

# Promote Innovation in Training Programs Business Administration Majors of Universities in Vietnam Towards International Integration

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## ABSTRACT

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Training programs are considered the backbone of any field of study in Vietnam as well as in the world. The research objective is to analyze and evaluate the Business Administration training programs of universities in Vietnam and some countries in the world. The research method used is the method of investigation, analysis, synthesis, comparison and description combined with the organization of collecting expert opinions to achieve the research objectives. The organization of collecting students' opinions on the training program is also conducted at some universities in Hanoi city. On that basis, the author proposes solutions to promote innovation of the Business Administration training program for universities in Vietnam, including solutions to design and develop training programs as well as conditions for organizing and successfully applying the Business Administration training program.

**Keywords:** Business Administration; University; Training programs: Universities in Vietnam; Vietnam.

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## 1. INTRODUCTION

Innovation of training programs and improvement of training quality at the university level is currently an urgent issue that requires universities to focus on research, exchange, discussion and continuous improvement. In which, the training program can be considered the backbone, one of the key factors that create the quality of university training. In this study, the author analyzes and evaluates the training programs of Business Administration at universities in Vietnam with the desire to find some solutions to improve the quality of training at universities.

With the training perspective of the universities, after graduating from Business Administration, students are able to create, start and develop their own businesses, build and implement economic contracts; control the financial situation of the business; develop strategies and make marketing plans, search for business markets as well as create jobs for themselves and many others.

In selecting the research sample, this study intentionally focused on universities recognized for their prestige and specialization in Business Administration training in Vietnam. These institutions were chosen based on their academic reputation, long-standing history in business education, and significant contributions to the national workforce. The inclusion of universities such as National Economics University (NEU), Foreign Trade University (FTU), Ho Chi Minh City University of Economics (UEH), Ho Chi Minh City University of Economics and Finance (UEF), and Phuong Dong University reflects an effort to capture a broad spectrum of institutional characteristics, from elite public universities to dynamic private institutions.

These universities not only represent geographic diversity spanning both northern and southern regions but also vary in organizational structure and educational strategies. More importantly, their curricula are typically embedded with practical skill development, equipping students with key competencies such as teamwork, planning, negotiation, bargaining, business problem-solving, sales skills, and meeting management. These are essential for preparing graduates for both domestic and international labor markets.

This selection approach enhances the representativeness and relevance of the sample, as these universities are considered benchmark institutions whose training models influence broader national trends in business education. However, to further strengthen methodological transparency, future studies should clarify whether the sample was selected using stratified, random, or purposive sampling, and detail the criteria used in determining institutional inclusion.

The basic elements that make up a training program include: program objectives, program content, program implementation, teaching methods, evaluation of results and output standards, and job positions after graduation. In this study, we chose the following criteria for evaluating the training program: (1) General information about the training program; (2) Description of the training program including: (2.1) general and specific objectives; (2.2) Output standards; (2.3) Structure and content of the training program; (2.4) Teaching plan; (2.5) Relationship matrix between modules and output standards of the training program; (2.6) Brief description of the content and volume of modules; (2.7) Instructions for implementing the program. In the author's opinion, when evaluating a training program, we should focus on considering: (1) student satisfaction and interest in learning; the dedication, passion for teaching and high level of expertise of lecturers and educational administrators; and (2) national and international comparison.

To ensure academic rigor, the paper must incorporate recent studies from the last five years that address innovative curriculum design, competency-based education in business administration, and international integration models in developing higher education systems. Without this, the argumentation risks appearing outdated and lacking scholarly depth, thereby reducing the paper's contribution to contemporary discourse.

For instance, updated contributions from authors such as de Wit & Hunter (2020), Beelen & Jones (2021), or region-specific studies on Southeast Asia's business education reforms would significantly enrich the theoretical underpinnings. Embedding these sources not only strengthens the conceptual clarity but also positions the research within current academic conversations.

## **2. THEORETICAL OVERVIEW**

### **2.1. Theory of training program innovation**

In the modern world, curriculum innovation is not just a response to change - it is a preparation for the future. It is a long-term strategy, not a fad or a temporary fix.

