

# Decision of the FIBAA Accreditation and Certification Committee



**13<sup>th</sup> Meeting on March 6, 2024**

## **INSTITUTIONAL ACCREDITATION**

<b>Project Number:</b>	22/006
<b>Higher Education Institution:</b>	Van Lang University
<b>Location:</b>	Ho-Chi-Minh-City, Vietnam
<b>Type of Accreditation:</b>	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decisions:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Institutional Accreditation from January 1, 2021, the HEI is accredited.

Period of Accreditation: March 6, 2024, until March 5, 2030.

The FIBAA Quality Seal is awarded.

**Institutional Accreditation**  
**Van Lang University, Vietnam**  
**Assessment Report**



## TABLE OF CONTENTS

A. Accreditation Procedure .....	4
B. Summary .....	6
C. Panel Recommendation .....	8
0. Country Information .....	10
I. Mission Statement, Faculty's Profile and Strategic Objectives.....	13
<i>Appraisal „Mission Statement, HEI's Profile and Strategic Objectives“:</i> .....	19
II. Management Structure and Quality Management .....	20
<i>Appraisal „Management Structure and Quality Management“:</i> .....	27
III. Studies and Teaching.....	29
<i>Appraisal „Studies and Teaching“:</i> .....	41
IV. Research .....	43
<i>Appraisal „Research“:</i> .....	48
V. Services (Administration, Counselling, Academic Support) .....	49
<i>Appraisal „Services“:</i> .....	53
VI. Resources .....	54
<i>Appraisal „Resources“:</i> .....	61
VII. Publication / Public.....	63
<i>Appraisal „Publication / Public“:</i> .....	67
Quality Profile.....	69
Annex .....	71

## A. Accreditation Procedure

A contract for the initial Institutional Accreditation was made between FIBAA and the Van Lang University, Vietnam, on July 11, 2022. On April 28, 2023, the HEI submitted a self-evaluation report including appendices to prove that the criteria for Institutional Accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI agreed with the chosen experts. The panel consisted of:

**Dr. Thi Thu Ha Dinh**

Thai Binh Duong University, Nha Trang City, Vietnam  
Head of Finance - Banking Division

**Dr. Ekkehard Hermsdorf**

Volkswagen Group AutoVision GmbH, Wolfsburg, Germany  
Head of Qualification Coordination, Head of Strategic Service Marketing

**Nadja Kolibacz**

Technical University (TU) Berlin, Germany  
Student of Renewable Energy Systems (M.Sc.)  
(Completed: International Business Management (B.A.), HWR Berlin and Energy Engineering and Process Engineering (B.Sc.), TU Berlin)

**Prof. Dr. Lydia Scholz**

Hochschule Bremen, University of Applied Sciences, Germany  
Dean of the Faculty Studies for International Management and International Relations  
Professor of Business Law

**Prof. Dr. Christiane Weiland**

Baden-Wuerttemberg Cooperative State University (DHBW), Karlsruhe, Germany  
Professor and Head of the Business Administration Bank course

**Prof. Dr. Dr. Christian Werner** (Chair of Expert Panel)

University of Applied Management, Munich/Ismaning, Germany  
Managing Director  
Professor for Management

FIBAA project manager:

Adriane Janosch

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an on-site visit. The on-site visit took place on September 19-21, 2023 at the HEI's premises in Ho Chi Minh City, Vietnam. At the end of the on-site visit, the panel gave a short feedback on its impressions to representatives of the HEI.

---

<sup>1</sup> The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comments on January 30, 2024. The statement on the report was given up on February 6, 2024. It has been taken into account in the report at hand.

## B. Summary

Overall, the panel gained a thoroughly positive impression of the processes at Van Lang University (VLU). The panel acknowledges that quality management can be seen as its strength and that every University employee has a profound impact on VLU's quality culture.

The panel notes that Van Lang University has formulated a genuinely strong mission statement, which provides the University with a clear vision of where it wants to go and what steps it needs to take to get there. The resulting profile has not only been developed in line with the mission statement but is also constantly updated and has been developed together with external experts, which is also reflected in the strategic planning and targeted groups.

The panel notes that the University not only has strategic planning in line with its institutional claim, but also pursues a continuous approach and is compatible with the strategic considerations of the university departments and each individual academic staff. During the assessment procedure, the panel was able to gain an impression of the outstanding quality management strategy, which takes particular account of the requirements and objectives arising from the University's profile. The panel noted a very comprehensive and detailed approach that ends in a personal development plan for every individual. This also reveals the quality culture developed at the VLU, in which the quality management strategy has trickled down to every single university member who knows which individual steps need to be taken. Both university members and external stakeholders are included in the Quality Management system and have the opportunity to actively participate. Concerning the participation of student members, however, the panel would like to recommend that the University may consider giving a seat to a student representative in bodies at the university management level for e.g. in the Council of Quality Assurance.

The panel concludes that the study programmes offered correspond to the University's intended profile. VLU offers a mixture of programme portfolios that it considers relevant to give an impact on the future society and business. In addition, the market needs that have arisen are continuously reviewed so that the VLU can expand or change its study programmes accordingly.

With regard to Van Lang University's shift to a stronger research orientation, the panel recommends opening more pathways for students to participate more actively in research activities. The panel also noted that it would be useful to define minimum standards for students' theses that are based on international standards. The panel noticed in a few of the examples provided that these could be optimised so that students are more oriented towards international academic work in the future.

Regarding the envisaged research strategy, however, the panel notes very positively that it is recognisable that the strategic level regarding an emphasis on research is very comprehensible and is clearly derived from the University's profile. The strategy also includes the smart use of incentives to utilise concrete plans with both long-term and short-term development strategies and KPIs.

The panel welcomes that a variety of guidance and assistance by faculty and staff are available for the students but also for university staff itself. In order to monitor these services, a variety

of instruments are chosen that allow clear conclusions to be drawn about the efficiency of the processes.

The expert panel is convinced that the qualifications of both the full-time and the part-time academic staff correspond to the requirements of study and teaching. VLU's aim to recruit more lecturers with a PhD degree to strengthen the capacities and capabilities for research is welcomed by the panel. Overall, the panel concludes that VLU displays very good HR planning.

VLU has regulated and published its competencies and responsibilities as well as the control systems in a clear and transparent manner. The publication of the policies regarding admission as well as the organisation of studies make the information transparent and easily accessible. The announcements on the website as well as the use of social media or its own television channel ensure that all interested parties are provided with information on university activities and services.

Although the VLU describes that information about quality assurance measures is released to students in meetings every semester, a concrete process for actively informing students would be desirable.

## C. Panel Recommendation

According to § 7 (3) in conjunction with § 10 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for the Institutional Accreditation”, the Van Lang University is accredited without conditions.

Period of Accreditation: March 6, 2024, until March 5, 2030.

The panel members identified a few areas that could be further developed. The panel recommends:

- that the University considers giving a seat to a student representative in bodies at the university management level for e.g. in the Council of Quality Assurance (see chapter II).
- opening more pathways for students to participate more actively in research activities (see chapter III).
- looking into international standards for students' theses and defining minimum standards for students in line with these (see chapter III).
- that a concrete process be considered to actively inform students about the evaluation results and the quality assurance measures to be derived from them or to inform them specifically where they can view results/reports (see chapter VII).

There are several criteria that exceed the quality requirements:

- Mission Statement (see chapter I.)
- Profile (see chapter I.)
- Target Groups (see chapter I.)
- Quality Management System (see chapter II.)
- Quality Management Instruments (see chapter II.)
- Study offer and qualification objectives (see chapter III.)
- Study programmes' quality (see chapter III.)
- Quality assurance (see chapter III.)
- Research strategy (see chapter IV.)
- Promotion of research (see chapter IV.)
- Assessment of services (see chapter V.)
- Rooms and facilities (see chapter VI.)
- Human resources (see chapter VI.)
- Public relations (see chapter VII.)

Additionally, there are two criteria the panel assessed as exceptional:

- Strategic Objectives (see chapter I.)
- Quality Management Strategy (see chapter II.)



## List of tables and figures

Figure 1: Diagram of Total Quality Management of Van Lang University .....	23
Figure 2: AUN-QA Internal Quality Assurance Model .....	25
Figure 3: Reasons why students choose to study at VLU .....	36
Table 1: DAAD (German Academic Exchange Service) Data Sheet Vietnam 2021 .....	10
Table 2: Procedures to collect feedback from stakeholders at Van Lang University .....	38
Table 3: Total floor area for training purposes .....	54
Table 4: Number of full-time and part-time lecturers .....	58
Table 5: Revenue for the period 2020-2022 .....	60
Table 6: VLU's expenditure from 2020 to 2022.....	60
Table 7: How VLU's members are kept informed on the quality management's measures and results .....	66
Table 8: Annex 1 List of study programmes at Van Lang University .....	71

## 0. Country Information

Table 1: DAAD (German Academic Exchange Service) Data Sheet Vietnam 2021<sup>2</sup>

Form of government:	One-party system (Communist Party of Vietnam)
Population (2021):	97,339,000
Age group 15 to 24 years:	13.321.000 (13 %)
Total expenditure on education (public, in % of GDP):	4.17
Share of research expenditure in GDP (in %):	0,53
Enrolled students:	1,966,245

The following information was taken from the DAAD Globus Country Report: Vietnam 2022<sup>3</sup>. With the declaration of independence in 1945 and the end of the French colonial period in 1954, the rule of the Communist Party under Ho Chi Minh in divided Vietnam began initially only in the North. The higher education system in North Vietnam was rebuilt along Soviet lines. The universities served only teaching purposes and were usually concentrated on one subject area. Most of them are still under direct ministerial supervision today.

In South Vietnam, on the other hand, the French higher education model was continued, albeit with increasing American influence, for example through the establishment of comprehensive universities and colleges or the founding of private universities, which were banned in the North.

After the end of the Vietnam War in 1975, the North and the South were reunited under communist rule. While barely 56,000 students were enrolled at the universities in North Vietnam at that time, around 150,000 students were studying at the universities in South Vietnam. With reunification, the Soviet model of specialised teaching institutions was applied to the whole country. Research was not carried out at these universities. Instead, research academies were set up along Soviet lines, such as the Vietnam Academy of Science and Technology (VAST) with its current 33 research institutes or specialised academies. They are still subordinate to the Ministry of Science or other ministries.

In view of the great impoverishment of large parts of the population, the previous model of a strictly centralised planned economy was increasingly reformed in favour of a "socialist market economy" in the mid-1980s. At the beginning of the 1990s, the reform of Vietnam's higher education system began and the country turned away from the Soviet model of higher education, which was further accelerated by the collapse of the Warsaw Pact.

<sup>2</sup> Cf. [https://static.daad.de/media/daad\\_de/pdfs\\_nicht\\_barrierefrei/der-daad/zahlen-fakten/daad-laenderstatistik\\_327.pdf](https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/der-daad/zahlen-fakten/daad-laenderstatistik_327.pdf) (in German; accessed on January 17, 2024)

<sup>3</sup> Cf. [https://static.daad.de/media/daad\\_de/pdfs\\_nicht\\_barrierefrei/infos-services-fuer-hochschulen/laendersachs-taende/expertise-zu-themen-laendern-regionen/vietnam\\_daad\\_sachstand.pdf](https://static.daad.de/media/daad_de/pdfs_nicht_barrierefrei/infos-services-fuer-hochschulen/laendersachs-taende/expertise-zu-themen-laendern-regionen/vietnam_daad_sachstand.pdf) : Chapter „Bildung und Wissenschaft“ (in German; accessed on January 17, 2024)

A first important reform step was the establishment of two national universities in Hanoi and Ho Chi Minh City and three regional universities in Thai Nguyen, Hue and Danang from 1993 to 1995. Specialised universities have been grouped together under one umbrella to form a university with a broad range of subjects (for example, Thai Nguyen University of Agriculture & Forestry under the umbrella of Thai Nguyen University). These five "umbrella universities" offer a comprehensive range of subjects and are also mandated to conduct research in addition to teaching. The same is now true for other universities such as the Hanoi University of Science & Technology (HUST) or Can Tho University in the Mekong Delta.

Almost all higher education institutions are under the comprehensive supervision of the Ministry of Education and Training (MoET) but are often additionally assigned to the respective sectoral ministries such as agriculture, health, justice or the local People's Committees, which makes it difficult to comply with uniform standards. In the course of the reform process initiated by the government to grant higher education institutions more autonomy, 23 Vietnamese higher education institutions have been participating in a pilot project since 2015 and have gained experience with autonomy, for example in the management and administration of a higher education institution, in personnel decisions or in the design of study programmes. However, the MoET calls on the universities to have more autonomy, so that more and more universities have initiated corresponding processes, adopted a university charter, set up a university council and change structures in order to be able to act and make decisions more independently of the ministry in the future.

The autonomy of higher education desired and decreed by the government is not met with enthusiasm everywhere, however, because it is also intended to gradually abolish the automatic basic funding of higher education institutions and to change higher education funding from flat-rate allocations to a competitive performance-based system. Universities are now to be financed to a large extent by tuition fees, by third-party funding, especially in research, and by services. In the meantime, fully autonomous universities no longer receive any basic funding, and at other universities, too, the state's share of funding is increasingly declining and in some cases accounts for only five per cent of a university's budget.

The government's long-term goal is to transform Vietnam into a knowledge-based industrial society and train the necessary skilled workers for socio-economic development in the age of Industry 4.0. The government is making serious efforts to improve the quality of universities. As an essential prerequisite, all Vietnamese universities should be given full autonomy in the coming years and be transformed into a more competitive higher education system with a clear share of private universities. A few years ago, this was still unthinkable in Vietnam's Soviet-style higher education system.

The Higher Education Law of 2012, the first of its kind in Vietnam, created a legal framework for a differentiated higher education landscape with research universities, colleges focusing on teaching and vocational colleges. In addition, the autonomy of higher education institutions was enshrined in law, albeit with many unanswered questions.

With the amendment of the Higher Education Act 2018, some of these important issues have been settled: Autonomous higher education institutions can now set up study programmes and departments independently, with the exception of health, teacher training, security and defence, which particularly affect national interests. A prerequisite for autonomy is that the higher education institutions are accredited and make important information transparent, such as examination results, the graduation rate and quality assurance measures. Furthermore, an independent university council must be established, which is responsible, among other things, for strategic development and the appointment of university management.

It may also be chaired by a non-academic, for example a representative of the business community. The amended law came into force on July 1, 2019.

According to the German Federal Foreign Office, the political system is based on the Communist Party's sole claim to power. In Vietnam, the key decision-makers in a university are mostly members of the Communist Party. The Communist Party is involved in a university's affairs through a party leader, and political guidelines and limits must be observed (DAAD Hanoi, 2022). The Communist Party of Vietnam (CPV) claims a role in all areas of the country's politics and society.

## I. Mission Statement, Faculty's Profile and Strategic Objectives

Van Lang University (VLU) was founded in 1995 as one of the first few people-founded<sup>4</sup> universities in Southern Vietnam, given that the higher education system in Vietnam at the time was exclusively public. VLU positioned itself as an application-oriented, multi-disciplinary institution to meet the increasing needs of a high-quality workforce.

After two decades of development, in line with the continuing process of higher education reform in Vietnam, Van Lang University changed its operating model from people-founded to private university in 2016. This has entitled VLU with greater autonomy and financial capacity, enabling the University to initiate multiple significant transformations in the following years.

Until now, Van Lang University has educated more than 50,000 bachelors, engineers, architects, and masters for the Vietnamese labour market. Currently, VLU offers 66 undergraduate, and 14 postgraduate programmes, ranging from economics, arts, and humanities to health sciences and engineering, with the student body of more than 40,000. The University started offering the first PhD programme in the academic year 2022-2023.

In the cycle of strategic appraisal, in early 2020, the University engaged in broad internal conversations as well as with involved stakeholders and a strategic consulting firm for reviewing and formulating the new mission, vision and strategic objectives. VLU released the new mission and vision statements in August 2020 as follows:

### **Mission: Educating people that bring inspirational impact to society**

*We educate talents to be the best they can be, to become lifelong learners living up to their full potential. We nurture them to embrace their role as future leaders in their areas of fulfillment. By creating an innovative ecosystem for learners, academics, and businesses, we empower them to connect, learn and develop breakthrough solutions for a better future. Through this, we serve the country and bring inspirational impact to society at large.*<sup>5</sup>

### **Vision: One of the most admired young universities in Asia by 2030**

*Our aspiration is to be one of the most admired young universities in Asia by 2030. VLU constantly strives for the best and goes beyond the limits of a conventional university, recognised for breakthrough achievements in higher education, innovation and contributions to Vietnam and the global community.*<sup>6</sup>

With its new mission and vision, VLU strives to become a prestigious institution that is research-focused and internationalised in all aspects. With regard to training component, in line with the educational philosophy of learning through experience, VLU aims to educate well-rounded, holistic individuals by creating the conditions for them to realise their full potential. During their endeavour at VLU, the learners would be equipped with the capacity for lifelong learning and the necessary capabilities that enable them to create real changes and impact in the fields they pursue.

---

<sup>4</sup> "People-founded" means "non-public". This phrase was used as the initial word for "private" in Vietnamese higher education system when the private higher education sector was established in Vietnam in the 1990s.

<sup>5</sup> See Development Strategy Van Lang University. Period 2021-2025 with visions to 2030, p.6.

<sup>6</sup> See Development Strategy Van Lang University. Period 2021-2025 with visions to 2030, p.6.

With respect to research, in addition to encouraging academic research among lecturers, thereby enhancing their expertise and teaching quality accordingly, VLU aims to become a hub for research activities and exchange of technological solutions aimed at resolving society's existing challenges. One strategy to achieve this is to establish Viet Lotus, a start-up and innovation centre at VLU campus, in order to promote the research activities of lecturers and students and the practical application of their findings.

Regarding community service, VLU seeks to fulfil the societal commitments of a university in a comprehensive and profound manner. In addition to encouraging the community-oriented activities that VLU has conducted throughout its development, such as knowledge sharing, volunteering, and charity, VLU intends to become a community-serving cultural and scientific centre. With respect to cultural activities, the University promotes the preservation and dissemination of Vietnam's and the world's cultural values through a variety of artistic activities for students and the larger community. Regarding science and technology development, as mentioned earlier, they advocate the introduction of technological solutions to corporate and societal concerns.

Van Lang University understands that its vision and mission closely align with the socio-economic development initiatives of Ho Chi Minh City, where its campuses are located and the country, as well as the development strategy of the higher education system in Vietnam.

The development vision of VLU is consistent with the ten-year national socio-economic development strategy 2021-2030, which is being implemented via the 5-year socio-economic development plan 2021-2025. Accordingly, one of the aimed breakthroughs is to develop the workforce, science, technology, and innovation holistically.<sup>7</sup> Regarding science and technology, universities, a key component of the national innovation system, need to heighten their role in promoting science, technology, innovation, and digital transformation as the primary engine of economic growth. Consequently, colleges need to enhance their research capacities, particularly the activities serving industry and market demands, and promote innovative start-ups. In addition, colleges need to foster a cooperative relationship with businesses in order to timely capture market needs and increase technology transfers.

