students with general principles to equip basic knowledge about the organization, implementation of accounting operations in banks, mainly at commercial banks and accounting for economic operations arising in the bank's operations..
48	<b>Financial accounting</b>	<p>Financial Accounting is a module designed to equip students in Finance - Banking with basic knowledge of corporate accounting, after students have completed the Principles of Accounting module. With this module, students will practice common accounting operations such as: cash capital accounting, inventory accounting, fixed asset accounting, debt accounting, payroll accounting, revenue accounting, cost and business result determination...</p> <p>Through this module, students will supplement their knowledge related to the use of accounting as a financial management tool in businesses. This background knowledge also makes it more advantageous for students to want to study advanced or specialized in accounting in their next study program.</p>
49	<b>Data visualization</b>	This module provides students with knowledge of data visualization; Help students understand the general principles of data visualization on Power BI software; Help students have more career opportunities in the future. Upon completion of the module, students should be able to: Explain the functionality of basic tools in the Power BI software; Understand the concepts involved in visualizing report data.
50	<b>Internal control</b>	<p>Internal control is an increasingly concerned content in every organization, especially businesses. Good implementation of internal controls will help you prevent fraud, minimize errors, encourage operational efficiencies, and achieve compliance with established policies and cycles such as: purchasing, stocking, and paying cycles; Sales and collection cycles; the cycle of calculating and paying wages...</p> <p>This is a module that helps students apply the combination of knowledge from many different modules, improve management thinking skills, creative thinking and problem solving in management.</p>
51	<b>Graduate Internship</b>	The graduate internship module is designed to help students gain professional experience in the real-world environment of an organisation. Through the internship process at enterprises, administrative agencies and production and business establishments, under the guidance of lecturers and managers

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		at the internship unit, students will accumulate professional experience, integrate into the real environment, practice professional skills as well as professional working style.
52	<b>Graduation thesis</b>	<p>This module is for students who meet the conditions to do the thesis course and wish to do the graduation thesis.</p> <p>On the basis of the completed internship at the unit, and the graduate internship report of good quality, the graduation thesis course aims to help students improve their ability to apply the knowledge they have learned to research a specific topic, and present research results. The graduation thesis helps students improve their research skills, demonstrate writing, presenting and problem-solving skills. Students can choose research topics related to one / several modules of the training program such as: accounting, auditing, taxation, corporate finance, business operation analysis... and assigned instructors to complete the thesis.</p>
53	<b>Credit Appraisal</b>	<p>Credit appraisal is a regular and extremely important activity for banks. The Credit Appraisal module equips learners with basic and advanced knowledge suitable to the field of study in the following contents: Credit appraisal process; Short-term credit appraisal; Medium and long-term credit appraisal; Appraisal of import and export financing; Personal credit appraisal; Appraisal of loan collateral; in order to help learners develop basic knowledge and practical skills in analyzing, evaluating and making lending decisions for corporate or individual customers in the right way, minimizing risks to banks' credit activities.</p>
54	<b>Blockchain and Crypto Currency</b>	<p>This module provides a general basic knowledge of Blockchain and crypto currency financial technologies, helping students approach the transition from a centralized transaction management system to a distributed open ledger management system. Help students understand and present technology concepts: Blockchain, Bitcoin, cryptocurrency, digital assets; then to delve into the analysis and interpretation of Blockchain applications in the operation, storage and transaction of Bitcoin; cryptocurrency and other coin ecosystems; decentralized finance and the future of fintech and blockchain applications. Synthesize how to find information, and apply knowledge about Blockchain and cryptocurrency. The subject provides a basic premise for the analysis of relevant problems in later applied subjects; Help students have more career opportunities in the future.</p>

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