Michael Fullan (2007) believes that educational innovation is a systematic process, requiring changes on many fronts: teaching content, pedagogical methods, assessment methods, staff capacity and organizational culture. It is not a technical problem, but an ideological and administrative journey. If innovation is just "correcting the curriculum" or adding a subject, it is not enough. It must be a change in teaching thinking, operating mechanism and core values of the program.

Peter Senge (1994) - the father of the concept of "Learning Organization" - put forward an important truth: universities are not only places to impart knowledge, but they must also learn, innovate and adapt continuously.

Senge emphasizes five core principles of a learning organization, two of which are very relevant to curriculum innovation: Systems Thinking: It is impossible to innovate a curriculum without considering the relationships between other components: lecturers, students, the labor market, and government policies. Team Learning: Curriculum design cannot be an individual task, but must be an interactive process between faculties, businesses, experts, and students - the beneficiaries and users of knowledge.

The MBA program is highly applied – meaning that every innovation in the program must be grounded in reality. Businesses are changing every day: from traditional management models to digital management, from office staff to remote workers, from mass marketing to data-driven personalization.

If the training program continues to teach 90s management models without content such as AI in marketing, ESG management, business data analysis, digital transformation in supply chain management, graduates will be left behind right from the school gate. Fullan and Senge's ideas are not only theoretical, but also a practical warning: Curriculum innovation is a strategic process, requiring long-term vision, a spirit of learning, and the will to act.

Especially in the field of Business Administration, where changes in businesses are happening every minute and every second, the training program must be one step ahead - or at least not behind.

## **2.2. Theory of international educational integration**

According to Jane Knight (2003) - one of the scholars who laid the academic foundation for this topic - international integration in higher education is a process of integrating international, intercultural and global dimensions into the goals, functions and operations of educational institutions. That is, it is not just about sending students abroad for exchange or “joining hands” with a few international universities for formality, but a comprehensive transformation in training philosophy, programs, personnel, and university administration.

De Wit's (2011) point of view goes further, affirming that international integration in education cannot be a series of individual activities or opportunistic reactions, but must be a systematic, sustainable and strategic process. Systemicity requires universities to synchronize integration activities in all areas: from curriculum development, staff development, research, to output assessment. Sustainability requires that integration does not depend on individuals or leadership tenure, but must be institutionalized into a long-term strategy. And strategicity means that universities need to know where they are on the international education map, where they want to reach, and which path is feasible - not mindlessly copying external models. The most dangerous thing is to turn integration into a trend without depth, leading to a waste of resources and creating misunderstandings in the entire education system.

In Southeast Asia, educational integration has been materialized through policy cooperation frameworks, typically the ASEAN Qualifications Reference Framework (AQRF) - a tool for comparing and recognizing equivalence of qualifications among countries in the region. This is an important breakthrough, opening up opportunities for Vietnamese students to study and work across borders within the ASEAN Economic Community. However, to truly take advantage of this opportunity, universities in Vietnam - including Phuong Dong - are forced to standardize their training programs in a transparent, comparable and auditable manner. This poses a major challenge in the context of limited internal resources: many programs still lack clear output standards, outdated assessment methods, and learning materials that do not meet international transfer standards. Once the training program cannot demonstrate quality in a quantitative and standardized way, the opportunity for integration - even with support policies from ASEAN - will only be an opportunity “to look at”, not to be grasped.

Although there is no general formula for the process of integration of higher education, international practice shows that there are still core principles that universities need to adhere to. Successful models such as the National University of Singapore (NUS), Chulalongkorn University (Thailand), or RMIT in Vietnam all have in common: innovative management thinking, the ability to connect globally without losing identity, along with the ability to execute strategies decisively. It is worth noting that integration does not necessarily mean “full internationalization”, but can be a smart hybrid between local content and global standards. The key to success lies in the school identifying its core strengths, and choosing a suitable and feasible integration path, avoiding following trends or applying models beyond its capacity. Meanwhile, English should not only be considered a compulsory subject, but should become the language of teaching, research, and academic communication – otherwise, any claims about “internationalization” will remain just slogans.