According to VLU, the development strategy is also in line with Vietnam's higher education policy. According to Resolution No. 29-NQ/TW (2013) of the Central Committee of the Communist Party of Vietnam on fundamental and comprehensive renovation of education and training the fundamental objective of higher education is to transform the training process from primarily equipping learners with knowledge to comprehensively developing their capacities and qualities. The objective of the higher education system is to train highly skilled workers and cultivate their self-study, creativity, practical skills, professional ethics, and social awareness. In order to achieve this objective, universities must integrate education and research, and benchmark their overall quality against regional and global standards. Specifically, Van Lang's development vision is aligned with the objectives of the 2019-2025 Scheme for Improving the Quality of Higher Education (signed by the Vietnamese Prime Minister) in the following

---

<sup>7</sup> The main initiatives include: (i) educating holistic people with ethical qualities and a sense of civic responsibility, life and work skills, foreign languages, information technology, creativity, global citizen mindset, and lifelong learning capacity; (ii) improving teaching quality to meet the needs of the labour market in light of the fourth industrial revolution and international integration; (iii) transforming the education approach from mainly equipping knowledge to comprehensively developing learners' capabilities and qualities; and (iv) diversifying teaching modes and methods, with an emphasis on social, extracurricular activities, and scientific research.

key points: improving the quality of students' outcomes; matching the training programmes with the needs of socio-economic development and the labour market; promoting international integration; and strengthening research and technology transfer activities.

During the interviews on-site, the panel also learnt that VLU had held a series of different workshops with international consultants to define its goals, strategic mission and vision. The international consultants were invited to help crystallise what needs to be done to fulfil the envisaged mission and its goals.

### **Van Lang University's Profile and Target Groups**

At Van Lang University, employers play an important role in programme development and the enhancement of graduates' employability. The faculty invites employers to join the Open Faculty Council to collect their feedback about the curriculum framework, programme content, and competencies relevant to market needs. From these feedback, the faculty will consider modifying or improving the programmes to align with the needs of the labour market while meeting the training requirements of higher education. This procedure is conducted in accordance with the guidelines of the Department of Academic Affairs and all relevant documents are stored at the faculty and the Department of Academic Affairs. Apart from the above activities, some key employers also play a more prominent role in the faculty. More specifically, each faculty has its own Advisory Council with members who are corporate leaders or experts in the field. The Advisory Council advises the faculty on training and research orientation, market trends and labour demand for the field.

The programme learning outcomes state all relevant professional qualifications and required skills. Graduates from Van Lang University are required to have comprehensive and specialised practical and theoretical knowledge; have critical thinking, analysing, synthesising, communication, and occupational skills in order to perform complex tasks; be able to work independently or cooperate in a multinational working environment; to have entrepreneurship skills. These skills are acquired through activities that reflect VLU's core values (morality, will, creativity) and education philosophy (holistic, lifelong, ethical, and impactful learning experience).

The main characteristics of the graduates are their practical working skills and high adaptability to different working environments and changing market trends. Derived from VLU's education philosophy of enhancing learning experience, the aforementioned close cooperation with employers shall enable to achieve this objective.

The University offers full-time training programmes in compliance with the regulations of MOET. Students are required to graduate from high school to apply for Bachelor programmes. Full-time programmes allow students to fully focus on learning and experiencing university student lives. Specifically, with regards to learning, this would ensure that students adhere to their learning schedule and progress, while making full use of the facilities that the University provides. As another significant advantage the professional networks that students have access to while studying full-time at VLU is mentioned. They would have regular contact with their peers, alumni, lecturers, and experts from their relevant fields, which would benefit them both academically and professionally. Interaction and sharing play a vital role in their university lives, in turn, enriching their experience and life skills.

The University also provides students with various extra-curricular activities. The university regularly organises various sports and arts competitions, exhibitions, concerts, theatrical plays, social events and community services. This would help students to not only gain academic knowledge, but also learn about different cultures, arts, community services, as well as physical training, through which they can build other valuable hard and soft skill sets such as interpersonal, leadership, negotiation, critical thinking, problem solving and lifelong learning.

The education programmes and activities at Van Lang University are designed to align with its education philosophy of a holistic, lifelong, ethical, and impactful learning experience. To achieve this, VLU's approach to curriculum development and implementation, as well as associated learning and experiencing activities is consistently based on the student-centred principle.

Research activities at Van Lang University span over a wide range of areas, with particular strengths in Environmental Sciences, Materials Science, Computer Science Information Systems, Electrical and Electronics Engineering, Business, Chemistry, and Telecommunications. The University also fosters and achieves desirable research outcomes in the fields of their training programmes such as Economics, Education, Management, and Health Science.

Apart from contributing to scientific research through academic publications, VLU also has other projects with a focus on sustainable development. These projects aim to find solutions for environmental issues such as climate change, greenhouse effect, and waste. Currently, Van Lang University has five research centres and 28 faculties engaging in research activities. Apart from research activities by lecturers, students are also encouraged to participate in scientific research in two forms: conducting student research projects and participating as research assistants.

Based on the Admission Regulations and the annual guidance documents of the MOET, and the strategic admission objectives and direction approved by the University's Board of Directors, the University develops the Admission Scheme which clearly identifies the target students. The University's admission is open to applicants across the country. Applicants to Van Lang University are from all provinces nationwide, mainly in Ho Chi Minh City and provinces in Southern and Central Vietnam.

The University also has admission policies for gifted students, which include direct admissions and scholarships, which include full scholarships (100 % full programme fee exemption), partial scholarships (50 % full programme fee exemption), excellent student scholarships (100 % first semester fee exemption). In 2022, such policies are extended to include 'high school graduates from 83 specialised and gifted high schools nationwide who achieved good academic performance in grades 11 and 12 or was a member of school or province teams attending the National Excellent Student Competition.

Other target students include candidates from ethnic minorities, disadvantaged students from mountainous and remote areas. The University also has special admission policies in accordance with state regulations and financial aid to support these students.

In addition to domestic candidates, the University also extends its admission to international students. Since 2019, groups of students from Lao People's Democratic Republic and Kingdom of Cambodia have been studying at the University.



Considering the diversity of students' background, the University aims to collaborate with various partners to provide a flexible teaching programme and learning environment that cater to students' characteristics and needs.

The main purposes of having international collaboration are to provide an international environment for lecturers and students to learn and exchange information, as well as experience.

With regard to the steady growth of the University, the panel learned during the onsite visit in discussions with the university management that the VLU has set itself a future upper limit of around 50,000 students in order to continue to ensure consistent quality and to further optimise this quality.

### **Freedom of research**

The lecturers at Van Lang University are all entitled to comply with the regulations on academic autonomy, in professional activities according to the Law on Higher Education (revised in 2018). It says higher education institutions have "autonomy in academics and professional activities" and lecturers have the right to "be independent in professional opinion in teaching and scientific research". Van Lang University has popularised this view in the University, developed regulations to ensure that it contributes to improving academic freedom in the University and among lecturers. Specifically, lecturers are free to choose appropriate teaching methods to achieve course learning outcomes. Lecturers are able to participate in the design, review, and updating of training programmes and content. Lecturers are assigned the right to design the subject curriculum including building the subject's professional knowledge content, selecting/developing curriculum. Lecturers are encouraged and supported to promote the application of new teaching methods, update the latest knowledge for learners to ensure the achievement of the learning outcomes of the training programme.

Van Lang University creates conditions, supports and encourages lecturers so that they all have opportunities to participate, complete the tasks of scientific research and at the same time promote their forte in scientific research. Lecturers are free to choose topics and fields of study suitable to their expertise. They are also free and proactive to register forms of scientific research in accordance with their ability in the research road map and with the orientation and development strategy of the University. The priorities of research and science development at the University focus on 17 Sustainable Development Goals of the United Nations. However, the University does not prohibit any lecturer or student from engaging in research in the areas that the researcher self-selects.

### **Strategic Objectives**

To accomplish its mission and vision, Van Lang University has set ten strategic objectives for the period 2020-2025 with a vision for 2030. Among these, there are three objectives about education, one about research and technology development, two about community service, one about internationalisation, and three about organisation and operation.

With regards to education (objectives 1, 2, and 4), the first objective underlines VLU's desire to become one of the most admired young universities in Asia by 2030, which educates well-rounded, ethical, qualified, lifelong learners who are competent and able to create real changes and impact in the fields of their fulfilment. The second objective is to upgrade VLU's capacity to become a credible research-oriented university capable of multidisciplinary training at the

highest level – the doctoral programmes. Objective 4 is to diversify the training programmes in order to respond to market and societal changes, with an emphasis on developing learners' foreign language and technology skills.

With respect to research and technology development (objective 5), the University aims to establish an innovation centre at its campus in order to foster research activities among lecturers and students and to attract technology solutions aimed at resolving business and community problems.

In terms of community service (objectives 9 and 10), objective 9 places VLU as a hub, connecting individuals, organisations, and communities to collaborate and contribute to human capital building and community service. Objective 10 is to establish the Van Lang Education Fund for mobilising financial resources for social causes.

Regarding the aim of internationalisation (objective 6), VLU promotes international collaboration programmes in training and research with the world's leading partners, while enhancing the institution's appeal to international students. Through these activities, the University will gradually approach and attain international standards.

In connection with the aforementioned goals are the corresponding management-operation objectives (objectives 3, 7, and 8), which are devised to meet development needs. Objectives 3 and 7 aim to create an organisation that is lean, effective, people-centric, and merit-based, and characterised by a robust organizational culture. The eighth objective is to provide sufficient infrastructure to accommodate the university's expanded activities. Currently, Van Lang University is deliberately developing new facilities in its campuses in Ho Chi Minh City as well as in Hanoi (the capital city) and other cities.

Together with the new mission, vision, and educational philosophy, these strategic objectives were widely communicated to involved stakeholders, internally and externally. VLU embedded these contents under different forms in annual events of the University, such as commencement, opening convocation, staff conference, townhall meeting, founding anniversary, conferences, seminars, cultural programmes, and repeatedly informed lecturers, staff, students, partners, guests and the media about the new development strategy of VLU. In particular, after the announcement in August 2020, the official documents of the above statements were publicly sent to all VLU units so that all staff are informed about them. In addition, the President of VLU had presentation about these statements with the heads and deputy heads of all faculties and functional divisions of VLU at the monthly meeting after the announcement, and they were requested to explain the statements with their subordinates. In addition, at the annual townhall meeting on November 15th, 2020, the Chairman of the University Council had in-depth discussion with all VLU staff about the new mission, vision, and strategic objectives within the development strategy of VLU in the 10-year horizon.

Van Lang University has also deliberately introduced these new statements and its development strategy to the public through multiple channels, from website to media materials to speeches at important public events.

The strategic objectives of VLU are fulfilled through annual work plans, which are reflected in the key performance indicators (KPIs) of the University overall and of each unit for a certain academic year. The KPI table is structured into six key areas covering all aspects of the

university's operation: (i) student recruitment and comprehensive growth; (ii) academic affairs and quality assurance; (iii) international cooperation, industry relations, student affairs, and social services; (iv) research and technology development; (v) management and operation; and (vi) human resource development. Each key area contains specific objectives with a total number of 20 for the University; and each objective may comprise detailed KPIs. At the end of an academic year, the overall KPIs of the University for the coming academic year are developed and approved by the Chairman of the University Council; then, at the beginning of the academic year, each unit will be assigned with the mutually agreed KPIs in accordance with the overall KPIs of the university.

The aforementioned strategic objectives are embedded in the annual objectives allocated in the six key areas of the KPI table. For instance, the objective toward a research-oriented university is reflected in the KPI on the number of ISI/SCOPUS journal articles (Area 4, Objective 13.2); the objective of diversifying the training programmes is materialised by the KPIs on developing new programmes at multiple levels (Area 2, Objective 4) and new international cooperative programmes (Area 2, Objective 5).

At the end of the academic year, the performance of each unit of VLU is appraised and finalised through the consensus between the head of the unit and the board of leaders. Similarly, the overall performance of the university is rigorously assessed, together with thorough review and consideration for developing new KPIs for the coming academic year.

### **Appraisal „Mission Statement, HEI's Profile and Strategic Objectives“:**

The panel notes that Van Lang University has formulated a genuinely strong mission statement, which provides the University with a clear vision of where it wants to go and what steps it needs to take to get there. The resulting profile has not only been developed in line with the mission statement but is also constantly updated and has been developed together with external experts, which is also reflected in the strategic planning and targeted groups.

The profile of the University in terms of its subject orientation, its study programmes and formats, the employability of graduates and research activities is plausible and is also consistently and comprehensibly reflected in the profiles of the departments and study programmes. This is also evident regarding strategic planning, in which KPIs are not only used for the various departments but are also broken down to each individual staff member. Another positive aspect is the focus on sustainable development, for example, which is reflected not only in various research projects but also in the overall profile of Van Lang University.

The panel rated the defined groups as very suitable for the profile and objectives of the University. In particular, the strategic limit on the future number of students, which is intended not only to maintain the quality of teaching and study programmes, but also to intensify it, was perceived as very positive. Van Lang University has also set itself a focus on increasing its international outlook by initially attracting more international students and thus analysing and adapting the target group in accordance with the new mission and its goals.

Within the national context, the University guarantees the freedom of science, research, study

and teaching so that professors are not subject to any instructions.

The panel notes that the University not only has strategic planning in line with its institutional claim, but also pursues a continuous approach and is compatible with the strategic considerations of the university departments and each individual academic staff. Every year, individual development plans are developed for the departments and individual staff and the key performance indicators are adjusted accordingly. The panel was enthusiastic to learn about this very flexible model of Van Lang University, which helps to act and react quickly. This model in particular and the use of an annually reviewed planning approach showed the panel the high and continuous effort of the Van Lang University to achieve its strategic goals and is rated as exceptional.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES</b>				
(1) Mission Statement		X		
(2) Profile		X		
(3) Target Groups		X		
(4) Academic Freedom			X	
(5) Strategic Objectives	X			

## II. Management Structure and Quality Management

The management structure of Van Lang University is established in accordance with the national Higher Education Law (revised in 2018), including the University Council; organisations such as the Party, Trade Union, Ho Chi Minh Communist Youth Union, Student Association; advisory councils such as Scientific and Training Council, Human Resources and Recruitment Council, Reward Council; training units included in 28 faculties and two training institutes. Students study at three campuses of the University. The University units include 13 departments, nine centres, seven research institutes, and one scientific journal to support learning, teaching and research activities. All units perform their functions, and tasks in accordance with the Regulation on organisation and operation of Van Lang University.

The University Council of Van Lang University was established on February 29, 2020, under the amended Higher Education Law, Decree 99/2019/ND-CP of the Government. The University Council of Van Lang University for the term 2020-2025 was established with nine members in accordance with the provisions of the Higher Education Law. The University Council of Van Lang University exercises its responsibilities and powers: to decide on the university's strategy, development plan, and annual plan; promulgate regulations on organisation and operation, regulations on democracy, financial regulations; decide on the direction of enrolment, opening majors, training, quality policy.

The University's Board of Administrators consists of the President and Vice-Presidents. The President is responsible for managing and operating the University's activities according to the University's strategy, development plan and annual plan approved by the Board of Investors. The Vice-President assists the President in managing and administering the University's

activities according to the assigned tasks. In order to improve the effectiveness of management, administration and coordination among members of the leadership, the University assigns specific tasks and responsibilities to the President, Vice Presidents in which clearly states the principles of assignment, working relationship, scope of work, management, rights and responsibilities of each member<sup>8</sup>.

The roles of the Office of University Council are to assist in the fulfilment of duties of the University Council. The Office of President supports the implementation of the duties of the Board of Administrators. The specific functions and duties of these units are defined in the Decision on the establishment of the unit.

The Scientific and Training Council advises the President on developing training regulations; scientific and technological activities; standards for recruiting lecturers and researchers; team development plan; project on opening majors and training majors. The Human Resources and Recruitment Council advises the President, and the Chairman of the University Council to set up and manage the personnel plan and budget; personnel restructuring; recruitment, training, and rotation of personnel; promotion, discipline and dismissal of personnel; develop and implement a system of evaluation and recognition of achievements; develop salary, bonus, welfare, and other human resource policies. The Reward Council advises the President on developing criteria for evaluation and recognition of individual and collective. Party organisations and union organisations operate according to the organisational regulations of the party and union.

The academic organisation consists of the faculties and the institutes, departments and training centres that are responsible for organising and managing academic affairs according to the University's general plan; managing lecturers and learners; implementing science and technology activities, and international cooperation; fostering professional development.

The professional services group consists of departments, centres and libraries that are responsible for implementing tasks and activities according to the assigned duties. In addition, in Van Lang University's system, there are also divisions including: IT Department, Building Management and Operation Department in charge of facilities such as construction investment, procurement, repair property, equipment.

Currently, the University has three operating campuses<sup>9</sup>. At each campus, there are representatives of professional services divisions such as: Department of Academic Affairs, Department of Admissions and Communications, Department of Administration and Human Resource Development, Department of Quality Assurance, Department of Supervision - Inspection, or Library. These divisions cooperate with the deans of faculties to coordinate in organising and operating training activities at the institution. The IT Department, Building Management and Operation Department are in charge of purchasing and repairing assets and equipment, necessary for the operation of the University. While there are three campuses in various locations, the operations of these divisions are centralised, where the Head of the division is responsible for the duties of the division in all campuses.

---

<sup>8</sup> anchored in the following document: Decision on the assignment of the Chairman of the Board of Trustees and the President, the Vice-Presidents, the Chief Executive Officer of Van Lang University, 2021

<sup>9</sup>, including: Campus 1 - 45 Nguyen Khac Nhu, Co Giang Ward, District 1; Campus 2 – 233A Phan Van Tri, Ward 11, Binh Thanh District and Campus 3: 69/68 Dang Thuy Tram, Ward 13, Binh Thanh District

## **Quality Management Strategy**

Quality Assurance strategy of the University is indicated in the *Quality Assurance Strategy of Van Lang University from 2021 to 2025*. The strategy aims to:

1. Enhance the prestige of the University in Vietnam, the region, and the world;
2. Meet the needs and expectations of stakeholders;
3. Systematically and constantly improve the quality of all divisions in the University.

VLU also identified quality policy of the University as follows: “*Van Lang University commits to providing learning conditions closely linked to businesses, employers, and practical occupations; training according to international standards in an advanced and effective learning environment in order to foster the professional passion inside students, to help them perfect their own personality, and professional capability, become confident people with will, proactive and creative, actively adapt and quickly integrate into domestic and foreign labour markets, with an ambition to develop and desire for life-long learning*”.<sup>10</sup>

Quality assurance strategy and quality policy of Van Lang University are released on the University’s website; disseminated on meetings of the University’s units; announced to students on the Orientation Week at the beginning of each academic year. Each division complies with the quality assurance requirements in accordance with the general internal quality system of the university.

According to the Higher Education Law, Vietnamese universities have to deploy quality assurance based on quality evaluation standards promulgated by the Ministry of Education and Training. In 2006, Van Lang University was one of the first 20 Vietnamese universities taking part in quality accreditation system of the Ministry of Education and Training. The University was recognised by the Ministry of Education and Training in achieving the quality standard at the first time in 2009 and second time in 2018. The University was also externally assessed by the national standards for the third cycle in February 2023. In addition to the implementation of institutional quality accreditation, the University also carries out programme quality accreditation. To the present, the University has had ten programmes accredited according to the standards of the Ministry of Education and Training, four programmes assessed according to the standards of AUN-QA.