## **3. PRACTICAL BASIS**

### **3.1. Comparing business administration training programs of universities in Vietnam**

The topic conducts research on the training programs of 15 universities that offer training in business administration in Vietnam, in order to compare the training programs of the universities with each other.

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<sup>1</sup>**Universities:** Phuong Dong University, National Economics University, VinUni University, Ho Chi Minh City University of Economics, Foreign Trade University, Ho Chi Minh City Open University, University of Economics and Finance, Ho Chi Minh City University of Industry, Hanoi Open University, Academy of

**Table 1. Comparison of credits in business administration training programs of universities in Vietnam**

No	Training program	Number of credits	Total years
1	Phuong Dong University	142	4
2	National Economics University	129	4
3	VinUni University	120	3.5-4
4	Ho Chi Minh City University of Economics	125	4
5	Ho Chi Minh City Open University	125	4
6	Ho Chi Minh City University of Economics and Finance	132	3.5
7	Ho Chi Minh City University of Industry	133	4
8	Hanoi Open University	137	3
9	Foreign Trade University	137	4
10	Academy of Finance	129	4
11	University of Commerce	131	4
12	Dai Nam University	120	3
13	Dong A University	142	4
14	FPT University	145	3
15	RMIT University Vietnam	288	3

Source: Author's research

In terms of training, most universities are application-oriented, with few training programs being research-oriented. In terms of training program objectives, most universities clearly define the objectives of the training program (93%), some universities (8-9 %) clearly define the knowledge, skills, attitudes, output standards and career opportunities that students achieve after graduation, clearly define suitable career orientations for students, while other universities (7%) only state the objectives in a general, unclear manner.

The output standards of the training programs were discussed thoroughly, with 5 to 10 (POs) and 10 to 30 (PLOs) proposed with a detailed competency assessment scale, demonstrating knowledge, skills, attitudes, IT and foreign language proficiency, and autonomy and professional responsibility appropriate to the characteristics of each school.

Regarding the design of the structure and content of the training program, the total knowledge volume of the programs ranges from 120 - 145 credits, the study time is mainly 3-4 years with 8-9 semesters. The general education knowledge block of the universities is basically the same. Some universities have included 1 - 2 elective subjects in this knowledge block. The professional education knowledge block includes the basic knowledge block of the industry block which is relatively similar in the universities. The industry and specialized knowledge block of some universities focuses on a certain field, usually economics, foreign trade, marketing, finance, banking or management..., the programs have partly focused on introducing new subjects, delving into the business administration major such as: The art of business leadership, Management skills, innovation and business start-up, Event and communication management, Service business administration, sales management, change management, supply chain management, professional practice...

However, the content of the training programs is still heavily theoretical, accounting for 60-80% of the teaching hours, lacking practicality, lacking flexibility, the course outline is incomplete, the learning materials used to build the outline are too old, the textbooks have not been reprinted and updated, the programs of the universities do not have much difference. The difference that can be seen between the training programs is that some programs do not cover knowledge in breadth but tend to go deep in some areas. Lack of management skills, leadership, soft skills,

*Finance, University of Commerce, Dai Nam University, Dong A University, FPT University, Rmit University Vietnam.*

situation handling skills, and field trips to businesses, which are considered the best and most effective laboratories for students majoring in business administration.

In some universities, the curriculum is arranged in a fixed way according to semesters, although most universities train according to credits, the choice of subjects has not been widely implemented in universities, while some other universities are more flexible in allowing students to study subjects belonging to the basic knowledge block, majors and majors interwoven in the semesters. The inclusion of too many prerequisite subjects in training programs also hinders and limits the shortening of students' study time.

The teaching staff of business administration at universities is still weak in qualifications, weak in practical capacity, not willing to innovate and be creative in teaching and imparting knowledge, and lacking in quantity. Although business administration is one of the most innovated majors today, it still fails to meet the requirements of practice, the teaching methods are too old, there are innovations in methods but they do not meet the needs of students and social trends, there are still many theoretical lectures, there are not enough group exercises, case studies, there are not enough exchanges, discussions, interviews, questions, major assignments, essays, presentations, etc. Business administration training programs are not really student-centered.

Investing in facilities serving the business administration industry requires scientific implementation, suitable for the field of study such as practice rooms, meeting rooms like company offices, conference rooms, seminar rooms, soft skills practice rooms, projectors, cameras, management software so that students can practice the work of administrators right in the university lecture hall.

Many universities have not designed training programs that are linked to all specialized subjects, and have students go to businesses to review and evaluate the current situation and propose solutions to help businesses in the course content that students are studying. Through this form of practical training, students can best combine theory with practice, improving professional skills for students in business administration most effectively.

Tuition fees are rarely published on school information portals. Tuition fees for business administration at Phuong Dong University range from only 80 million VND/course; tuition fees for business administration at National Economics University range from 200 to 250 million VND/course; tuition fees for business administration at Hanoi Open University range from 80 to 120 million VND/course and the highest tuition fees for business administration at VinUni University range from 3.2 billion to 4 billion VND/course.

### **3.2. Student survey results on Business Administration training programs of universities <sup>2</sup>in Vietnam**

The study was conducted to collect opinions of 246 students at universities in Hanoi and Ho Chi Minh City about the business administration training program. From there, the data was synthesized to analyze and evaluate students' opinions about the business administration training program of universities in Hanoi and Ho Chi Minh City.

When evaluating the objectives of the training program, students from all universities said that the objectives were very good (81%), suitable for the needs and trends of the times. The construction of output standards clearly shows the needs and desires of learners, universities and society are getting closer together, clearly and coherently (85%).

When surveying the content of the business administration program, it was assessed as quite good (78%), the program's practicality was at an average level (68%), and the current assessment of learning outcomes was at an average level (64%). Regarding the organization and implementation of the program, the majority of students assessed the qualifications and experience of the lecturers as quite good (72%), but the level of enthusiasm was not high (62%); there was still a situation of reading and copying, boring classes (62%), and a few assessed the teaching methods as good (45%); the learning materials were old, most of which had not been updated, supplemented, or

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<sup>2</sup>*Universities: Phuong Dong University, Hanoi Open University, Dai Nam University, National Economics University, Ho Chi Minh City University of Economics, Ho Chi Minh City Open University*



replaced (72%) and had not met the satisfaction of the majority of students (65%); the facilities were too low, below the expectations of learners (62%).

In terms of suggestions and suggestions for innovation in the business administration curriculum, more than 85% of students want to increase practicality through field trips to businesses and specialized reports from businesses; 72% of students want the curriculum to be updated with content and methods from international programs; 68% of students want to visit practical activities outside and 62% of students want to learn from senior leaders outside, and 58% expect lecturers to teach real-life situations.

Students expect that exams and course evaluations should be more diverse in form, such as oral exams, multiple-choice tests, essays, major assignments, course projects, specialized practice, model building, essay exams, and business practice.

The class size with a large number of students from 40 to 100 students makes studying and training in specialized subjects difficult. Students do not have the opportunity to study and practice all the subjects. The number of times they participate in exercises, situations, presentations, discussions, group work, and individual work to improve knowledge, skills, experience, and form soft skills, self-study, and decision-making is still low and uneven among students.

In other opinions, students are interested in investing heavily in rich and modern facilities such as classrooms, learning equipment, textbooks in the library, internet access speed, entertainment areas, football fields, swimming pools, gyms, canteens, dining halls, dormitories, etc., which are often associated with high tuition fees, and expect the quality of training to be guaranteed and must be constantly improved.

For the teaching staff, most students value and are interested in good teaching more than degrees, although higher degrees are often respected more with the implication that teaching quality will be better and more effective. Students value the enthusiasm and passion of the lecturers more than their professional qualifications. Factors such as age, appearance, beauty and fashion sense of the lecturers affect students' preferences and interest in learning.