Based on external evaluation results, recommendations of external evaluation specialist assembly, the University actively set up plans to enhance strengths, and address weaknesses in order to continuously improve the quality of the University. Moreover, increasing satisfaction of stakeholders is one of the strategic goals of quality assurance that the University would like to achieve in the stage 2021 – 2025. Every year, the University surveys the stakeholders (employers, alumni, lecturers, students, managers, staff) on activities of the University. Besides, the University tracks the statistics related to students (drop-out rate, graduation rate,) by each semester of the academic year.

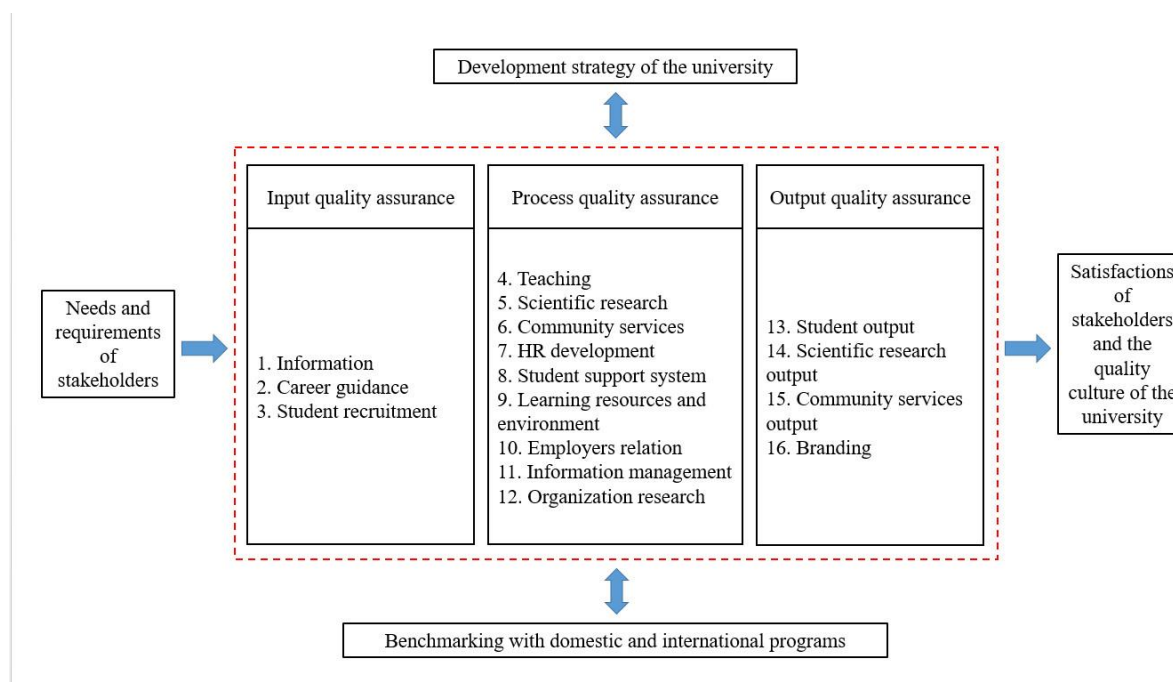
### **Bodies of the quality management**

In order to adapt well to the mission, vision and long-term strategy, Van Lang University builds an internal quality assurance system with perspective of progressively improving, enhancing training quality.

---

<sup>10</sup> see Development Strategy Van Lang University – Period 2021 – 2025 with visions to 2023 (July 2021)

Figure 1: Diagram of Total Quality Management of Van Lang University



To ensure that the internal quality assurance of Van Lang University is built, deployed and supervised, the University established a specialised unit in quality assurance – the Office of Quality Assurance in 2011. In 2016, the Office of Quality Assurance was renamed the Department of Testing and Quality Assurance. In 2020, along with development needs, the University separated the Department of Testing and Quality Assurance into two independent units which implement specialised tasks and functions, they are the Department of Quality Assurance and the Centre for Testing.

The Department of Quality Assurance is responsible for doing the following tasks:

- proposing quality objectives, building quality assurance programmes, making plans and strategies of the University in terms of quality assurance;
- following, instructing, consulting and cooperating with other units to complete quality assurance tasks;
- organising quality self-assessment and accreditation of the University;
- being the main contact with domestic and foreign higher education accreditation organisations to assess and accredit programmes and institutions.

To consistently implement internal quality assurance, the University built professional personnel at institutional and faculty level. The University defines the functions, duties and authority of the professional team at each level to ensure an efficient and smooth operation. At the institutional level, the University established the Council of Quality Assurance including the President, Vice-Presidents, representatives of deans and unit leaders. The responsibilities of the Council include:

- giving advice about quality assurance and accreditation according to the Higher Education Law and relevant regulations of the Ministry of Education and Training;
- recommending, supplementing, and modifying the regulations on quality assurance of the University;

- consulting about developing, supervising and assessing the implementation of short-term, medium-term and long-term quality assurance strategies and plans of the University;
- consulting and developing programmes and plans to improve and enhance the quality; and
- consulting about other relevant issues related to quality assurance of the University.

At the faculty level, from 2016 to present, the University established a quality assurance team at each faculty (including the faculty leaders, lecturers and support staff members) in order to instruct the faculty to implement quality assurance tasks according to the University's and Quality Assurance Council's plan, contributing to the success of quality assurance plans of the University. In addition, the University has also standardised a system of regulatory documents and processes to build a legal corridor to help the University's activities run efficiently and synchronously, including quality policy, quality objectives, regulations on collecting stakeholders' feedback, specifying the functions and tasks of the units. Based on the quality assurance strategy, every year the University develops annual quality assurance plans with clearly defined KPIs to facilitate monitoring and evaluation of the implementation of quality assurance activities.

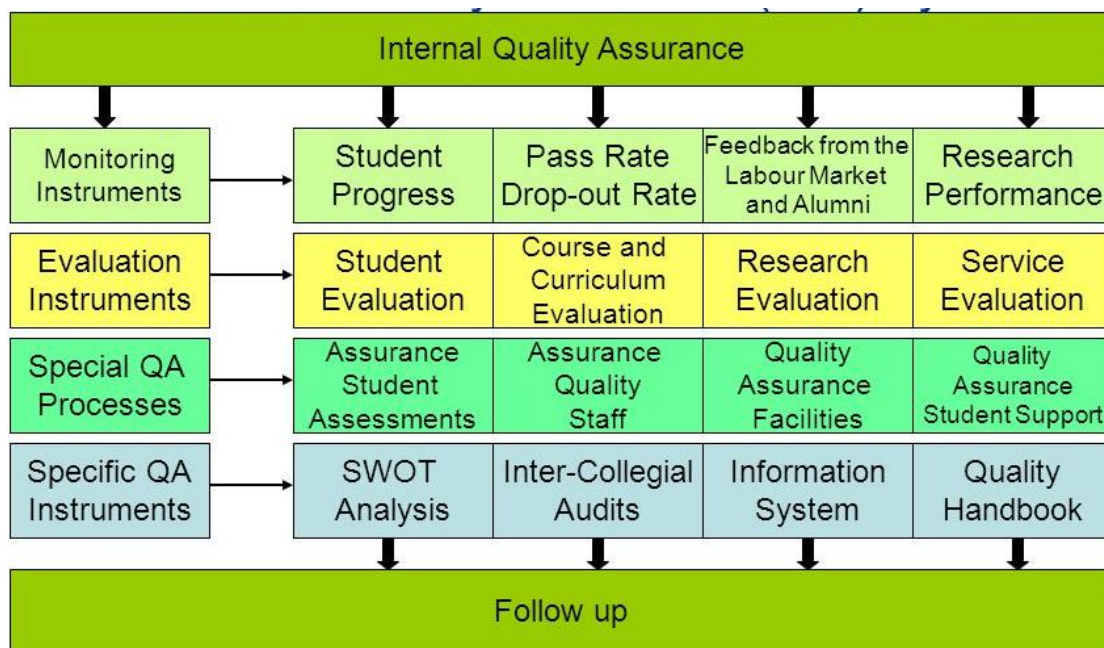
To reinforce the ability of the University's staff about quality assurance and accreditation, as well as building human resources who can adapt to the requirements of the national and international quality accreditation, the University organises training sessions in quality assurance for all lecturers and staff. Many of them also take part in domestic and foreign training courses about quality assurance and accreditation. From 2018 to 2022, the University organised 46 training workshops in quality assurance and accreditation for all the unit leaders, lecturers and support staff.

### **Instruments and methods of quality assurance**

To control and ensure the quality of the University, in recent years, the University has deployed to build an internal quality assurance tool according to AUN-QA model (see Figure 2).



Figure 2: AUN-QA Internal Quality Assurance Model



The University uses various systems such as the University Information System (UIS) for the management of students' learning progress, Human Resource Management System, Library Management System, Student Recruitment System, Facilities Management System, Financial Management System.

Van Lang University systematically and periodically collects feedback from stakeholders such as surveying employers on the programmes the quality of the graduates; surveying alumni on the programme; surveying students on the teaching performance, the programme, facilities and infrastructure (classroom, ICT, library) and support services; surveying lecturers on the programmes, policies, regimes, regulations, support services and research. The surveys are conducted annually or semesterly via E-Survey or Google Forms. Additionally, the University also collect participants' feedback after each academic and non-academic programme. Stakeholders' feedback is seen as an important information channel to help the University review, evaluate and make decisions to improve the quality.

Besides, Van Lang University also applied the P-D-C-A process in all activities for controlling and enhancing quality, gradually establishing a "quality culture" in the University. Van Lang University also sets up a framework with specific regulations, procedures, and guidelines for each activity to ensure the quality of training, research, community services, and other university related activities.

### **Escalation management**

The Regulation on Organization and Operation of Van Lang University<sup>11</sup> states that the Department of Administration and Human Resource Development is responsible for receiving, reviewing and setting up the Disciplinary Council for employees; The Department of Student Affairs is responsible for receiving, reviewing and setting up a Disciplinary Council for learners,

<sup>11</sup> "Organization and activities of supervision, examination and inspection of Van Lang University (Issued with Decision No. 10/QD/VL-HDT dated February 1, 2021 of the Chairman of the Council of Van Lang University)"

the Supervision - Inspection Department is responsible for receiving complaints, comments, suggestions and reflections of individuals and faculties, summarising and reporting to the President and verifying complaints as assigned by the President.

Regarding complaints, recommendations, and reflections the process is as follows:

1. *Receiving*: complainants send complaint letters to the Supervision - Inspection Department (can send directly or via mailbox, post office or other forms), members of this department receive and transfer to the head of the department for consideration.
2. *Acceptance and Process*: Head of the Supervision - Inspection Department reviews the contents of complaints, feedback, suggestion letters. If the complaint is found to be true, then the Head of the Supervision - Inspection Department submits it to the President. After the President has decided to examine and verify the contents, the Supervision-Inspection Department shall notify the applicant of the denunciation handling.
3. *Verification*: based on the nature and extent of the case, the individual or team assigned to verify discuss with the relevant divisions and personnel to verify the evidence.
4. *Meeting*: The Supervision - Inspection Department will hold a meeting if there is mismatch of information between the complaint and the verification.
5. *Conclusion, Verification*: After verifying the case, the Supervision - Inspection Department or the Verification Team will make a written conclusion and report to the President.
6. *Issuing, sending and publicising the decision on complaints*: Based on the provisions of law, the results of verification of the complaint, and the results of the meeting (if any), the Supervision - Inspection Department consults with the President to issue a decision. The Supervision - Inspection Department will send a written document of the final decision to the complainant, relevant division, and individuals.

For employees, the Department of Administration and Human Resource Development is responsible for their disciplinary actions. When there is a conflict between an employee and the division, or the university regarding the Labour Regulations implementation, the conflict management process is as follows:

1. Step 1: Collecting evidence to identify violations of employees and sending to the University's Trade Union and the Board of Administrators.
2. Step 2: Holding a meeting with employees and involved stakeholders to decide on the disciplinary actions.
3. Step 3: Making the decision regarding the conflict and informing the employee and their division.

For students, the handling of student discipline is carried out in accordance with the regulations on student affairs.<sup>12</sup> The specific disciplinary review process includes the following steps: When students commit violations, they will first self-reflect on their actions; the faculty then holds a meeting with the class advisor and involved stakeholders to propose the disciplinary actions. The meeting results are directed to the Department of Student Affairs for consideration, who then sends to Student Reward & Discipline Committee for a meeting and disciplinary decisions.

In addition, the Centre for Testing is responsible for exams related issues (including the re-examination). The handling of issues related to the re-examination is in accordance with the re-examination process. Once the test results are released by the Centre for Testing on the

---

<sup>12</sup> (issued under Decision 403/QD-ĐHVL dated September 19, 2016)

website, if students are not satisfied with their results, they can send a re-examination request to the Centre for Testing within three days from the result release date and pay a fee at the Department of Accounting. The Centre for Testing receives information, checks and assigns another examiner to re-grade the test. The results of the re-examination are announced within ten days from the date of receiving the student's request.

### **Involvement of stakeholders**

In Van Lang University, the main stakeholders, namely lecturers, students, alumni, and employers, join the University's quality assurance system. The University has built a procedure to collect feedback from the stakeholders and a database management system. The Department of Quality Assurance conducts periodically surveys to collect feedback from stakeholders. These include student surveys about teaching quality, lecturer's performance, facilities, and service quality; alumni surveys about employment status and training quality one-year post graduation; employer feedback about the quality of Van Lang graduates; lecturers and support staff survey about the facilities and working conditions.

The faculties also annually invite relevant employers, alumni and specialists to give feedback about the programmes to review the curriculum and stay updated with the current trends in the market. In addition, the University's stakeholders also have access to the University's information, regulations, and policies on quality assurance through many different channels. They can also participate in and contribute ideas to the University's activities through meetings. In addition, students are involved in all the University's quality assurance processes. They are members of the Self-Evaluation Council at both the institutional and programme level.

### ***Appraisal „Management Structure and Quality Management“:***

The panel appreciates the organisation of the management structure. The individual bodies and organisational units of the University, including their tasks and responsibilities, have been clearly and transparently defined by the VLU. There are clear job descriptions for the individual positions, which also transparently show interfaces with other parties involved. Regarding the interfaces, the panel also found that all members of the University work very interactively with each other. This professional work and demeanour were also confirmed during the interviews, for example, it became clear that the President of the University is the body that moderates and oversees the whole university process effectively.

This is also reflected in the three locations of Van Lang University. The management structure ensures consistent quality at all locations.

During the assessment procedure, the panel was able to gain an impression of the outstanding quality management strategy, which takes particular account of the requirements and objectives arising from the University's profile. The panel noted a very comprehensive and detailed approach that ends in a personal development plan for every individual. Specific KPIs are initially defined for each specific area, which are regularly reviewed and updated. These KPIs are then broken down not only to the individual departments but also to the individual university member so that the requirements arising from the mission and profile can be accurately reviewed and evaluated. This means that each department and member have partial development plans and KPIs and can thus strategically consider and fully utilise the particular demands that result from the University's profile.

This also reveals the quality culture developed at the VLU, in which the quality management strategy has trickled down to every single university member who knows which individual steps need to be taken. During the various discussions, the panel also learnt about this culture, in which further development is at the forefront and everyone is dedicated to it. Each faculty and each programme must prepare its own Quality Management report to ensure the regular quality review of the individual areas.

The University uses different tools for monitoring, which also help to manage the requirements resulting from the need for change. For example, results must be justified as soon as anomalies are identified so that appropriate measures can be taken directly.

Furthermore, the Van Lang University has established effective escalation management at all levels and both university members and external stakeholders are included in the system and have the opportunity to actively participate in quality management. For example, there is a Self Assessment Council (for study programmes) which also has a student representative. Concerning the participation of student members, however, the panel **recommends** that the University considers giving a seat to a student representative in bodies at the university management level for e.g. in the Council of Quality Assurance. The panel is convinced that this additional step could further enrich the already well-established quality management system at Van Lang University.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT</b>				
(1) Management Structure		X		
(2) Organisation of Localities			X	
(3) Quality Management Strategy	X			
(4) Quality Management System		X		
(5) Quality Management Instruments		X		
(6) Escalation Management			X	
(7) Participation			X	

### III. Studies and Teaching

Van Lang University offers a centralised formal educational system with Bachelor, Master and Doctoral degrees in 28 faculties and two training institutes. Van Lang University is a multidisciplinary university with 66 Bachelor majors organised into seven training fields including: (1) Arts; (2) Business and management, Law; (3) Life Sciences; (4) Computer and Information Technology, Engineering Technology, Engineering; (5) Architecture and Construction; (6) Health; (7) Humanities, Social and Behavioural Sciences, Tourism.<sup>13</sup>

Van Lang University offers 13 Master programmes, including Environmental Engineering, Environmental and Resource Management, Business Administration, Commercial Business, Banking and Finance, Accounting, Applied Fine Arts, Hotel Management, Management of Travel and Tourism Services, English Language, Economic Law, Architecture and Biotechnology; and one Doctoral programme - Environmental Science.

In addition to the standard programmes, the University offers Honours programmes<sup>14</sup>. There are also international joint programmes, which include franchise (the programmes are taught at Van Lang University and degrees are awarded by international universities), articulation programmes (with initial-study period at Van Lang University and the later one at international universities), and joint Bachelor-Master programmes<sup>15</sup>.

The University's curricula are based on the principle of OBE (Outcome-Based Education), in accordance with the University's stated goals, mission, vision, and educational philosophy. Through benchmarking with prestigious international training programmes, the curricula are designed to meet the Vietnamese Qualifications Framework and approach international standards. The curricula are reviewed annually and improved every five years to ensure that they are consistent with the University's goals and mission, as well as the Vietnamese Qualifications Framework. The curricula are built based on an analysis of the requirements of the stakeholders: government, employers, skilled professionals, professional associations, lecturers, alumni, and students.

The programme learning outcomes are also benchmarked with training programmes from international and domestic universities to ensure compatibility and graduates' ability to work in a globalised environment and study at a higher level in both local and overseas institutions.

VLU's development strategy is in line with Ho Chi Minh City's socio-economic development master plan until 2020, with a vision to 2025. According to this development plan, as the leading economic powerhouse of the country, Ho Chi Minh City has placed greater emphasis on industries with higher added value, prioritising the development of the service sector with nine major industries along with the industrial and construction sectors. In recent years, the majors that constitute VLU's assets comprise commerce, finance and banking, tourism, and information technology, have contributed to the supply of quality labour for those prioritised service industries of the city.<sup>16</sup> The city government also supports and sets conditions for local

---

<sup>13</sup> please refer to Annex 1 List of study programmes at Van Lang University for a complete overview of study programmes

<sup>14</sup> Honours programmes differ in terms of their broader selection of languages and their strong focus on international experiences. This includes working closely with NGOs or partner universities from Singapore and Hong Kong. Since 2018, the honours programmes have had a total of around 1000 students.

<sup>15</sup> <https://en.vanlanguni.edu.vn/international-cooperation/training-program> , last access on January 15, 2024.