### 3.3. Comparing the Business Administration training programs of universities in Vietnam with those of universities around the world

**Table 2. Comparison of credits in business administration training programs of some universities in the world**

No	Training program	Number of credits	Total years
1	Oxford Business College	120	3
2	European Global School, Paris – France	120	3
3	Harvard University	128	3
4	San Francisco State University	120	3
5	University of Melbourne	150	4
6	National University of Singapore	120	3
7	Korea University	130	4
8	Osaka University	180	4

*Source: Author's research*

#### a. Comparison with universities in Asia<sup>3</sup>

In its training programs, the National University of Singapore (NUS) emphasizes both academic ability (honors bachelor program) and the ability to apply knowledge of students (regular bachelor program). Kaist University has a

<sup>3</sup>**Universities:** National University of Singapore, Nanyang Technology University, Tohoku University, Osaka University, Keio University, University of Seoul, Kaist University, Chulalongkorn University, Thammasat University, Ramkhamhaeng University.

very flexible training perspective, students can freely follow the direction of theoretical research to be able to continue studying for a doctorate or apply theory to practice. Japanese universities emphasize the research ability and academic ability of students. On the contrary, Nanyang University Singapore emphasizes the ability to work practically and practically of students. During the study process, students will have the opportunity to work in companies, social organizations, participate in projects to gain practical work experience while still in school. Most universities in Thailand have a training perspective that combines theory with practice, helping students practice their profession well.

The goal of training programs in Asia is to provide both theoretical and practical foundations related to business administration to help students become future managers with good ethics, creative thinking and thinking, social responsibility, and good problem-solving skills in today's business environment.

The training program includes four blocks of knowledge: general knowledge, basic knowledge of the industry, industry knowledge and specialized knowledge. From that, we can see that in terms of structure, the training programs of Asian countries are similar to the training programs of universities in Vietnam today.

Most universities have more basic knowledge than ours. The amount of knowledge of majors and majors in universities in Vietnam is quite similar to that of universities in Thailand, Japan, and Korea; while the amount of knowledge in universities in Singapore is only about half. In particular, the training programs of these countries have a rate of elective subjects one and a half or twice as high as that of Vietnam. In Singapore and Thailand, there is a clear differentiation between majors. In addition, the training programs of these countries also allow students to study multiple majors at the same time in business administration (each major requires students to study only about 10-15 credits to be awarded a second major).

Except for universities in Singapore, which have a 3-year study period, the remaining universities in Thailand, Korea, and Japan all have a 4-year study period. The number of credits for each subject in each university varies between 120 and 150 credits.

The main teaching methods in universities are lectures and tutorials combined with group discussions, seminars, presentations, essay writing, individual and group projects. Tuition fees are public in some universities such as Singapore and Korea, while tuition fees are not public in some universities such as Thailand.

Universities have focused on investing in modern, scientific, and useful campuses, serving quite fully the learning, research, sports, entertainment, and recreation activities of students and lecturers. Electronic libraries are always focused on investment and innovation, allowing students to look up textbooks, documents, and books on media easily and quickly, helping to study effectively.

## *b. Comparison with universities in Australia<sup>4</sup>*

Regarding the perspective of business administration training at Australian universities, it is broad and comprehensive training. The training program is designed to create maximum flexibility for students, closely linked to practical and applied orientation.

The aim of the training programs of Australian universities is to provide students with a broad understanding of economics, politics and society, focusing on specialized training in professional skills related to the field of business administration, and the ability to think and reason beyond professional frameworks is encouraged and supported.

The structure of the business administration program of these universities includes: 1/3 of the volume for basic subjects, 1/3 of the volume for subjects in the field of business administration training, and 1/3 of the volume of free electives from other majors and faculties in the school. This is an approach to the training program that shows a high level of flexibility. In addition to the high rate of elective subjects, the program also demonstrates the connectivity between majors of faculties in a university. Students have the flexibility to switch between majors, tend to combine

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<sup>4</sup>**Universities:** University of Melbourne, University of New South Wales, University of Sydney, Australian National University, Monash University

many majors in one degree and closely cooperate with professional associations when granting degrees and certificates to learners.

Most business administration programs at Australian universities last for 3 years, a typical academic year has 2 main semesters and 1 summer semester. The main semester has 13 weeks of classes and 4 weeks of exams, students register for a maximum of 4 subjects. The summer semester has 6 weeks of classes and 4 weeks of exams, students register for 2 subjects. Subjects are usually organized in the form of theoretical lectures in class with professors and tutorial classes with teaching assistants. Theoretical classes can be as large as 200 to 300 students, while the main specialized training class has only about 20 students. Students are evaluated based on the entire process, not just the final exam.