<sup>16</sup> see self-evaluation report, p. 8.

universities, including VLU, to internationalise in order to enhance teaching quality, science and technology capacity, and innovation to meet the city's development needs.

To introduce a new training programme, the University collects information and feedback through various channels and for different stakeholders, namely employers, alumni, the social and economic development strategy of the city and the country, reference to the labour demands from other countries. This is to ensure that the training programmes meet the current market needs about the quantity and quality of the labour force. The annual admission number is also another valuable source to reaffirm the actual needs of the students. Every year, the training programmes are reviewed, the opinions of stakeholders are seen as an indispensable part of this work. Opinions of employers, professional associations, experts, alumni/students in the open meetings of the faculty council on employer needs, career positions, requirements for graduates are reviewed and used by the faculty to improve training curriculum and training orientation.

With the design of training programmes basing on OBE (Outcome-Based Education) at Van Lang University, the participation of employers in the design and consultation in the annual review of training programmes are included. This helps to train learners to have the practical ability right after graduation to be able to quickly integrate into the working environment; have a confident and hard-working attitude. This result is formed during the training of the University, which is a competitive advantage when the graduates from the University are accepted by the society. This is reflected in the high employment rate according to the annual survey.

The University submitted with the self-evaluation report curricula, syllabuses and CVs of teaching staff for the **Bachelor of Accounting, Master of Business Administration** and **Doctoral programme in Environmental Science**.

#### Qualification objectives (Learning Outcomes)

The programme objectives are built based on the University's declared mission, vision and educational philosophy. Depending on the training level, the objectives of the training programme will be developed with different levels in accordance with the Law on Higher Education and the Vietnamese Qualifications Framework as well as the regulations of the Ministry of Education and Training (MOET).

Specifically, the objectives of the **Bachelor of Accounting** have been stated as follows: "to train Bachelor of Accounting who have political understanding, humanistic qualities, ethics and wills; capabilities of self-study and creativity, professional capacity, basic knowledge of economic sectors; in-depth knowledge in accounting and finance, business analysis ability; English proficiency and ICT skills. They are also able to be consultants for leaders; work independently and in a team in a leading role; research and supplement their knowledge for life-long learning and entrepreneurship".

As shown, the programme objectives are consistent with the mission, vision, and educational philosophy by training people who bring positive impacts to society through their "leading roles", with the willingness for life-long learning, and who always pursue and live to their fullest potential ("life-long learning and entrepreneurship"). The training objectives meet level 6 (Undergraduate level) according to the Vietnamese Qualifications Framework through training learners with practical and in-depth knowledge of the accounting field, and the basic knowledge of the accounting profession, politics, economy.

The objective of the **MBA** training programme is a programme that allows learners to choose either application or research orientation; helps students gain in-depth knowledge and master professional skills in the field of business and administration, applies business administration knowledge to effectively solve problems of business practice in diverse and complex conditions, which enables learners to become professional administrators in organisations/enterprises or work in an academic environment such as training or research. Meanwhile, learners have the ability to continue their studies and research at a higher level.

The objectives of the **Doctoral Programme in Environmental Science** are stated as follows:

- The PhD candidates are equipped with scientific research capacity, improving their background knowledge and specialised knowledge to solve scientific and technological problems, professional technical issues, and to guide professional activities on environmental science in urban areas and industrial zones.
- The PhD candidates can teach and do research at universities and institutes, national agencies such as Ministry of Science and Technology, Departments of Science and Technology, Departments of Natural Resources and Environment, Departments of Agriculture and Rural Development, Departments of Industry, Departments of Transport, professional consulting companies, etc. They also have the ability to independently lead projects related to environmental pollution control and can advise on solutions in science and technology for waste treatment, rational use of resources and control and management of environmental pollution.
- The PhD candidates have an appropriate attitude in professional activities, well implement general and specialised laws, have a positive attitude and take the lead in activities in order to contribute to the development and improvement of environmental protection and national sustainable development.

The Programme Learning Outcomes (PLOs) show the capacity of learners after completing a training programme at different levels. The PLOs were built consistently with the objectives of the programme, stating the training level of the learners, and meeting the Vietnamese Qualifications Framework through the outcomes of knowledge, skills, attitudes and other necessary competencies.

The PLOs of the Bachelor programme are based on the procedures of collecting feedbacks from stakeholders before, during, and after developing the PLOs. These feedbacks are analysed, evaluated, selected and appropriately integrated into the PLOs.

The process of developing PLOs was implemented by the University as follows:

1. developing a set of professional competencies by the DACUM (Design A Curriculum) method;
2. assessing whether they are consistent with Van Lang University's mission, educational philosophy and strategic goals and other national regulatory documents;
3. benchmarking with those of universities in Vietnam and in the world;
4. collecting feedbacks from employers, alumni, lecturers and students to complete PLOs and finalise the curriculum.

There are ten PLOs in the **Bachelor of Accounting**, including: general knowledge output (PLO 1); specialised knowledge outputs (PLOs 2 and 3); soft-skills outputs (PLOs 4, 5, 6); expertise skills outputs (PLOs 7 and 8); and attitude outputs (PLOs 9 and 10). These PLOs



convey expectations of stakeholders (national organisations, employers, alumni, universities, faculties, and students). The PLOs are analysed and classified following the Bloom taxonomy and are specified as Programme Performance Criteria (PPC) so that the PLOs can be measured accurately. PLOs are benchmarked with programmes in Vietnam National University, Hanoi; National Economics University, and Monash University, Australia; Texas A&M University, USA; University of Essex, UK, to ensure that graduates are qualified to work in a globalised environment and study further at home and abroad.

The **MBA programme** has seven PLOs equivalent to level 7 in the national qualification framework of Vietnam, of which there are PLOs of knowledge, PLOs of skills, and PLOs of self-efficacy and responsibility. The competence that the MBA training programme emphasises is the ability to solve problems in business operation practice or academic theory, along with the skills to synthesise and analyse data independently and creatively, and to be responsible for the community.

The PLOs of the **Doctoral programme in Environmental Science** are designed with the following outcomes: (1) apply in-depth knowledge of the environmental science to evaluate and propose technological and management solutions to optimise specific operational processes; (2) apply expertise and research experience to propose, develop and implement new research and inventions in the professional field of environmental science; (3) master skills in conducting scientific research with high specificity; (4) improve leadership and critical thinking skills for scientific research activities at workplace; and (5) have ethics and integrity in environmental management.

#### Curriculum overview and module description

Based on the objectives and outcomes of the training programme, the curriculum is designed for each training level. The Bachelor curriculum is designed to have at least 120 national credits over four training years; a minimum of 150 national credits over five training years; a minimum of 180 national credits over six training years. The Master programme has 60 national credits (for learners with a university degree). The PhD programme has 90 national credits (for learners with a Master degree). The structure of a Bachelor programme curriculum includes: general education knowledge, professional education knowledge, including basic training subjects related to the field of knowledge, core modules of the major, internships, and graduation thesis or modules.

The structure of the Master programme includes general knowledge, specialised knowledge, and graduation thesis. If the Master programme is research-oriented, 24-30 national credits are for scientific research (of which 12-15 national credits for thesis and 12-15 national credits for project/research). If the Master programme is application-oriented, 6-9 national credits are for internships and 6-9 national credits are for the graduation course.

The structure of the PhD programme consists of at least 80 % scientific research and doctoral thesis; 16 credits for other modules.

Each module and course are specified with objectives, learning outcomes, module/course entry requirements (through prerequisite courses, pre-study, parallel study), the number of credits, content, and shows the level of contribution to the learning outcomes of the training programme.



### Didactical concept

Based on the principles of building training programmes, the educational methods are defined by the University as outcome-based education. Based on the PLOs of the programmes, lecturers design the subject to measure the Programme Performance Criteria (PPC) of the subject's learning outcomes, which contribute to the achievement of the PLOs. From the subject's learning outcomes, lecturers design teaching and learning objectives (knowledge, skills, and attitudes, important contents and key skills that the subject focuses on training students), teaching methods and assessment methods that are appropriate and consistent with the subject's learning outcomes.

Lecturers use teaching methods such as lectures, discussions, presentations, case studies, practice, projects, simulations, and graduation theses or modules. Lecturers also use blended learning methods and flipped classrooms with the support of LMS (learning management system).

For **Bachelor of Accounting**, teaching and learning activities are designed to implement the educational philosophy "learning by doing". Students experience accounting works from simple to complex in parallel with lessons on the theory and principles of accounting. During the student's learning process, the lecturer is the one who designs practical situations to guide students to think and solve problems by themselves until they are able to perform accounting tasks independently to meet the requirements of the labour market.

The students' learning process is designed by the lecturers to promote student autonomy both in the classroom and at home. Students are required to answer questions and work with their peers and lecturers to complete practical and theoretical assignments in class, while doing self-study on the E-learning system at home.

Computer lab exercises (simulation rooms) help students to reach the level of proficiency required for a Bachelor of Accounting to practice professionally, legally and ethically. Students learn through lecturers' guidance and demonstration of the taught skills and knowledge. They are also guided to practice these skills in groups or individually, and gradually become more autonomous and proficient in their own practice.

In the process of implementing the graduation thesis/project, students must actively choose the topic, and discuss with their supervisor to develop a plan and outline of the proposed thesis. Under the guidance of their supervisor, they then have to conduct research, collect data, write thesis reports, and defend their thesis before the board.

For the **Master of Business Administration** programme, the main teaching methods are lectures, discussions, presentations, and case studies to help learners gain knowledge as well as practice skills in the best possible way. For the master's level, learners' active learning and self-learning are seen as important attributes and thus, are promoted through lecturers' teaching methods and designed activities. Under the guidance of supervisor with knowledge in the relevant field of chosen topics, students also have to complete the thesis of 14 national credits in a period of 6 months. This requires learners to apply the knowledge they have learned and their skills of researching, reading and analysing data to complete the research of their selected topics.

For the **PhD in Environmental Science** programme, the main educational methods are designed in a research-oriented manner. Learners, with the support of supervisors, conduct research in the field of environment, in which results are reviewed and recognised by scientific councils and researchers in the same field. The teaching methods for the compulsory modules for Environmental Science PhD students include lectures, discussions, debates, with focus on problem-based, challenge-based, and project-based learning.

#### Examination concept

The University applies many forms of examinations, tests and evaluations, outlined in the course syllabus, to assess the extent to which learning outcomes of the course are achieved. Depending on the characteristics of each course and module, the lecturers are responsible for designing an appropriate assessment method. At the Bachelor level, the basic assessment methods include various types of formative assessment and summative assessment such as presentations, quizzes, essay writings, report writings, and case study. The methods of assessment and evaluation at the postgraduate levels are mainly essays, projects, and research topics.

For Bachelor programmes, certain majors require all students to complete a graduation project/thesis while other majors offer a choice between a graduation project/thesis and alternative modules, as clearly stated in the curriculum for students. For Master programmes, learners are required to complete a thesis in accordance with the training regulations of each level. The topics of the graduation project/thesis are suggested by the supervisors. Learners can also propose thesis topics but they must be approved by the Faculty Council.

For the PhD in Environmental Science programme, the methods of assessment comply with the Regulations on admission and training of the Ministry of Education and Training and Regulations on training at the doctoral level of the University. It is clearly stated that although the candidate's entry profile has been checked and meets the prescribed requirements, the student's research proposal must be approved by the Proposal Review Council. PhD students need to study additional subjects as required, especially subjects serving the research topic, with the same method of assessing subjects at the master's level. During the training process, the doctoral candidates need to successfully defend three research topics in front of the Scientific Council before the doctoral thesis is sent for double-blind review. The doctoral thesis then needs to pass through two further defence rounds by the Scientific Council at the Faculty level and the Science Council at the University level. In addition, the doctoral candidates are required to publish at least two articles, one of which must be in ISI/Scopus-indexed journals and one in the list of journals approved by the State Council of Professors of Vietnam.

#### Admission criteria and student recruiting processes

All applicants must be high school graduates or equivalent and the admission process must follow the regulations of the University and the requirements of the Ministry of Education and Training. Depending on the requirements of each programme, the admission for domestic undergraduate students is based on any one of the following: (1) results of the high school graduation exam, (2) high school transcripts, (3) aptitude test by Vietnam National University, Ho Chi Minh City, (4) entrance exam for specific majors such as fine arts and designs, or architecture, and (5) direct admission (high school graduates are automatically enrolled to the programmes once they meet certain criteria).

Applicants can select to study one of three available programme options (standard programme, Honours programme, international joint programme). International applicants (foreign applicants / foreign high school graduates) can choose direct admission to the programmes of the University if they meet the following requirements of academic and language competence: (1) all students must have a high school certificate, or equivalent; (2) students who study a programme taught in English must have IELTS 5.5 or higher; or (3) students who study a programme taught in Vietnamese must attain a Vietnamese level equivalent to B2 (level 4/6) or higher in the Vietnamese Language Competency Framework or undergo an interview with the Admissions Council of Van Lang University.

In compliance with the Regulations of the Ministry of Education and Training and the University regulations, direct admission is also applicable to certain applicants, outlined as follows: (1) talented/excellent high school graduates nationwide who win provincial, regional, or international competitions, (2) high school graduates who have achieved excellent academic and language performance.

The University develops admission criteria in compliance with the general admission regulations of the Ministry of Education and Training. The University implements the regulations on the threshold to ensure the quality of the entrance of the Ministry of Education and Training, publicly announcing the entrance exam scores for admission.

For the majors in Health Sciences, the University complies with the general regulations of the Ministry of Education and Training for admission criteria. For the majors in Arts and Architecture, there is an entrance exam for cultural and talent subjects including Drawing, Music, Theatre, and Film, held by the university every year.

In certain cases, applicants are also required to complete additional courses to meet the minimum foundational knowledge requirement before applying for the programmes.

The University implements the admission for doctoral programmes in compliance with the Law on Higher Education. Applicants must meet the following requirements:

1. having a bachelor degree with excellent grades or higher or a master's degree in a relevant or closely related to the applied field: Environmental Engineering, Environmental Technology, Natural Resources and Environmental Management, Construction, Thermal Engineering, Biology, Biotechnology, among others;
2. being the author of one paper related to the research area published in a scientific journal or conference proceedings within three years up to the date of application;
3. Vietnamese applicants must have one of the following diplomas or certificates proving their foreign language competence:
  - a bachelor degree or a master's degree of a full-time programmes granted by foreign higher education institutions;
  - a bachelor degree in foreign languages granted by Vietnamese higher education institutions;
  - TOEFL certificate with a score of 45 or higher or IELTS certificate with a score of 5.0 or higher issued by an international or Vietnamese recognised examination organisation within two years to the date of application. Foreign applicants must have a minimum Vietnamese language proficiency of Level 4 or higher in the Vietnamese Language Competency Framework for Foreigners. They also need to meet the

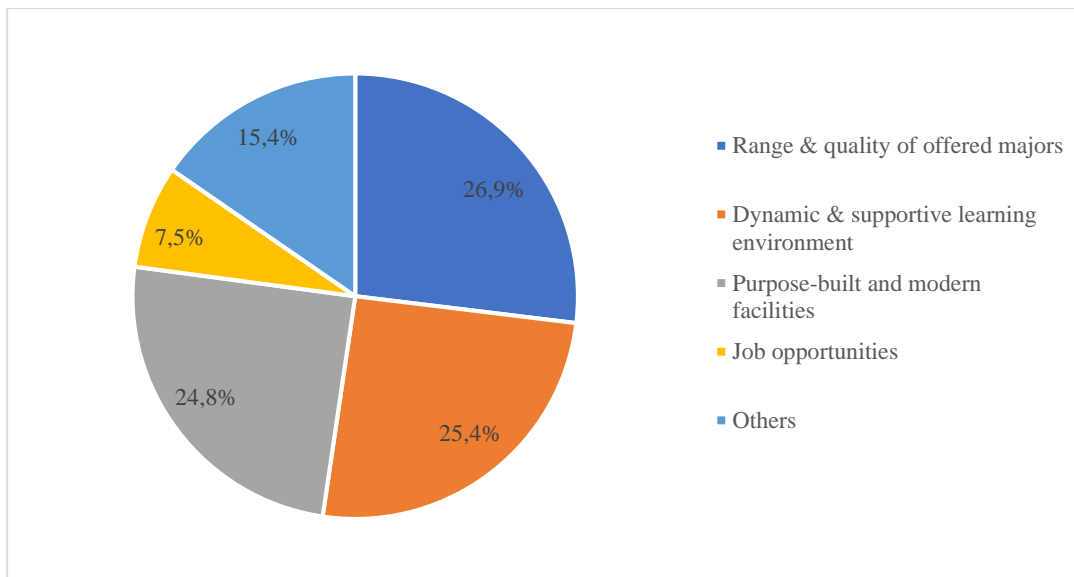
requirements on management experience in compliance with the specific requirements of each Master programme.

### Positioning in the educational and job market

Van Lang University has been an application-oriented university and aspires to become a research-oriented university. VLU was one of the first 20 Vietnamese universities to participate in the higher education institution quality assurance scheme by MOET in 2006. According to the Report of the Ministry of Education at the end of 2022, only 10 % of all higher education programmes in Vietnam were accredited. Meanwhile, a half of VLU's training programmes that have graduates have obtained national and regional quality assurance accreditation from MOET and AUN-QA (ASEAN University Network – Quality Assurance).

Every year, Van Lang University conducts surveys with newly-enrolled students about the reasons they choose to study at VLU. Following are the results of the 2022 surveys of 12,506 freshmen (Figure 3).

Figure 3: Reasons why students choose to study at VLU



According to Van Lang University, its main competitive advantage is the range and quality of offered majors, which can appeal to student interest and meet current labour market demand. Another notable aspect of the University is the dynamic and supportive learning environment, with a variety of academic, social, and cultural activities to promote active learning and student life on campus. Further the University explains that staff and lecturers at VLU are also known for their expertise, professionalism, and helpful attitude toward students, which contribute to a positive environment conducive to learning<sup>17</sup>. Additionally, the University facilities are highly rated as being very modern and well equipped to facilitate working, learning, and research.<sup>18</sup> Furthermore, students also benefit from the employment opportunities provided by VLU's network of business partners. These factors have helped set VLU apart from many other universities and attracted thousands of applications across the country every year.

<sup>17</sup> see self-evaluation report p.45.

<sup>18</sup> see also appraisal in chapter VI Resources

Van Lang University is among the leading universities in the country in the majors in Arts, Design, Architecture, and Dentistry. The University was also one of the first universities with a Public Relations major, which still attracts the largest number of students compared to other institutions in the country.<sup>19</sup> Regarding Economics majors, the University has a wide range of related majors, ranging from Business Management, Commerce, Logistics, Marketing, Finance, and Accounting, with the largest student bodies in the University. In addition, VLU also offers various programmes in Technology and Engineering, particularly Software Engineering, Information Technology, Data Science, training skilled labour and contributing to the digital transformation movement in Vietnam and the region.

#### Students' involvement in the designing of learning processes

At the end of each semester or a course, the University collects student feedback regarding the lecturer's teaching quality, course content, teaching methods, assessment methods, and quality of support services. Prior to graduation, the University also collects student feedback regarding the quality of training, programme content, lecturers' teaching quality, learning organization and support services. These factors are thoroughly considered when designing the learning process for the subsequent semester. Meanwhile, the alumni are provided opportunities to contribute ideas to the programmes through surveys one year post graduation and periodically every following two years. This information is then directed to the Faculty Council and relevant departments for review and revision of teaching and learning activities.

#### Research transfer to the areas of studies and teaching

Research is among three core responsibilities of VLU lecturers. It not only provides valuable scientific contributions to the relevant research field, proposing solutions to address real-life issues, but also helps to enhance the quality of learning and teaching of students and lecturers at the University. The research outcomes are often embedded in the teaching materials as case studies, references, or reading materials of the relevant program; or composed into textbooks, reference books, or supplementary materials.

Students are encouraged to engage in research at the University through two main ways: (1) being a research assistant to support and co-research with lecturers, or (2) independently conducting research under the supervision of lecturers. They would also have opportunities to participate in conferences and seminars, national and international competitions, while having exposure to academic studies and publications. Students therefore are able to explore their knowledge in depth and gain valuable research skills, which helps instil passion for research and lifelong learning. From 2019 to 2022, there are over 200 scientific research topics being conducted by students, achieving over 100 rewards in various competitions.

#### Quality assessment of studies and teaching

Van Lang University formulates regulations and procedures for collecting feedback from stakeholders in order to assess the quality of teaching and learning (see Table 1).

The University collects feedback from stakeholders on a regular and periodic basis, particularly from external stakeholders, in order to enhance training activities and measure stakeholder satisfaction. The evaluation procedure for internal stakeholders includes students, lecturers, and support staff, while the procedure for external stakeholders includes employers, specialists and alumni. The procedures are as follows: (1) Planning, (2) Implementing, (3) Synthesising and analysing data, and (4) Summarising and Concluding.

---

<sup>19</sup> see self-evaluation report p. 46.

Table 2: Procedures to collect feedback from stakeholders at Van Lang University

N o.	Survey's name	Stakeholders	Content	Unit in charge	Time of survey	Purpose of result
<b>External stakeholders</b>						
1	Collect feedback from stakeholders (employers, educational specialists, job delegation, alumni) about programme learning outcomes and the training programmes	Employers, educational specialists, professional associations, alumni	Evaluate the relevance of the programme learning outcome	Faculties	Annually	Develop/enhance the programme learning outcomes
2	Collect feedback about employment status of alumni 1-year post graduation	Alumni	Evaluate the programme's strengths, weaknesses, and adaptability to the labour market demand	Department of Quality Assurance	Annually (July – August)	Develop/enhance the programme learning outcomes, programme structure content
3	Collect feedback from employers/businesses about graduates	Employers	Evaluate alumni's competence and adaptability to the labour market demand	Department of Quality Assurance	Annually (April or December)	Develop/enhance the programme learning outcomes, programme structure content
<b>Internal Institution</b>						
4	Collect feedback from students prior to graduation about the training quality	Students	Evaluate the programme quality	Department of Quality Assurance	Annually (prior to graduation)	Develop/enhance the programme learning outcome, programme structure content
5	Collect feedback from students about teaching performance	Students	Evaluate the quality of the module and the lecturers	Centre for Testing	Semesterly (at the end of each semester)	(1) Improve teaching methods, assessment methods, and module contents; (2) Evaluate the performance of lecturers

No.	Survey's name	Stakeholders	Content	Unit in charge	Time of survey	Purpose of result
6	Collect feedback from stakeholders (students, lecturers, managers, staff) about service quality and facilities to support learning and scientific research	Students, lecturers, managers, staff	(1) Evaluate the facilities, classrooms, laboratories, practice rooms, institutional policies; (2) Evaluate the satisfaction with current jobs	Department of Quality Assurance	Annually	Improve facilities and equipment to support the requirements of teaching, learning and researching

## **Cooperations**

Towards the development goal in improving the ability of international integration for students and improving the professional qualifications of lecturers, Van Lang University has constantly expanded its relationships with different organisations, institutes and universities in the world and in the region in cooperation and training activities. Currently, Van Lang University has signed cooperation agreements with 321 local and international partners including universities, research institutes, companies in Asia, Europe, America and Australia - Pacific continents to develop the exchange and reciprocal cooperation in academic and research activities.

The cooperation between Van Lang University and partners is carried out on the basis of official documents signed by authorised representatives and confirmed by the parties. Such documents include the Memorandum of Understanding, the Memorandum of Agreement, the Letter of Intent, the Articulation Agreement, and the Student Exchange Agreement.

In the 2017-2022 period, Van Lang University has cooperated with universities such as University of South Australia (Australia), Victoria University (Australia), University of Newcastle (Australia), University of Waikato (New Zealand), Asian Institute of Technology (Thailand), Angelo State University (USA), Liverpool John Moores University (UK), Inha University (Korea), and Ming Chuan (Taiwan). The collaboration can be joint training of international bachelor and master programmes so that students have opportunities to be trained in English-speaking environments and receive Bachelor and Master degrees from foreign partners. Currently, the University is implementing 30 international joint programmes<sup>20</sup> as well as associate programmes at Master's level<sup>21</sup>.

In addition to international joint training programmes, Van Lang University has been implementing student exchange programmes with partners around the world such as Busan University of Foreign Studies (Korea), Yuan Ze University (Korea), Yuan Ze University (Taiwan), Haaga Helia University of Applied Science (Finland), 1945 UNTAG Semarang University (Indonesia), Meros Language Institute (Japan), Algonquin College (Canada), and Inha University (Korea). Students participating in the exchange programmes have the opportunity to practice foreign languages, expand their networks, learn to live independently, study with experts around the world, and become global citizens. In the last five years, the University has received 349 international students from 14 countries to study at the University.

Through international cooperation programmes, Van Lang University improves, updates and develops training programmes in an international direction. The international cooperation also confirms that the training and research of the University are in line with the requirements and programme structure of many prestigious universities in the world. Moreover, cooperative programmes give students better career opportunities through their foreign language ability as well as up-to-date international knowledge.

Apart from cooperation with other universities, VLU also has partnerships with other Research Centers in the country and overseas to implement research projects to solve real-world issues of the provinces, country, and region.

---

<sup>20</sup> with the University of Newcastle, (Australia), the University of Liverpool (UK), Angelo State University (USA), Inha University (Korea), Ming Chuan University (Taiwan), Victoria University (Australia), Drew University, (USA), Edinburgh Napier University (UK), Algonquin College (Canada).

<sup>21</sup> with AIT (Thailand) and City University of Seattle (USA).



There have been 20 enterprises/investment funds participating in Entrepreneurship Skills Training programmes for Van Lang students (investment funds such as CMC Technology Investment Fund, Do Ventures Investment Fund, Vina Capital Ventures, Manitoba Tech Accelerator (Canada), Halifax Partnership Economic Development organization (Canada)). In June 2022, Van Lang University successfully organised the Finale of the Startup Idea Contest "Set Sail" 2022, with the participation of mentors from businesses.

Besides, these collaborations help the University to improve the training programmes in line with the labour market needs. Businesses are engaged in the process of developing goals, programme content, and teaching methods. Specifically, each year, about 50 % of lecturers from enterprises participate in teaching soft skills classes at the Soft Skills Training Department with more than 15,000 students studying this module.

### **Appraisal „Studies and Teaching“:**

The panel concludes that the study programmes offered correspond to the University's intended profile. VLU offers a mixture of programme portfolios that it considers relevant to give an impact on the future. In addition, the demands that have arisen are continuously reviewed so that the VLU can expand or change its study programmes accordingly. External reviewers are also used for this purpose and socio-economic development plans of the city in which it is located are also taken into account. In its programme portfolio expansion, VLU has increasingly focused on overarching topics such as sustainability, internationalisation and digitalisation and involved several stakeholders (employers, science and government, industry network) and different channels to get feedback from outside to develop their programmes.

Accordingly, based on the documents provided as examples for a selection of study programmes, the panel positively noted that current developments are analysed and considered in the development of new and existing study programmes. The University is also oriented towards the top 200 universities and selects these as its benchmark for the further development of study programmes.

The interaction between research and teaching is organised in such a way that a transfer of knowledge from research activities to teaching is evident. During the interviews on-site, the panel also learnt that lecturers not only have to explain in their research applications why they want to carry out this research, but also state what impact this research activity will have on student teaching. However, the panel still sees an opportunity for optimisation by involving students more closely in research. Students are involved, but only in very selected areas. With regard to Van Lang University's shift to a stronger research orientation, the panel **recommends** opening more pathways for students to participate more actively in research activities. For example, the University could create a website that advertises research projects to students in which they could participate.

Regarding the shift towards a stronger research orientation, the panel also noted that it would be useful to define minimum standards for students' theses that are based on international standards. The panel noticed in a few of the thesis examples provided that these could be optimised so that students are more oriented towards international academic

work in the future. The panel therefore **recommends** looking into international standards for students' theses and defining minimum standards for students in line with these.

The portfolio of instruments for reviewing the quality of teaching and learning is particularly diverse and ensures that precise findings are obtained that allow clear conclusions to be drawn about the need for action. In addition to the evaluation instruments, KPIs and lists of measures are also defined, which are reviewed annually to derive any necessary measures. The content of the study programmes themselves is also re-evaluated annually. During the site visit, the panel had the opportunity to look at examples of such planning lists.

The University maintains cooperative relationships with partners from science, business, culture and its other social environment that are useful for its study programmes. For example, these are used for input to further develop study programmes or establish new programmes.

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements
<b>III. STUDIES AND TEACHING</b>				
(1) Study offer and qualification objectives		X		
(2) Study programmes' quality		X		
(3) Research transfer to the areas of studies and teaching			X	
(4) Quality assurance		X		
(5) Cooperation			X	

## IV. Research

### **Research Strategy**

The development strategy of Van Lang University over the 2020-2025 period with the vision to 2030 has clarified the target of “Promoting training programmes, scientific research with the world’s leading universities” and “becoming one of the most admired newly established universities in Asia” and a place to train well-rounded, lifelong learners, and ethical people who bring about inspiring positive influences to society.<sup>22</sup>

In order to concretise the development strategy on scientific research, Van Lang University has focused on developing scientific research and technology transfer with the goal of improving research quality heading for international publications. The University has issued many breakthrough policies on scientific research and technology transfer to create motivation and attract both national and international well-known scientists for cooperation.

The University policy has pointed out specific scientific research tasks of lecturers<sup>23</sup>, the compulsory duties of researchers<sup>24</sup>, specifications and guidelines for ranking experts<sup>25</sup>, international publications<sup>26</sup> and specification to ensure publication ethics and research integrity in science<sup>27</sup>. These specifications are considered as the basic conditions for the University to develop, assess and manage scientific research activities heading for being one of the world top universities by prestigious university rankings. The Department of International Cooperation and Scientific Research is responsible for supporting and monitoring the implementation of University’s research activities to achieve the strategic goals in research.

Becoming a leading organisation on scientific research, creating a suitable research space, attracting prestigious researchers and scientists in the world has been one of the crucial strategies for the University to make way to international rankings. The University has set up five research institutes specialising in applied research (Institute of Applied Science and Technology and Institute of Advanced Materials Technology), basic research (Science and Technology Advanced Institute), high-tech research (Institute of Computational Science and Artificial Intelligence), and research in the social field (Institute for Research on Cultural Heritage and Development and Institute of Culture, Arts and Communication). The scale of research institutes has also been increasingly invested and developed by the University. For example, the Institute of Computational Science and Artificial Intelligence has six research labs, including: Applied and Industrial Math Lab, Computational Physics Lab, Lab Computational Mechanics, Lab Calculations and chemical modelling, High-tech Applied Research Lab, and Lab Environmental Science and Climate Change. These labs shall attract the participation of researchers, research assistants pursuing specific fields and research goals.

The research activities at Van Lang University have been organised in the concrete plans with both long-term and short-term development strategies. Specifically, based on the development strategies of the University, the Administrators have developed a plan/KPI on scientific

---

<sup>22</sup> Development Strategy Van Lan University, Period 2021-2025 with visions to 2030.

<sup>23</sup> Decision Re: Promulgate Regulations on Scientific Research Activities of Lecturers (2022).

<sup>24</sup> Decision Promulgating Regulations on standards and duties of researchers, 2022.

<sup>25</sup> Decision Form About the Promulgation of Regulations on Expert Ranking, 2022.

<sup>26</sup> Decision N On the promulgation of the Regulation on the ranking of ISI/Scopus journals, ISI/Scopus books/chapters and inventions, 2022.

<sup>27</sup> Decision On the promulgation of the Regulation on organization and operation of the Research Ethics Committee; 2022.

research. The Department of International Cooperation and Scientific Research works on the implementation plans with each unit of the University, including criteria for selecting suitable partners and KPI implementation. The Department also works with the Administrators and bring in appropriate specifications to encourage each unit to promote their strengths in scientific research, strengthen the search for partners, funding sources, expand research directions, and cooperate with domestic and international partners in order to support the whole University to complete KPIs.

### **Research activities**

The University Council determines the strategies, development plans, and annual plans, including those on scientific research. The President is in charge of managing and operating the University's activities in accordance with these strategies and plans. The Department of International Cooperation and Scientific Research supports the President in the management of scientific and technological research of the University.

The management of scientific research data is digitised and systematised on ERP (Enterprise Resource Planning) software. Lecturers, researchers and employees of the University can update their publications and research results on the software. The Department of International Cooperation and Scientific Research checks the data to ensure the precise levels of completion in order to assess the type and volume of research of the lecturers in a clear, specific, reliable and accurate way. Van Lang University also prepares annual reports and comparison of the type, quantity and quality of research activities by field/unit and by academic year. The reports state the quantity and quality of activities of different types of scientific research, thereby assessing the University's staff and lecturers' strengths and weaknesses in scientific activities. In addition, the report also makes comparisons of research results between academic years to orient and develop plans for scientific research activities in the next academic year.

Van Lang University's lecturers are given the freedom to register for scientific research suitable for their professional qualifications. The main scientific research of lecturers is to conduct projects; compile books/ book chapters/ textbooks; guide students to undertake scientific projects and join contests at each level; join creative contests, scientific research contests, and sports contests; publish scientific research works on scientific journals, proceedings of seminars, conferences; register for the invention of scientific research products and other activities reviewed and approved by the President according to the request of units/ departments. In the academic year 2021-2022, Van Lang University's lecturers proactively joined scientific research activities and achieved many valuable research products such as 444 international publications in the ISI/Scopus-indexed journals, 232 articles published in domestic prestigious journals, two applications for registering for the intellectual property right (patent). The lecturers not only take part in scientific research activities, but also participate in the specialised scientific network in order to share and cultivate their research knowledge and skills. Many lecturers have been invited to be members of the Research Project Review Committee and/or Project Evaluation Committee at different levels. VLU's lecturers are also editorial board members of international journals.

### **Promotion of research**

In order to encourage lecturers to participate in scientific research, the University provides funding for lecturers' scientific research activities in many forms: scientific research topics, compilation of books, curricula, materials. Specially, lecturers participating in instructing

students' scientific research are supported through the calculation of scientific research hours according to Decision 1428/QĐ-DHVL dated September 23, 2022. In addition, research works published in prestigious scientific journals will be funded by the University according to Regulation No. 1401/QĐ-DHVL dated September 16, 2022. The University also considers and provides funding and time for authors attending domestic and foreign scientific conferences.

Lecturers who exceed scientific research requirements are honoured with rewards or considered for reward emulation assessments at the end of each academic year.

In order to ensure the quality of teaching and research activities, the University has specified the duties of lecturers and researchers according to the position requirements. Specifically, lecturers need to complete three main activities: teaching, scientific research and other works related to the faculty, the University and serving the community. The workload is assigned by positions, assignment of the units' leaders and University leaders. In particular, lecturers with doctoral degrees are entitled to reduced office hours and community service to focus on scientific research. Researchers and research assistants are to carry out scientific research and/or technology transfer and other tasks to contribute to improving the quality of training and research of the University.

In addition, the University also has policies on financial support for students when they participate in scientific research. Students involved in scientific research are supported with funding and students who win prizes in scientific research competitions at all levels are rewarded according to internal expenditure regulations.

The University has issued and implemented many policies to develop cooperation and partnership in scientific research. Regarding human resources, the University has implemented policies to recruit, train and develop lecturers and managers who are capable of cooperating and building partnerships in scientific research. The University is increasingly prioritising to invite partners who are experts in Vietnam and abroad to participate in many scientific research activities such as conducting research projects, participating in Research Project Evaluation Councils, sending staff and lecturers of the University to participate in scientific research activities in Vietnam and abroad. Regarding financial resources, the University has increased the level of support for cooperation and development activities in scientific research such as the provision of reciprocal capital support for research projects, increasing the level of support for scientific research products, supplementing the regulations on researchers, cooperative researchers. In the 2020-2021 academic year, the University has invested more than 13 billion VND (around 500,000 Euros) in supporting research products with international publications. For the 2021-2022 academic year, funding of more than 30 billion VND (1,173,000 Euros) is planned to encourage the increase in the quality of international and interdisciplinary publications, in cooperation with partners and scientists in Vietnam and abroad.<sup>28</sup>

### **Good scientific practice**

The University has issued scientific research management procedures which provide detailed instructions on the implementation of scientific research activities in different forms, including the procedure of managing scientific research activities; the procedure of managing university-level science and technology activities for lecturers and staff; the procedure of managing university-level science and technology activities for students; the procedure of implementing

---

<sup>28</sup> see self-evaluation report, p. 57.

scientific research activities for remotely working researchers; the procedure of accepting international publications for the 2021-2022 academic year. For each process, the University specifies the steps and responsibilities of each unit along with specific guiding documents. These processes and guiding documents are communicated to all employees via emails and meetings.

In 2016, the University issued the Regulations on intellectual property activities and transfer of intellectual property and updated it in 2020. Accordingly, the University has regulated the contents of establishing intellectual property rights, evaluating, exploiting and using the University's intellectual property. Scientific research policies ensure fair rules and respect for authors' rights, avoid conflicts of interest, ensure academic integrity and ethics, in order to build an ethical research environment, aiming towards sustainable development.

In 2017, the University issued the Regulations on competency standards and ethics in science and technology activities, regulating ethical standards for science and technology activities, including: (1) good political and ethical qualities; (2) dedication to the work, compliance with the rules and regulations of the University; (3) honesty and objectivity, cooperation, supporting colleagues and receiving comments and criticism from colleagues to perform teaching duties, scientific research and other educational activities. Prohibited practices are also explicitly specified by the University in the regulations.

In 2022, the University issued the Regulations on the organization and operation of the Research Ethics Committee. This committee will advise the President on: (1) evaluating and adopting scientific ethical standards in the implementation of scientific research projects funded by the University or properly chaired; (2) controlling and evaluating the upholding of integrity standards and preventing fraud in scientific research at the University or related to the University. The consideration of ethical research issues shall comply with the procedure in Article 17 of the regulations. Scientific research issues in the field of biomedicine will be considered by the Ethical Committee for biomedical research.