Most university campuses are modern, spacious, and well-equipped. Facilities for recreation, entertainment, and sports are emphasized. Digital libraries allow students to look up textbooks, documents, and books easily, quickly, and effectively.

### *c. Comparison with universities in the US<sup>5</sup>*

Business administration training programs at universities in the US are highly general, focusing on providing students with a scientific foundation in business management rather than focusing on a narrow field. The universities selected for survey in the US all have quite modern and practical training perspectives, emphasizing subject selection, developing comprehensive learning and international integration.

Regarding the structure of the training program at universities in the US, the basic foundation knowledge accounts for a fairly high proportion (general knowledge and basic industry knowledge account for 45% of the program), the professional knowledge of business administration accounts for a lower proportion (40%), the rest is knowledge about social sciences and humanities (15%). The training program of universities in the US with 2 main semesters per year, usually lasts 3 years.

In terms of elective knowledge, students are allowed to choose their own subjects, which is an outstanding feature, creating a unique feature in the business administration training programs of universities in the US. Students can choose up to 1/3 of the subjects, including subjects not related to the training field if approved by the academic advisor, from science, engineering, artificial intelligence, communications, sociology, law, art, literature, painting, politics or education, depending on the personality and interests of each student.

If students have the academic ability and financial capacity, they can study two majors at the same time, such as studying business administration and studying finance, tourism services, marketing or communication, painting or art... Students can also choose to study a combined degree for other technical majors, or choose to study abroad or do a thesis, dissertation, project, or proposal from the 3rd and 4th year.

The class size is very small, with only 19 to 21 students, so they are trained, coached, guided, and supported very carefully and systematically. The universities pay great attention to diversity, multiculturalism, multi-perspective, and awareness in the classroom, as students come from many cultures, skin colors, regions, and different countries.

Professors and teaching assistants have a very diverse, modern, rich teaching method, mainly self-study and focus on problem-solving skills, using methods such as discussion, group work, case-studies, workshops, projects, simulations and lectures on communication, multimedia, artificial intelligence.

Some universities also invest in allowing students to enjoy light meals, coffee, healthy meals, exercise, psychological counseling, meditation, yoga, and volunteer activities during breaks between classes.

Most universities use the method of assessing student learning outcomes throughout the entire process through different forms. Libraries and facilities according to the university campus model are always invested in by universities in a systematic, modern, luxurious, spacious, and appropriate manner, especially electronic libraries and

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<sup>5</sup>**Universities:** *Harvard University, San Francisco State University, University of Pennsylvania, University of Florida, University of Oklahoma.*



digital libraries with wide and fast bandwidth that allow all students to look up documents, books, and textbooks from magazines, websites, and apps around the world.

Universities in the US are promoting the establishment of student support centers such as soft skills training centers, communication skills training centers, innovation and entrepreneurship centers, centers for introducing and supporting jobs or establishing businesses; and promoting connections with the local business community.

#### *d. Comparison with universities in Europe<sup>6</sup>*

In terms of training, Russia's leading universities in Eastern Europe focus on research orientation, while most universities in Western Europe emphasize application orientation and experience gain through internships, summer internships in companies, promoting study exchanges, internships abroad for one semester or 1+2 years, 2+1 years or 2+2 years.

Regarding the objectives of training programs in Europe, most of them are to provide a very broad theoretical foundation in management, economics, and business; focus on training knowledge, skills, and professional practice factors that are invested in a systematic, in-depth, and experienced manner; promote students' self-study ability and develop creative thinking.

Regarding the structure of the training program, it is often divided into two blocks of compulsory and elective knowledge. Compulsory subjects are necessary subjects related to the training profession. Elective subjects include subjects that students can choose from the training major, subjects chosen from other faculties and other majors. In addition, all programs have Internship programs in the school years, to help students learn, evaluate, and solve practical problems; improve analytical skills and provide solutions related to business, management, executive administration, and leadership; continuously develop communication, negotiation and teamwork skills; develop awareness of human resource management, financial management, awareness of the responsibility of administrators towards cultural issues, business ethics, social responsibility, economic and social issues, ensuring the ecological environment, green economy, and circular economy.