### **Quality assurance in research**

To ensure the quality of research projects, Van Lang University ensures compliance with regulations and procedures from registration, approval, monitoring, supervision, and acceptance of research projects at all levels. The research projects funded by the University are carried out according to the management process of science and technology activities for officials, lecturers and staff<sup>29</sup> and the research projects of students are carried out according to the task management process<sup>30</sup>. The Department of International Cooperation and Scientific Research is responsible for implementing, monitoring and supervising the University's scientific research activities to ensure the quality of research products. This department, in collaboration with the faculties, organises committees to approve the research proposals, specifications for compiling textbooks and materials and to accept these tasks upon completion. These committees are responsible for commenting and consulting so that the tasks are implemented smoothly and scientifically, and to evaluate and accept the performance results of the tasks.

The monitoring and supervision of research activities of lecturers and researchers are carried out by the University at two levels: institutional level and faculty level. At the university level,

---

<sup>29</sup> Process Management of Scientific Activities School-Level Technology for Staff, Faculty and Staff, 2019, 2019.

<sup>30</sup> Procedure Management Science Technology Missions for Students of Van Lang University, 2019...

the Department of International Cooperation and Scientific Research is responsible for managing and supervising research activities. The roles of this department are specified in the Implementation and Management Procedures for research activities at the university level for officials, lecturers and staff, management process for scientific research activities – international publication and the processes of workshop and conference organisation. The projects are assessed by the scientific committees with specific and detailed criteria. Students and researchers are evaluated based on the KPIs assigned at the beginning of each academic year and are the basis for evaluating emulation and commendation.

In 2022, the University issued specific regulations on publishing scientific articles, books/book chapters and inventions. Regulations are issued to improve the quality of research products, bringing valuable contributions to the development of the University. Regulations will help staff and lecturers to have more detailed instructions and defined minimum requirements for research projects (Article 4). The University encourages authors to publish their research project results in ISI/Scopus journals with high impact index; papers published in poor quality journals/publishers will not be accepted by the University. The University has also issued regulations on the ranking of ISI/Scopus journals, books/book chapters and inventions as a basis for lecturers to have more foundations when publishing and a basis for the University in evaluating research projects. International publications are reviewed and approved according to the processes of each unit to ensure that the information is transparent, accurate and systematic. Specifically, the Department of International Cooperation and Scientific Research verifies the publication according to the current regulations. The Finance Department conducts the second round of verification and completes the funding process.

### **Research cooperations**

Currently, Van Lang University has signed cooperation agreements with 321 partners, in which there are 148 domestic partners and 173 international partners in 24 countries of four continents: Asia, Europe, America and Oceania. The University has 135 partners of universities/research institutes (124 domestic partners and 11 foreign partners). Some partners have sponsored research programmes such as Francophone University Foundation (two projects), British Council (two projects), or cooperated in implementing research programmes such as Wageningen University, the Netherlands; Jamk University, Finland; Middlesex University, UK.

In the academic year 2021 - 2022, Van Lang University cooperated with prestigious academic partners such as Wageningen University, Netherlands, Asian Institute of Technology (AIT), USAID, Stanford University, USA, Mahidol University, Thailand to organise eleven international seminars and conferences to strengthen links and academic exchanges between international lecturers and scientists.

In addition to projects with official cooperation agreements, the University's lecturers and researchers also have international cooperation links in scientific research with products published in prestigious international journals, ranked in the ISI/Scopus system. Specifically, in the academic year 2021-2022, the University has 50/444 internationally published articles in journals under the ISI/Scopus system with the authors being lecturers and researchers of the University with foreign authors from different countries around the world (USA, France, UK, Australia, Japan, Russia, Italy).

## Appraisal „Research“:

The VLU has only recently shifted towards becoming a research university, meaning that the implementation processes are still in the development phase. With regard to the envisaged research strategy, however, the panel notes very positively that it is recognisable that the strategic level with regard to an emphasis on research is very comprehensible and is clearly derived from the University's profile. The panel recognises that the Van Lang University is pursuing a truly visionary research strategy, in which the VLU has decided to become one of the top 500 universities in the Asian university rankings and is therefore aiming for a stronger research output. To this end, the University has established five research institutes and has increasingly invested and developed them and has also started to develop and implement its first PhD programme. The research activities at Van Lang University have been organised in concrete plans with both long-term and short-term development strategies. Specifically, it has developed a plan and KPIs for scientific research based on its development strategies.

Accordingly, the teaching staff are integrated into the research landscape of their respective subject and are supported by the University. In this respect, the panel would like to encourage VLU to continuously expand its research capacities and expertise.

In addition, the VLU promotes the research activities of its academic staff and incentivises them accordingly. The panel welcomes the promotion system, which incentivises researchers financially, and overall concluded that the VLU uses smart incentives to motivate and support teaching staff to undertake research. The panel noted positively that VLU is increasingly promoting research projects that involve interdisciplinary collaboration between different institutions - not only within Vietnam, but also increasingly abroad (in line with Van Lang's vision).

The University has also implemented procedures to ensure good scientific practice.

The quality management system includes instruments and procedures for regularly reviewing the quality of research activities. Currently, this is handled in such a way that KPIs have been defined specifically for research and are used as a guideline. During the discussions with those responsible for Van Lang University's research, the panel interjected that this is characterised by a strong top-down process and pointed out that research should also allow a bottom-up process in order to be able to orientate itself to the latest trends. The VLU explained that this approach was chosen for the start in order to increase their university rating.

Overall, the Van Lang University cultivates an appropriate culture of cooperation in research and can already present various projects.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>IV. Research</b>				
(1) Research strategy		X		
(2) Research activities			X	
(3) Promotion of research		X		
(4) Good scientific practice			X	
(5) Quality assurance in research			X	
(6) Research cooperation			X	



## V. Services (Administration, Counselling, Academic Support)

VLU provides a full range of administrative services, consulting and academic support for learners and assigns the Department of Academic Affairs, the Industry Relations Academic, and Career Development Center, and the Student Affairs Department to be in charge. Action programmes have been developed and implemented by the University in a detailed and methodical manner from the potential learner stage such as accessing care through career-oriented programmes depending on personal abilities, aptitudes, interests and social needs until the beginning of being a student of the University such as guidance and support for entry procedures, accommodation advice, health check-ups and course orientation. VLU's students are taken care of and supported during their study at the University such as providing academic consulting support, building and implementing study plans at the University and at associated organisations and businesses with expertise in training, financial support, scholarships, participation in extracurricular activities, community activities, accompanying Van Lang family corner to support disadvantaged students.

Students are also supported to participate in club activities, interest groups, counselling and health care to be able to develop both professional and social skills, physical and mental health. After graduation, the University's alumni are still supported with care about job placement, cooperation with the University in accompanying activities to connect with the University's students such as job fairs, career guidance workshops, scholarship giving, and job recommendation for current students.

Accessing to lecturers and administrative staff (faculty administration and functional units) is diverse, flexible, and convenient, through many forms: directly or indirectly or through information technology platforms. Information about support channels is widely and openly available to students: Study Handbook, Student Handbook, Student Portal, Office of One-Stop Procedure – VHUB, the University's websites and Fanpages. For the team of Academic Advisors/Class Advisors, the frequency of regular and extraordinary student class activities is at least two times per semester. For professional services groups, students can contact directly or online on weekdays (Monday to Saturday) according to the office hours (mornings: 7:30 – 11:30 and afternoon 13:00 – 17:00) and through channels such as telephone, email and internal communication channels (such as Fanpage, social networks), through meetings with academic advisors, class advisors; dialogues with the faculty, meetings at the beginning of the semester and academic year.

### Academic support

The University provides students with academic support and consulting services through a variety of channels. Firstly, the system of class advisors and academic advisors with the main function of advising, guiding and orienting students to achieve the ability to "do it themselves" is essential in the process of studying and training at the University. Every year, the University has an average of 450 lecturers who participate in academic advising activities; each student from admission until graduation has at least one academic advisor during the training process.

Consulting activities are always evaluated and improved by the University every year; the academic advisors' accomplishment rate is always at  $\geq 90\%$ . Students can also access support related to administrative procedures, student counselling, and academic support through the professional services groups. The second is administrative support. The VHUB One-stop Office opens from 7:30 to 17:00, Monday to Saturday; the website for students to carry out online

one-stop procedures is <https://vhub.vanlanguni.edu.vn/>. The third is student portal at: <https://online.vlu.edu.vn/>. Each student of the University from the time of admission is provided with one student account and one student email to access training-related services and information about students' learning results from the time of admission to graduation. The fourth is the online learning page at: <https://elearning.vanlanguni.edu.vn/> with the main purposes: (a) to strengthen the application of information technology in teaching and learning, making the most use of self-learning and meet the students' anytime, anywhere study needs, and (b) to improve training quality, apply a training model that combines traditional and online methods (blended learning).

#### Student psychological counselling services

Van Lang University provides psychological counselling support to monitor and understand students' psychology in order to timely orient and help students overcome psychological obstacles to continue their study, contributing to improving the quality of mental health, building a healthy lifestyle to orient the personality development of the students and the University staff. The consulting team consists of members who are full-time lecturers in the Department of Psychology, Faculty of Humanities and Social Sciences, Faculty of Public Relations and a number of visiting lecturers. Counselling activities are organised in many forms from offline consultation to online consultation.

#### Support for soft skills development

Skills training programmes for students are implemented in a variety of forms such as: soft skills courses taught in the training programme, skills development activities for students integrated through specialised subjects, and extracurricular activities organised to facilitate students to apply and develop skills.

#### Student affairs services

Every year, the University conducts a review of students' learning activities and experiences through assessing students' training results, participating in extracurricular activities in order to timely make evaluations and have policies of supporting students to ensure that students can study and practice throughout the learning process.

In addition, the student affairs assistants of the faculties always actively monitor the students' learning and training process, serving as a communication bridge between the University and students in a timely manner. Academic advisors and class advisors are assigned to monitor students' progress in learning and practice, learning results, student workloads, and to send academic alerts in accordance with the University's regulations.

Regarding the implementation of extracurricular activities, students participating in learning and experiencing at the University have opportunities to take part in many community service activities associated with professional experiences to foster and promote humanity, and to protect the environment. Each year, the University organises more than 500 different events and activities to meet the diverse and large needs of the whole University's students, some typical activities such as more than 150 cultural and artistic events, 60 community events, 50 sports events, and more than 200 academic events. Activities are carried out all year round to ensure that students can be physically trained and mentally fostered to support learning and experiences at Van Lang University.

### Financial support policies

Regarding financial support activities for students in need of financial aid, each year the University provides more than 20 billion VND (about 783,000 Euros) for students who meet the eligibility requirements. Regarding encouragement scholarships, each year the University has also provided about 40 billion VND (about 1,566,000 Euros) for students with high academic achievements and good participation in extracurricular activities.

### Employment support

The services and processes to help students to get jobs after graduation are continuously improved and perfected. The percentage of students who have a job after one year of graduation over the years has always reached at 95 %. Internship placement processes are constantly being improved and are assigned to the Industry Relations Academic, Career Development Center. The University created the page EJOB - Van Lang University with connection to more than 1,900 businesses and employment agencies. In the academic year 2021-2022, the University has provided students with more than 8,000 job/internship opportunities (432 internship positions, 152 part-time job positions, 8,298 full-time job positions) through the programmes VLU's Online Jobfair 2021 & VLU's Online Jobfair 2022. Every year, the University organises two job fairs at the institutional level, more than 30 job recruitment sessions at the faculty level.

Specifically, each semester, the University also provides "Teaching Assistant" internships for students with an average of 300 teaching assistants/semester. Besides increasing the number of job/internship opportunities for students, training and improving CV (Curriculum Vitae) writing skills, interview skills and career counselling are also greatly focused on by the Industry Relations Academic, Career Development Center and faculties. Every year, the University organises more than 50 large and small career counselling sessions for seven majors (Arts, Tourism, Architecture-Construction, Technology-Engineering, Business-Management, Social Sciences and Humanities, Health), helping answer students' questions about the careers they are orienting, employment projections in the next three to five years, giving them counsels on the necessary skills before they get into their career.

In addition, the alumni always play an important part for the development of the University. Over the years, the Alumni Association has carried out many programmes and events to connect generations of Van Lang students by organising many programmes and events such as community activities, internships, sponsorship - study scholarships, teaching. Several events are singing exchange of generations, alumni accompanying current students during the Covid-19 pandemic, annual alumni sports festival, alumni as mentors in student startup programmes, alumni actively participating in training programme development and improvement activities, alumni participating in orientation and dialogue in new student welcome programmes and job connections.

### Assessment and further development of services

The Department of Quality Assurance is responsible for planning and implementing quality assurance activities and programmes of the University. Together, all the main stakeholders including lecturers, support staff, students, alumni and employers actively join quality assurance processes for services of the University. One of the most important activities is to collect feedback from stakeholders of Van Lang University about academic and non-academic activities. Annually, the Department of Quality Assurance together with other units surveys the stakeholders: collecting feedback from students about teaching quality of lecturers after each

semester; conducting surveys about training quality in which there are contents of programmes; surveying employment situation of alumni; surveying facilities and the quality of services for student including the content of facilities and infrastructure of learning and teaching equipment, laboratories, tools.

Faculties invest, repair, upgrade facilities, equipment and use feedback as an information channel to review the programmes. Besides, the Department of Administration & Human Resource Management collects feedback from managers, lecturers, and staff about training activities, extra professional courses, compensation, policies and facilities.

To help provide managers, lecturers, and staff with annual health care, the Department of Administration & Human Resource Management announces them to register the service at medical institutions that the University cooperates with. Medical records will be returned to managers, lecturers, staff in order to track, and check their own health.

The management and monitoring of assets are reflected through periodic inventory of assets and software of properties and asset management. Annually, the University's administrators and professional services departments hold conversation conferences to collect feedback from students. All feedback is received, replied and implemented in plans to reform, and upgrade the facilities of the University. The library surveys readers' satisfaction every day (after using the service) and at the end of an academic year. Besides, fire prevention and fighting team of the University regularly tracks and checks fire extinguishers whether they are expired to replace or recommend buying new ones.

Specifically, for remuneration policy of lecturers, the University reviews, adds the new legal regulations as well as modifying, supplementing regulations to complete regulations on work-conditions of lecturers, regulations on scientific research of lecturers. The University also reviews and promulgates a regulation on training and cultivating new managers, lecturers, staff in 2018 to replace the one in 2008. The University assigns the duties of the unit that is responsible for managing facilities in order to improve the quality of facilities and infrastructure, in which reviewing regulations and maintenance procedures, elevating, and investing in equipment are prioritised. The University promulgates the regulation on maintaining, upgrading, investing in equipment, which contributes to improving the effectiveness of facility management<sup>31</sup>. All classrooms and practice rooms are equipped with a noticeboard containing contact information and a QR code to receive fast feedback when needed to timely solve problems related to their facilities. Consequently, feedback is received every day to identify broken devices to be immediately repaired or replaced.

The library sets up an improvement plan for the new academic year and suggests investment and maintenance according to the feedback from students. Additionally, based on the content of the minutes of the University hygiene checking, food hygiene and safety, environmental hygiene, disease prevention, the University remedies drawbacks in the implementation of environmental hygiene assurance, disease prevention, health care for managers, lecturers, staff, and students, such as buying medicines, necessary tools to serve managers, lecturers, staff, and students, testing water annually, registering for the certificate of food hygiene and safety at the canteen of the University. The annual labour conference for lecturers and staff and

---

<sup>31</sup> Decision Regarding the promulgation of the procedures of property management and use of Van Lang University, 2020.  
Property Maintenance Procedures (Issued on Decision 1656/QĐ-ĐHVL December 31st 2020).

conversation conference with students provides good information and feedback for the University and faculties to enhance the offered services.

## Appraisal „Services“:

The panel welcomes that a variety of guidance and assistance by faculty and staff are available for the students but also for university staff itself. In addition to academic support, psychology support and health support are also provided.

In order to monitor these services, a variety of instruments are chosen that allow clear conclusions to be drawn about the efficiency of the processes. Stakeholders are surveyed through regular evaluations but are also given the opportunity to provide direct feedback, for example by using QR codes to provide immediate feedback on any problems related to the university facilities. The panel had the opportunity to look at various service satisfaction evaluations and observed that these are clearly structured and detailed, allowing explicit conclusions on efficiency to be made.

Based on the evaluation results, VLU immediately takes measures for further development. The panel positively emphasises the example in which the University discovered through evaluations that the mental health of students appeared to be deteriorating, so that VLU offered offline and online psychological counselling as a measure and has now firmly included it in its service portfolio.

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements
<b>V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)</b>				
(1) Services			X	
(2) Assessment of services		X		
(3) Further development of services			X	

## VI. Resources

The University has adequate facilities to cater to the requirements of research, study, teaching and management. The total floor area of buildings for training purposes is 131,600 m<sup>2</sup>, with the majority of facilities located in Ho Chi Minh City, including:

- Campus 1 at 45 Nguyen Khac Nhu, Co Giang Ward, District 1, has 10,032 m<sup>2</sup> of construction floor;
- Campus 2 at 233A Phan Van Tri, Ward 11, Binh Thanh District, has 12,535 m<sup>2</sup> of construction floor;
- Campus 3 at 69/68 Dang Thuy Tram, Ward 13, Binh Thanh District, has 103,983 m<sup>2</sup> of construction floor;
- Facility 108 C Thong Nhat, Ward 11, Go Vap District, has 1,390 m<sup>2</sup> of construction floor;
- Dormitory at 160/63A-B Phan Huy Ich, Ward 12, Go Vap District, has 3,660 m<sup>2</sup> of construction floor.

Auditoriums, lecture halls, and different types of classrooms are equipped with necessary facilities such as air conditioning systems, projector systems, and sound systems. Laboratories are also well equipped to carry out experiments. These rooms are shared by various training programmes, and a large hall is available for conducting large classes and seminars as necessary.

Table 3: Total floor area for training purposes

No.	Categories	Quantity (Room)	Floor area (m <sup>2</sup> )
1	<i>Conference halls, lecture halls, classrooms, multi-purpose rooms, professor offices, associate professor offices, full time lecturer offices</i>	562	78,012
1.1	Large halls and classrooms with over 200 seats	7	12,114
1.2	Classrooms from 100 - 200 seats	40	12,419
1.3	Classrooms from 50-100 seats	66	13,314
1.4	Classrooms with less than 50 seats	381	33,086
1.5	Multimedia classroom	5	504
1.6	Professor, associate professor, and full-time lecturer offices	63	6,575
2	<i>Libraries, resource centres</i>	3	5,232
3	<i>Research centre, laboratory, experiment, practice facility</i>	110	48,356
<b>Total</b>			131,600

On the University's campuses, all rooms (study, seminars, practice, materials) are fully equipped with projectors, screens, network sockets, wireless microphones, and air conditioners. In addition, the classrooms are also outfitted with televisions, cameras - camcorders, printers, photocopiers, scanners, and other specialised equipment for specific courses. Regarding the laboratories, the University currently has 26 computer labs for multimedia practice with 1044 computers to serve learning and scientific research. The computer rooms are designed

synchronously and are fully equipped with computers and peripheral devices to facilitate a variety of computer-based courses (multimedia, foreign languages, interactive graphics). The University also provides a full range of specialised software at the request of the faculties. There are various other specialised labs, and simulation rooms to meet diverse teaching and researching purposes. Lecture halls and classrooms of all kinds, multi-purpose rooms, sports areas, practice rooms, experiments are widely accessible during school hours, thus encouraging students to study on campus. The hall is designed to accommodate classes with a large number of students. For people with disabilities, there are wheelchair accessible facilities, restrooms, and designated parking spaces. There are also centers and support services available for students with difficulties in learning.

In addition to the on-campus facilities, the University also invested significantly in information technology system to support working, learning, and researching. On each university campus, all computers are connected to the local area network (LAN) and high-speed Internet. All campuses are fully covered by a Wifi network system and students are provided with personal accounts to connect to the network, which form open learning spaces and support learning anytime and anywhere in the university.

The University's data centre is located on Campus 3 and is connected to all other campuses. With a complete system of core equipment, server systems, storage - backup devices, and security devices, among others, the data centre serves as the centre of the entire information network. The University also established the Information Technology Department, which is responsible for the management of information network systems and informatics equipment, to ensure a stable and secure network, supporting management, teaching, learning, and scientific research activities.

Van Lang University attaches great importance to the development of the application software system. The different software is designed for each department and divisions in order to manage tasks or coordinate with others units. This contributes to the integration of all university departments and divisions into a unified system, supporting digital transformation process of the University. For instance, all university lecturers and students are provided with Office 365 accounts for mail, collaboration, storage, and sharing data online to develop a collaborative learning environment and deliver timely information to all lecturers and students. The Office 365 system is also integrated with the university's e-learning system, which is an online learning platform so that students for uploading learning resources, video lectures, online assessment, online collaboration, and virtual classroom.

Regarding access to relevant literature, all university campuses have libraries, which cater to the specific needs of various groups of users. Basic library services include information skills training, book loans, new materials request, digital documents and databases, and publishing support. The library develops diverse collections of documents, including books, journals, endogenous databases, shared access/purchase/link databases, and audio-visual materials, to meet the demand for textbooks and materials used in all courses at the University. Users have access to international databases such as Web of Science, Wiley Digital Textbook, Proquest Central, ScienceDirect, SpringerLink, Springer Open, American Chemical Society, IEEE Xplore Digital Library, IG Publishing, MathSciNet, Harvard Business Review, among others. In addition, the library is interconnected and shares resources with 44 other Vietnamese libraries through the Ho Chi Minh City Science and Technology Information Network, with a total of 525,184 interlibrary shared electronic documents, including books, excerpts, theses, scientific research topics, and seminar/conference proceedings.

To ensure that the literature is up-to-date, at the beginning of the academic year, the library creates a budget plan for updating new materials, which includes a plan for additional information resources. The library prioritises the collection of materials for study, teaching, and research; documents with a recent publication date, updated knowledge, and strong user recommendations for academic quality. The process of adding documents was developed and launched in 2019, in which the reference list is first proposed by the faculties and research centres. The library collects user opinions regarding the demand for and rating of journals and databases. Over the last two years, the library has purchased over 4,000 new titles. Apart from purchasing new books, the library also conducts an annual inventory to select and remove documents based on their status, efficiency, and archives.

To help guide users, the introduction and instructions on how to use the library services are provided to learners, officials, lecturers and staff directly through training sessions at the beginning of the course and at the beginning of the academic year, online via website, Fan page, YouTube and electronic publications (new book directories, themed book directories, brochures introducing open access databases). The library staff are also available to assist directly at the information desk in the reading room or online via email/phone/Facebook messenger.

### **Full-time teaching staff**

Every year, based on the expected enrolment for the next academic year, the University develops a personnel plan to ensure the training activities, scientific research and development strategy of the University. For the academic staff, the University ensures the ratio of students to lecturers in accordance with the regulations of the Ministry of Education and Training. The University promulgates the standards for faculty recruitment<sup>32</sup> and a competency framework for lecturers, in which the lecturer must have a master's degree or higher relevant to the position, major in teaching, a certificate of pedagogical training for lecturers, foreign language proficiency according to the competency framework European language skills. For teaching assistants, they must have a university degree or higher relevant to the job position, industry or teaching major.

The titles that lecturers can be promoted are concretised by the University according to the regulations and guidelines of the Ministry of Education and Training, including lecturer, main lecturer, senior lecturer, associate professor, and professor. The related documents include the regulation on recruitment, conclusion and performance of labour contracts, operational regulations of the Human Resources & Recruitment Council, recruitment process, the set of standards for lecturer recruitment, the recruitment standards for management staff. These documents are widely disseminated by the University through the University's website and the email system to all faculties and divisions in the University. In addition to the general recruitment criteria outlined in the University's human resource strategy, faculties and departments can set other specific criteria relevant to their characteristics and functions. For instance, with the Faculty of Business Administration, the University offers doctoral or PhD positions to support, promote and improve the quality of scientific research of the faculty.

For the title of associate professor, candidates must

- hold a doctoral degree for a minimum of three years,

---

<sup>32</sup> Standards for lecturer recruitment of public relation (Attached decision no. 1181 /QĐ-DHVL, December 28th, 2019).



- have taught for at least six years, with the last three years in training at the university level or higher, and
- be the main author of at least three articles or (and) patents for innovations, practical solutions, artworks, accomplishments in training, sports competitions, national awards,
- be primary investigator of at least two science and technology projects funded by a university or one science and technology project funded by a ministry that have been assessed with satisfactory results,
- supervise at least two students with a master's degree or supervise at least one graduate student with a doctoral degree.

Whereas the criteria for the title of professor are the following: They must

- have been appointed to the title of associate professor for full three years or more,
- chair or participate in the formulation and development of training and retraining programmes at university level or higher or scientific and technological tasks,
- be the main author who has published at least five scientific articles or (and) patents for inventions, utility solutions, works of art, achievements in training and sports competitions, win national awards; assume the prime responsibility for compiling books in service of training at the university level or higher suitable to the major,
- be primary investigator of at least two ministerial level science and technology projects or one national level science and technology projects that have been assessed with satisfactory results,
- be main supervisor of at least two PhD students.

According to Regulations of the Ministry of Education, full-time lecturers are those who have a minimum one-year contract. For Van Lang University, a lecturer is considered full-time if they meet requirements regarding academic qualifications, language competency (mainly English), and teaching experience. Every year, lecturers are assessed on their teaching competence, research capability, leadership, and completion of assigned responsibilities.

### **External/ Part-time teaching staff**

Besides full-time lecturers, the University also has part-time and visiting lecturers who are experts in their fields, with high academic qualifications and high degrees, with practical experience from universities, agencies and organisations to teach for the University. The visiting lecturers are classified according to: (1) academic title classified by specific industry group, language of instruction in English, or international lecturers combined with other criteria such as university teaching experience; (2) titles and positions in the university; (3) position in the business and practical experience related to the teaching profession; (4) contributions to the inviting unit and its reputation.

Periodically before each semester, the Department of Academic Affairs issues a notice to guide the implementation of training activities, in which the requirements for the teaching assignment must comply with the quality assurance principles: lecturers having the suitable degrees and professions, lecturers in charge of a theory course or having a theory part in a course are required to have a master's degree or higher, and each term, lecturers do not undertake

more than four courses and/or do not have more than ten classes for the group of courses belonging to the industry/specialised knowledge block, or/and not more than ten periods/day; each course has a backup plan to teach when needed.

The implementation of the policy for visiting lecturers is also controlled by the University (based on the regulations of the Ministry of Education and Training) in order to ensure the quality and uniformity in the implementation of training activities. Specifically, the teaching volume of visiting lecturers does not exceed 30 % for majors in general (for programmes like Arts, it does not exceed 40 %). In addition to the general regulations, visiting lecturers who are project/dissertation supervisors at the Master level need to meet other criteria such as they must have a doctorate degree with an appropriate expertise, have foreign language ability, apply information technology to conduct scientific research, exchange international cooperation, have relevant scientific research results and be the main author of at least one prestigious international publication (in ISI/Scopus database) within the last five years, related to the topic of the project/dissertation. The participation of visiting lecturers is reflected in many aspects of the University, from contributions to the design and development of the curricula, to the design of lessons, the course syllabus, the construction of a test bank for tests and exams, as well as participation in scientific research activities, exchange and cooperation locally and abroad.

### **Human Resources**

Van Lang University identifies human resource planning and development as a prerequisite goal to meet the needs of training, research and community service. The importance of human resource planning is clearly stated in the University development strategy, which defines the construction of high-quality and professional human resources in all categories of managers, lecturers, specialists and support staff with a focus on the academic staff that plays a decisive role in the quality of training. As of August 2022, the total number of managers, lecturers and staff of the university is more than 2,000 people, ensuring to meet the needs of training, research and community service. For academic staff, the University ensures the ratio of students/lecturers according to the regulations of the Ministry of Education and Training. The University also has 35 middle-level managers and 306 support staff.

*Table 4: Number of full-time and part-time lecturers*

	<b>Professors</b>	<b>Associate Professors</b>	<b>Doctors</b>	<b>Masters</b>	<b>Bachelors</b>	<b>Total</b>
<b>Full-time lecturers</b>	5	74	272	1,273	74	1,698
<b>Part-time lecturers</b>	0	15	128	509	220	872
<b>Total</b>	5	89	400	1,779	294	2,570

Based on the functions, duties, authority and organisational structure of the units, the University develops a framework to describe the jobs, including (1) basic information (information about job positions, units, levels of management, reports, working locations); (2) the purpose of the position; (3) working relationship (internal and external); (4) details of the work performance (regular and irregular work, collaboration with other units); (5) working conditions (working time, working location, office equipment); (6) requirements/standards (education/expertise, foreign languages and technology, age, experience, skills and necessary knowledge, other

skills, qualities/aptitudes); (7) career promotion. The University pays special attention to recruiting people whose qualifications and certificates were awarded by the world's top universities. The University regularly organises training sessions on pedagogical skills, leadership skills, online teaching skills, communication skills, digital transformation application in education, etc. for managers, lecturers and staff.

When new lecturers and administrative staff are employed at the University, they are given a welcome package that contains all the information they need to get started. Moreover, they are required to attend a welcome workshop titled "Integration and Long-term Connection" run by the Training and Development Centre, VLU. This workshop provides all the necessary information to facilitate their adaption within the University.

The University focuses on planning, training, fostering and standardising the academic staff, managers to meet requirements and tasks, to improve the qualifications, pedagogical competence and experience, thereby planning the team to inherit positions in the University. The Training and Development Centre also supports staff development through its professional development workshops and training programmes.

An annual training plan is drawn up for each lecturer group, research group and staff group, so that each staff member must attend a fixed number of training courses for personal and/or professional development. This is then also reflected in the individually defined KPIs.

The processes of evaluating the managers, lecturers, staff and emulation reviews are carried out according to an open and transparent process. The University has criteria for teaching hours, research activities, professional work and community service, and management to evaluate, grade and reward individuals. The units of the University are also evaluated and rewarded for their achievements.

## **Financing**

Van Lang University was established and operated on the basis of complete financial autonomy. Therefore, the administrators always actively build a plan of revenue sources and an annual cash flow plan to ensure financial resources for the University's activities.

The University strictly adheres to the regulations of the State and regulations on financial management. The achievements of financial and accounting management are reflected in the annual audit reports and become decisive factors for the University's development in the next period. In order to ensure financial resources for the implementation of the vision, mission, and strategic goals in training, scientific research and community service, the University sets strategic goals as well as short-term, medium-term and long-term plans such as the sustainable growth strategy to 2027 development strategy for the period of 2021-2025 vision to 2030, annual financial plan.

The University's revenue sources are quite diverse, in which the highest proportion of revenue is from training activities. In addition, there are other sources of revenue such as scientific research, technology transfer, service activities, financial activities, aid sources, grants as prescribed by law and specified in the regulations on organisation and operation of the University in 2020. In the period from 2017 and earlier, the University's total revenue sources increased steadily from up to 10 %/year. Especially from the academic year 2018 to present, the growth rate of the following year is significantly higher than the previous year by 40-50 %, as shown in the table of revenue list of the two academic years 2020-2021 and 2021-2022 (see Table 4).

Table 5: Revenue for the period 2020-2022

(unit: million VND; 1 million VND = 38.81 Euros)

TT	Content	Academic year 2020-2021		Academic year 2021-2022	
		Amount (VND)	Proportion (%)	Amount (VND)	Proportion (%)
1	Tuition fee	1,219,517	98.1%	1,750,538	98.0%
2	Other training-related revenue	8,741	0.7%	2,487	0.1%
3	Dormitory fee	51	0.0%	613	0.0%
4	Research and technology transmis-	62	0.0%	5,051	0.3%
5	Income from financial activities – profit	11,578	0.9%	28,141	1.6%
6	Others	3,858	0.3%	104	0.0%
	<b>Total</b>	<b>1,243,807</b>	<b>100%</b>	<b>1,786,934</b>	<b>100%</b>

With the main source of revenue from tuition fees, to ensure the implementation of all activities of the University, especially training and scientific research activities, every year the financial plan of the following academic year is built on the basis of considerations, reviews and evaluations about the revenue structure of the previous academic year. The financial allocation for the University's expenditures is made in accordance with the approved estimates, in accordance with the financial accounting regime, to ensure that expenditures are used for the right purposes, economically and efficiently, and must satisfy all activities, and actions of the University. The distribution of revenue in the two academic years from 2020 to 2022 is shown in Table 5.

Table 6: VLU's expenditure from 2020 to 2022

unit: million VND; 1 million VND = 38.81 Euros)

		2020-2021		2021-2022	
		Amount (mil- lion VND)	Proportion (%)	Amount million VND)	Proportion (%)
1	Training and scientific research	485,508	60.4%	666,982	68.3%
1.1	Salary for lecturers and staff	391,645	48.7%	533,982	54.7%
1.2	Training for lecturers and staff	3,771	0.5%	1,824	0.2%
1.3	Students' learning activities	90,092	11.2%	131,176	13.4%
2	Technology development	7,822	1.0%	33,239	3.4%
3	Investment	125,465	15.6%	151,842	15.6%
3.1	Facility development	38,906	4.8%	71,600	7.3%
3.2	Teaching and learning equipment	75,237	9.4%	78,981	8.1%
3.3	Social work	11,322	1.4%	1,261	0.2%
4	Others	185,511	23.0%	124,404	12.7%
<b>Total (1+2+3+4)</b>		<b>804,306</b>	<b>100%</b>	<b>976,467</b>	<b>100%</b>

Along with analysing, evaluating and improving the results of training activities, the University also prioritises investment in scientific research and community service. The improvement of results on financial indicators of training, scientific research and community service activities of the University is reviewed annually to ensure it is consistent with the actual situation. In the context of the complicated Covid-19 pandemic over the past two years, the University decided not to increase tuition fees. The University also promptly launched financial support policies such as tuition support during the academic year 2020-2021 with 38 billion VND (about 1,480,000 Euros), this amount has been deducted from the tuition fee, support for students classified as F0, F1 cases with 2 million VND/person, so that students can study with peace of mind, respond to community service programmes of the city and the whole country to join hands to contribute to the fight against the pandemic.

The University has foreseen the situation and taken remedial measures in case the University cannot continue to train a certain programme. Right from the opening of the training major, the University has stipulated that if the training is stopped, the interests of learners must be ensured. Specifically, the University continues to run the courses until the end of the programme. The University also facilitates learners to transfer to other educational institutions or to other branches of the University. This is specified in the training regulations and is disseminated to learners.

### **Appraisal „Resources“:**

During the on-site visit, the panel had the opportunity to gain an overview of the University's various premises. During the round tour through the facilities and during the interviews, the panel also learnt that the VLU has an expansion plan for its premises, as the increasing number of students means that more space will have to be made available in the future. The panel noted that the rooms and equipment not only enable a smooth operation, but that the teaching and practice rooms are equipped with the most modern technology.

Universities in Vietnam generally have to submit an operational plan on the capacities (e.g. in terms of teaching staff and facilities) to the Ministry of Education and Training in order to obtain permission to accept a certain student quota.

The panel is convinced that the qualifications of both the full-time and the part-time academic staff correspond to the requirements of study, teaching, and research. VLU is aware that with regard to their new research orientation, they still have a low proportion of PhD holders as lecturers and therefore still have several open positions that they want to fill. Therefore, the panel encourages VLU's aim to recruit more lecturers who possess a PhD degree and welcomes the opportunities given to VLU lecturers to pursue a PhD degree.

The part-time teaching staff is involved in the organisation of faculty's teaching operations in a suitable manner.

The staffing of the service areas enables adequate fulfilment of tasks. Overall, the panel concludes that VLU displays very good HR planning. On the one hand, lecturers have a 5-year plan in which they decide whether they want to focus more on research or management, and on the other hand, each staff member has an annual development plan showing the various

objectives with indicators that make up the individual tasks of the respective person. The heads and deans of the faculties then meet annually with the individual persons to discuss the achievement of the KPIs and, if necessary, to determine improvement/help measures. In addition, VLU has implemented a health care tracking system in which the individual health of university staff is also reviewed annually.

During the discussions, the panel was also able to see for itself that the support and development of staff is always a priority and that VLU pursues a clearly visible human resources strategy.

VLU is mainly financed by tuition fees, but also different grants and funding. Based on the information provided, the panel believes that the financing of all performance areas is provided to the necessary extent and is ensured.

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>VI. RESOURCES</b>				
(1) Rooms and facilities		X		
(2) Full-time teaching staff			X	
(3) Part-time teaching staff			X	
(4) Human resources		X		
(5) Financing			X	

## VII. Publication / Public

Van Lang University pays great attention to providing information to students, lecturers, support staff, parents, employers, regulators and the public about our policies and activities of training, scientific research, community services, or student life. The information is disseminated via various channels such as official website and Facebook fan page. Besides, in the cycle of our operation, the activities are also reflected in meetings, seminars, conferences, and reports to involved stakeholders.

The functions and duties of the divisions in charge of quality assurance, teaching and learning, research and services are institutionalised through official documents, rules, regulations, and procedures which are published on the University's website. They are also informed to all managers, lecturers, staff and students via emails and other channels. According to its assigned functions and duties, each division is entitled to detailed tasks and KPIs and implement them through the annual plan.

Regarding quality assurance, annually, the University develops a quality assurance plan at the beginning of the academic year and reports the results at the end of the academic year. The University disseminates the reports at the meetings with all lecturers and staff.

All decisions related to learning, teaching, scientific research and services are announced on the internal communication channel, website, Fan page of the University, and the websites of the faculties and functional divisions. Besides, the information is released in monthly and quarterly meetings between lecturers and middle-level managers, or by semester for students.

With respect to complying with the regulations of the Ministry of Education and Training, the University has to declare the "three areas of transparency" on their website: (i) the University's commitment of quality assurance and the actual state of quality assurance; (ii) conditions for quality assurance; and (iii) revenues and spending. In addition, annually the University is required to report all the activities to MOET through submitting necessary documents via MOET portal.

Van Lang University has specific provisions on the student life cycle from admission to graduation as follows:

Annually, based on the Higher Education Law regulations on the admission, regulations on organising the national high school exam and instructions on identifying admission criteria of the Ministry of Education and Training, feedback from faculties and relevant professional services groups, the University develops the admission project, which clearly determines admission policies for training programmes.