The program is designed quite flexibly such as: combining many majors in one degree such as Business Administration with other training majors such as European studies, Languages, Culture, Science and Technology, Artificial Intelligence, Multimedia, Digital Business...), ensuring the connectivity between training programs: studying 1 more year to get a second university degree, or 1 year working in a company... The proportion of elective subjects is very high, accounting for 1/3 to 1/2 of the total training knowledge of the whole course.

Universities in some European countries have a training period of 4 years, the remaining universities in the author's research study have a 3-year training period. However, the universities also offer many different options for students to graduate after 4 years of study, such as having a year abroad or 1 year working in a company and then returning to school to continue studying, doing a graduation project. The way the universities calculate the number of credits is different and very diverse. Some universities calculate the study load of a school year as 60 credits, some universities calculate 120 credits or 130 credits for 3 years of studying business administration at universities.

Tuition fees for each credit and course are usually published on the school's information portal. The tuition fee for the business administration major at Oxford University ranges from 2.8 billion to 3.5 billion /course; the tuition fee at the European Global School, Paris - France ranges from 2 billion to 2.5 billion /course.

The teaching methods of the lecturers are a smooth and harmonious combination of listening to theoretical lectures, practical surveys, doing projects, tutoring, seminars, workshops. The assessment methods are also very diverse. Other issues such as learning materials, libraries, campus infrastructure are very spacious, modern and useful... are very good like Oxford University, Cambridge University...

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<sup>6</sup>**Universities:** Lomonosov Moscow State University, Saint-Petersburg State University, University of Oxford, University of Birmingham, University of Cambridge, European Global School, Paris - France.

#### **4. DISCUSSION AND RECOMMENDATIONS**

Universities need to promote innovation in training programs. What needs to be done is to innovate thinking about designing training programs, focusing on students, old subjects, and general theories that need to be boldly eliminated; constantly design, change, and add new subjects; change teaching methods, and new assessment methods to train students who meet social needs. The curriculum focuses on training important skills of the knowledge era such as artificial intelligence, circular economy, problem solving, teamwork, professional practice, behavior, entrepreneurial qualities, responsibility to society, the environment, and workers, knowing how to get rich legitimately... to help students confidently start a business and work to contribute to the country.

It is very important to arrange and schedule class time, self-study time, self-research time, homework time and group participation time, direct visits to various types of enterprises and penetration into the practical production and business of enterprises. It is necessary to promote the positivity and initiative of students in self-study and self-research, this is the most suitable approach to achieve the above requirements.

The program design needs to ensure international integration, the program needs to be innovated in the direction of reducing outdated old subjects, reducing math subjects because there is now supporting software, reducing unnecessary social science subjects in the general knowledge block, increasing training in broad fields, increasing connectivity between fields, increasing flexibility, diversity, increasing practical experience, increasing soft skills, creating breakthroughs, modernity, and international approach of the training program.

Universities need to have a plan to train educational research experts and develop training programs. The team of experts, leaders, and lecturers who develop the program is an important factor in creating an advanced, modern program that is suitable for the integration trend. Every year, universities need to organize internal and external assessments of the training program to replace, innovate, and update the business administration training program. It is necessary to study the mechanism for assessing the quality of education and publicizing the quality of training, changing the way of testing and evaluating. In particular, it is necessary to invite international experts to collaborate in building and designing programs, course outlines, and diversifying the ways of evaluating courses. Universities also need to pay attention to training products, organize reviews of training products, and evaluate the employment situation of students after graduation. This is one of the effective measures to improve the quality of training in universities.

Training, coaching, professional activities to improve the qualifications, skills and capacity of the teaching staff. It is necessary to make a radical change in thinking in education, especially in the strategy of building a team of university lecturers. Universities need to have long-term training plans, set criteria for achieving PhD, Associate Professor, Professor levels, require lecturers to study early and graduate students immediately, constantly improve professional qualifications, train in compiling textbooks and documents, promote scientific research, increase international publications, and actively exchange lecturers with foreign universities.

It is necessary to innovate thinking in teaching methods, to take students as the center in the teaching and learning process, to promote positivity and initiative in learning and research. Lecturers and students need to have more exchanges, students need to increase group study, presentation, soft skills. Promote the application of advanced methods such as problem-posing method, meeting organization method to deploy issues in business organization, research, situation handling, company model simulation, enhance practical business experience.

When organizing the training process, universities need to shorten the training time to three years, organize 3 semesters in the school year to increase flexibility and give students more opportunities to proactively implement their study plans. Organize training in a practical direction, with internships, business visits, reporters from businesses... Students have the right to choose teachers and subjects to create motivation for the teaching staff, evaluate the teaching quality of lecturers for each subject, each semester. At the same time, it is necessary to increase the number of permanent lecturers, ensuring each subject has 2 or more lecturers.

Regularly evaluate students throughout the learning process, from attitude to learning outcomes in class, need to evaluate in a multi-dimensional way, need academic freedom and organize final exams to evaluate the subject. Assessment of learning outcomes should be done through many different methods such as: multiple choice, essay

writing, exercises, questions and answers, group work, field surveys, discussions, presentations... At universities in Vietnam, currently the final exam accounts for 60% - 70% of students' scores. According to the author of the study, the final exam score should only account for 50 - 60%.

Universities need to do a good job of academic advising, training academic advisors to have a deep understanding of the training program and the characteristics of the business administration industry. In particular, foreign universities are applying the model of using senior students as academic advisors to tutor and help junior students study very effectively, which can be studied and applied at universities in Vietnam.

Universities need to strengthen relations and cooperation with businesses through forms such as: participating in giving opinions on training programs, inviting experts to report on topics, organizing field trips, guiding students in internships, guiding theses, expanding internship areas..., helping students get acquainted with practical work in businesses. Contributing capital, supporting capital to the start-up fund of the School, of the Business Administration Department. Those actions help to practicalize lectures at school, connect with the labor market, expand career opportunities for students...

It takes a lot of resources to invest in facilities in a systematic, modern and scientific way to create a civilized, clean and beautiful university campus, a paradise for education to shine. To improve the quality of training, investing in facilities means increasing tuition fees, constantly increasing salaries, bonuses and remuneration for the teaching staff, helping lecturers to be more passionate and committed to the education and training career. The school needs to publicize the training program and tuition fees on the information portal to help students and parents know and choose the business administration major.

Universities need to establish start-up funds: Universities need to allocate training funds, scholarship funds, call on alumni of business administration and sponsors to establish start-up funds for business administration students. In the training program, it is necessary to include the business start-up course as a compulsory subject, each student must complete the idea, understand and know how to write and present a business project to prepare for the luggage, desire to start a business right from when they are still in school. Through organizing annual business start-up competitions for all business administration students, selecting good start-up projects with high feasibility for investment, supporting students with start-up experience, this is the best and most effective business talent incubator for students studying business administration.

Promoting training cooperation, exchanging international students, business administration training in english, inviting international lecturers to teach, imparting knowledge, creating an international educational environment, reaching regional and world standards can be considered good solutions in the current context.

## 5. CONCLUSION

The study analyzed the business administration training programs of 15 universities in Vietnam to identify some major trends in the design of training programs at the universities, which are the tendency of universities to focus on the strengths of some specific majors. The adaptability of business administration training programs to social needs is still limited, the relationship between universities and the labor market is still weak, the training programs and teaching methods are not updated. Compared with the training programs of other countries including Asian programs, Australian programs, American programs, and European programs, it can be seen that the programs of universities in Vietnam are still limited in providing comprehensive social knowledge, not flexible with many choices for students, still have many theoretical subjects and lack practicality. At the same time, the study also collected opinions from nearly 246 students at universities in Hanoi to evaluate the business administration training program. From there, it shows that the innovation of training programs, improving the capacity of teaching staff, innovating teaching and learning methods and approaches, as well as organizing the assessment of students' learning outcomes, investing in training facilities, increasing the publication of textbooks and learning materials, etc. are considered basic measures to innovate and continuously improve the quality of business administration training programs of universities in Vietnam.

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