Regulations on organising the learning process of the University are developed according to the Higher Education Law and relevant circulars and instructions of the Ministry of Education and Training. The regulations on organising the learning process include aspects such as organisation, forms of training and plan of training. The regulations on training indicate that the University educates students according to the credit system, so students' study plans are flexible and personalised. Students can direct their learning plans based on their own ability, this can help them develop their self-study, self-research, activeness and creativity. The

regulations on undergraduate training also focus on the contents of minor and double majors to help students equip necessary knowledge besides the main majors and increase career opportunities after graduation. The University also has regulations on transfer programmes between undergraduate and postgraduate such as the joint international programmes with the Institute of Technology Centre in Vietnam (AIT).

Besides, the regulations on testing of the University are determined based on the regulations on undergraduate and postgraduate training programmes of the Ministry of Education and Training, relevant circulars and instructions, and regulations on the training of Van Lang University. The regulations ensure the responsibilities of relevant departments, rules on organising the examination, and testing, forms of the examination and testing, conditions to join the tests, compiling the exam papers, organising the examination, grading. For managing degrees and certificates, the University has built a mechanism to ensure that the University confers and manages the degrees and certificates in accordance with the regulations.

The regulations on the student life cycle mentioned above are published to students and involved stakeholders (such as potential learners, alumni, lecturers, partners) in different forms, including:

- Directly through activities related to admission programmes, career orientation programmes, programmes to collect feedback, to review and to improve the quality of programmes from stakeholders.
- Through support and advisory activities which provide information directly (at the office), online, and distantly (via phone calls, emails, and Facebook messengers) of relevant units such as the Department of Admission and Communication, Department of Academic Affairs, Postgraduate Institute, Centre for Testing, Department of Student Affairs, and faculties.
- Update and disseminate through social media of the University such as website, Fan page, and YouTube.
- Update through interactive channels with students of the University such as emails, VLU Portal (<https://online.vlu.edu.vn/>), and VHUB. Each student is given an email M365 account – this is the main channel that is prioritised by the University to send relevant information to students.
- Update through printings such as admission brochures, learning handbooks, student handbooks.

For each new cohort, the University compiles and disseminates student handbooks and learning handbooks. Students can find general information about the training system, regulations on organising training programmes such as training duration, registration for subjects, assessment of the subjects, regulations on examinations, and grading. These documents are conferred annually by the University in accordance with the regulation of the Ministry of Education and Training. Students and stakeholders can easily find them on the University's website (<https://en.vanlanguni.edu.vn/student-handbook>).



## **Advice and information**

Every year, based on the analysis of the previous year's enrolment results and the next year's enrolment plan, the University develops a plan to promote admission and communicate with potential students. The enrolment communication plan includes enrolment promotion activities to be carried out during the year, enrolment advice programmes, communication channels and communication products. During the enrolment process, information and admission policies are regularly updated through articles and news at the University's admissions page. Other publications of the University such as enrolment brochures, posters, standees, advertisements update enrolment information and are disseminated publicly and widely to stakeholders, particularly prospective students and parents. Every year, the University organises enrolment and career consultancy programmes for high school students in Ho Chi Minh City and other nearby provinces.

Information about the University (mission, strategic goals, vision, educational philosophy) and other related activities (training, scientific research, culture, technology, sports, community service, business relations, operations management, alumni community, support services and utilities) are all updated on the website, Fan page, YouTube channel, TikTok channel, Instagram channel of the University and its units (faculties, institutes, departments). Current students, partners, potential students, parents, and those interested in the University can easily access the University via its website and online channels.

For potential students and parents, when they visit the University directly, they will be provided with publications such as brochures, leaflets about the University and training programmes. At the same time, they can also continue to stay connected with the University via email, Facebook messenger and call centre. For students at the University, lecturers and support staff at their faculty and professional service groups are direct channels for information about the University, studies, support services and career consultancy. Furthermore, students can receive advice and information via online channels such as phone, email, Facebook messenger, Zalo and internal publications (student handbooks, study handbooks, student magazines, Van Lang News, etc.).

In addition, information on training and enrolment of the University is also published in electronic newspapers (Tuoi Tre - <https://tuoitre.vn/>, Thanh Nien - <https://thanhvien.vn/>).

## **Public Relations**

Members of the University including leaders, middle-level managers, lecturers, staff will be announced about institutional activities (such as decisions on recruitment, disseminated regulations, the University's or individual's achievements about rewards, scientific research, signing MOU with partners) via official pages of the University, internal email, internal communication channel – Yammer, internal MS Team, Van Lang University's Fan page and in internal meetings of units or progress meetings of the University.

External stakeholders such as employers, job delegations, governing bodies, parents, alumni, potential learners who are interested in Van Lang University will know about institutional activities (such as admission, training, scientific research, community services, quality assurance results) via the University's and its units' websites, admission page, brochures, or Fan page. Especially for employers, there is an E-Job site providing information about quantity of jobs, quantity of companies regarding many sectors in order to post job announcements. Besides,

the employers, job delegations having a relationship with the University will be invited to join workshops, seminars held by the University to know about highlighted activities from the University.

The community will know about activities including all contents from academic activities, employment situation to social activities, charity, entertainment via official pages, official Fan page of the University with over 300,000 followers, its YouTube channel with over 24,000 subscribers, E-Job page, E-newspaper pages. Especially, the Van Lang Students Magazines (managed and written by VLU students in both English and Vietnamese and published monthly) provide stakeholders with good information about the University's activities and students' lives.

Additionally, to enhance public relations and communications with external stakeholders, the University established Van Lang Television Channel with its main tasks as reflecting students' life at Van Lang University, advertising the reputation and boosting the communications of the University, updating information, news, progresses and changes in the University. Van Lang Television Channel produces live-show programmes, various gameshows that meet the entertainment demand of VLU students and other stakeholders. Van Lang Television Channel is also an experience environment for students who are studying the communications major and interested in television to practice and experience, build communications sequence toward the VLU community. It is also a channel to connect members of VLU community (students, lecturers, alumni, potential students).

### **Results of quality management**

The University's information about the measures and results of quality management is periodically informed to its members in various methods to ensure that all VLU members are communicated with updated and adequate information. Forms of information disclosure include:

- E-mail: documents of conclusion of the Presidents, the University Council
- Meetings, seminars, conferences among the Presidents, Chairman of the University Council with middle-level managers
- Meetings and seminars of faculties and departments
- Websites of the University, departments, faculties

*Table 7: How VLU's members are kept informed on the quality management's measures and results*

No.	HEI's Members	Information of Quality Management Results	Publication Forms	Time
1	The University Council The President/ Vice-President Middle-level managers	- Minutes of meeting/ year-end evaluating report in work areas of departments: enrolment, training, scientific research, human resource development, quality assurance and community service; - Reports of the University to authorised agencies; - Students' satisfaction survey results about the lecturer's teaching activities; alumni's employment and recent graduates about the quality of training; - Reports on lecturers' and students' survey results about the University's facilities	Meetings, conferences, seminars, email, reports	Periodically, end of the academic year
2	Lecturers			
3	Staff			

		<ul style="list-style-type: none"> <li>- Year-end KPI summary reports of the whole University and its units;</li> <li>- Students' evaluation results of the University's services</li> <li>- Reports from annual employee conference;</li> <li>- Decisions on the award of emulation and commendation titles based on work completion.</li> </ul>		
4	Students	<ul style="list-style-type: none"> <li>- Academic results for each semester, academic year and the whole course;</li> <li>- Results of course assessment for each semester, academic year and the whole course;</li> <li>- The subject/ graduation exam, re-examining results.</li> <li>- Decisions on scholarships award.</li> </ul>	VLU's website faculties' website	Periodically, end of the semester/ academic year/ the course

In addition, the results of institutional accreditation and programme accreditation are publicly announced on the University's website as well as faculties and departments' website<sup>33</sup>.

### **Appraisal „Publication / Public“:**

The panel notes that VLU has regulated and published its competencies and responsibilities as well as the control systems in a very clear and transparent manner.

Regulations regarding the “student life cycle” are defined and published. The publication of the policies regarding admission as well as the organisation of studies on the website and the student handbook make the information transparent and easily accessible for interested students. VLU has established suitable service offers to ensure that prospective students and potential cooperation partners are provided with advice and information. The expert panel concluded that VLU ensures consulting for prospective students. The different consulting formats such as events, social media channels, and information on the website follow the needs of the target groups. The announcements on the website as well as the use of social media or its own television channel ensure that the prospective and current students, faculty, staff, alumni, partners as well as the general audience are provided with information about University's activities and services. VLU thus demonstrates its active press work and network communication, which is also reflected in external media and with external stakeholders.

In principle, the University informs its members in an appropriate manner about quality management measures and results. Annually, the University develops a quality assurance plan at the beginning of the academic year and reports the results at the end of the academic year. The University disseminates the reports at the meetings with all lecturers and staff. Besides, the information is released in monthly and quarterly meetings between lecturers and middle-level managers, or by semester for students. Although the VLU describes that the information is released to students every semester, a concrete process for actively informing students would be desirable. The panel therefore **recommends** that a concrete process be considered to actively inform students about the evaluation results and the quality assurance measures to be derived from them or to inform them specifically where they can view results/reports.

<sup>33</sup> <http://dbcltd.vanlanguni.edu.vn/en/>, last access on January 15, 2024.

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Requirements
<b>VII. PUBLICATION / PUBLIC</b>				
(1) Competencies and responsibilities			X	
(2) documentation "student life cycle"			X	
(3) Advise and information			X	
(4) Public relations		X		
(5) Results of quality management			X	

## Quality Profile

Van Lang University, Vietnam

Quality Requirements	Exceptional	Exceeds the Quality Re-quirements	Meets the Quality Re-quirements	Fails to Meet the Quality Re-quirements
<b>I. MISSION STATEMENT, PROFILE AND STRATEGIC OBJECTIVES</b>				
(1) Mission Statement		X		
(2) Profile		X		
(3) Target Groups		X		
(4) Academic Freedom			X	
(5) Strategic Objectives	X			
<b>II. MANAGEMENT STRUCTURE AND QUALITY MANAGEMENT</b>				
(1) Management Structure		X		
(2) Organisation of Localities			X	
(3) Quality Management Strategy	X			
(4) Quality Management System		X		
(5) Quality Management Instru-ments		X		
(6) Escalation Management			X	
(7) Participation			X	
<b>III. STUDIES AND TEACHING</b>				
(1) Study offer and qualification objectives		X		
(2) Study programmes' quality		X		
(3) Research transfer to the areas of studies and teaching			X	
(4) Quality assurance		X		
(5) Cooperation			X	
<b>IV. RESEARCH</b>				
(1) Research strategy		X		
(2) Research activities			X	
(3) Promotion of research		X		
(4) Good scientific practice			X	
(5) Quality assurance in research			X	
(6) Research cooperation			X	
<b>V. SERVICES (ADMINISTRATION, CONSULTING AND ACADEMIC SUPPORT)</b>				
(1) Services			X	
(2) Assessment of services		X		
(3) Further development of ser- vices			X	

Quality Requirements	Exceptional	Exceeds the Quality Requirements	Meets the Quality Requirements	Fails to Meet the Quality Requirements
<b>VI. RESOURCES</b>				
(1) Rooms and facilities		X		
(2) Full-time teaching staff			X	
(3) Part-time teaching staff			X	
(4) Human resources		X		
(5) Financing			X	
<b>VII. PUBLICATION / PUBLIC</b>				
(1) Competencies and responsibilities			X	
(2) documentation "student life cycle"			X	
(3) Advise and information			X	
(4) Public relations		X		
(5) Results of quality management			X	

## Annex

Table 8: Annex 1 List of study programmes at Van Lang University

### LIST OF TRAINING PROGRAMS AT VAN LANG UNIVERSITY

No	Faculty	MAJOR	Major course	Level	Note
<b>PhD</b>					
1	Faculty of Environment	Environmental Science	9440301	PhD	2021
<b>Master</b>					
1	Faculty of Environment	Environmental Technology	8520320	Master	2016
2		Management environment resource	8850101	Master	2017
3	Faculty of Finance - Banking	Finance Banking	8340201	Master	2017
4	Faculty of Applied Technology	Biotechnological	8420201	Master	2017
5	Faculty of Business Administration	Business Administration	8340101	Master	2016
6	Faculty of architecture	Architecture	8580101	Master	2017
7	Faculty of Commerce	Ecommerce	8340121	Master	2020
8	Faculty of Foreign Languages	English Language	8220201	Master	2021
9	Faculty of Accounting and Auditing	Accounting	8340301	Master	2021

10	Faculty of Tourism	Hotel Management	8810201	Master	2021
11		Tourism and Travel Services Management	8810103	Master	2021
12	Faculty of arts & design	Applied Art	8210410	Master	2021
13	Faculty of Law	Economics Laws	8380107	Master	2021
<b>Undergraduate</b>					
1	Faculty of arts & design	Graphic Design	7210403	Undergraduate	2004
2		Interior Design	7580108	Undergraduate	2004
3		Fashion Design	7210404	Undergraduate	2004
4		Industrial Design	7210402	Undergraduate	2004
5		Digital Art and Design	7210409	Undergraduate	2021
6	Faculty of Accounting and Auditing	Accounting	7340301	Undergraduate	1995
7	Faculty of Finance - Banking	Banking and Finance	7340201	Undergraduate	1995
8		Real Estate	7340116	Undergraduate	2020
9	Faculty of Civil Engineering	Civil Engineering	7580201	Undergraduate	1995
10		Construction Management	7580302	Undergraduate	2018
11		Transport Construction Engineering	7580205	Undergraduate	2018



<b>12</b>	Faculty of Foreign Languages	Chinese Language	7220204	Undergraduate	2020
<b>13</b>		English Language	7220201	Undergraduate	1995
<b>14</b>	Faculty of Social Sciences & Humanities	Literature	7229030	Undergraduate	2017
<b>15</b>		Psychology	7310401	Undergraduate	2018
<b>16</b>		Oriental Studies	7310608	Undergraduate	2017
<b>17</b>		Social Work	7760101	Undergraduate	2020
<b>18</b>	Faculty of public relations and media communication	Public Relations	7320108	Undergraduate	2007
<b>19</b>		Multimedia	7320104	Undergraduate	2021
<b>20</b>	Faculty of Automotive Engineering	Automotive Engineering Technology	7510205	Undergraduate	2019
<b>21</b>	Faculty of arts, theater and movie	Directors for screen and stage	7210235	Undergraduate	2020
<b>22</b>		Acting for screen and stage	7210234	Undergraduate	2020
<b>23</b>	Faculty of Nursing & Medical Technology	Nursing	7720301	Undergraduate	2018
<b>24</b>		Medical examination techniques	7720601	Undergraduate	2018

<b>25</b>	Faculty of Mechanical - Electrical and Computer Engineering	Thermal Engineering	7520115	Undergraduate	1995
<b>26</b>		Software Engineering	7480103	Undergraduate	1995
<b>27</b>		Mechatronics engineering	7520114	Undergraduate	2020
<b>28</b>		Electrical and electronic engineer- ing technology	7510301	Undergraduate	2020
<b>29</b>		Data Science	7480109	Undergraduate	2020
<b>30</b>	Faculty of information Technology	Information Technology	7480201	Undergraduate	2017
<b>31</b>		Information Systems	7480104	Undergraduate	2022
<b>32</b>		Computer Networks and Data Communications	7480102	Undergraduate	2022
<b>33</b>	Faculty of Law	Economics Laws	7380107	Undergraduate	2017
<b>34</b>		Laws	7380101	Undergraduate	2021
<b>35</b>	Faculty of applied arts	Vocal Arts	7210205	Undergraduate	2017
<b>36</b>		Piano	7210208	Undergraduate	2017
<b>37</b>	Faculty of pharmacy	Pharmacy	7720201	Undergraduate	2018

<b>38</b>	Faculty of Environment	Environmental Engineering Technology	7510406	Undergraduate	1995
<b>39</b>		Green Building	7589001	Undergraduate	2020
<b>40</b>		Businesss Environmental Governance	7510606	Undergraduate	2020
<b>41</b>	Faculty of Applied Technology	Medical Biotechnology	7420205	Undergraduate	2020
<b>42</b>		Biotechnology	7420201	Undergraduate	1995
<b>43</b>		High-tech agriculture	7620118	Undergraduate	2020
<b>44</b>		Food Technology	7540101	Undergraduate	2020
<b>45</b>		Cosmetic Technology	7420207	Undergraduate	2021
<b>46</b>	Faculty of Tourism	Hotel Management	7810201	Undergraduate	2003
<b>47</b>		Tourism and Travel Services Management	7810103	Undergraduate	2003
<b>48</b>		Restaurant Management and Gastronomy	7810202	Undergraduate	2020
<b>49</b>		Vietnamese Studies	7310630	Undergraduate	2021
<b>50</b>		Tourism	7810101	Undergraduate	2021
<b>51</b>	Faculty of Commerce	Marketing	7340115	Undergraduate	2020

<b>52</b>		Ecommerce	7340121	Undergraduate	1995
<b>53</b>		Logistics and supply chain	7510605	Undergraduate	2020
<b>54</b>		International Business	7340120	Undergraduate	2021
<b>55</b>		E-Commerce	7340122	Undergraduate	2021
<b>56</b>		International Economics	7310106	Undergraduate	2022
<b>57</b>	Faculty of Dentistry	Dentistry	7720501	Undergraduate	2020
<b>58</b>	Faculty of Business Administration	Business Administration	7340101	Undergraduate	1995
<b>59</b>		Informatic system management	7340405	Undergraduate	2021
<b>60</b>		International Economics	7310106	Undergraduate	2022
<b>61</b>	Faculty of architecture	Architecture	7580101	Undergraduate	1995
<b>62</b>	Faculty of Korean Language and Culture	Korean Language	7220201	Undergraduate	2021
<b>63</b>	Faculty of Safety Engineering	Occupational Safety and Health	7850201	Undergraduate	2022
<b>64</b>		Industrial management:	7510601	Undergraduate	2022
<b>65</b>	Faculty of Medicine	Medicine	7720101	Undergraduate	2022

66	Faculty of Creative Technology	Film and Television Technology	7210302	Undergraduate	2022
67		Media Technology	7320106	Undergraduate	2022
<b>International Program</b>					
1	External Relations Department	Business Administration		Bachelor	Study for 1 year at VLU, then transfer to study for 3 years at Angelo State University. Angelo State University awards degrees
2	External Relations Department	Information Technology		Bachelor	Study for 1 year at VLU, then transfer to study for 3 years at Angelo State University. Angelo State University awards degrees
3	External Relations Department	Communication and Mass Media		Bachelor	Study 2 years at VLU then transfer to study 2 years at Angelo State University. Angelo State University grants degrees
4	External Relations Department	Business Administration	Global Logistics	Bachelor	Study 2 years at VLU then transfer to study 2 years at Inha University. Inha University grants degrees
5	External Relations Department	Korean Language and Culture		Bachelor	Study 2 years at VLU then transfer to study 2 years at Inha University. Inha University grants degrees

6	External Relations Department	Communication	Public Relations	Bachelor	Study 2 years at VLU then transfer to study 2 years at the University of Waikato. University of Waikato grants degrees
7	External Relations Department	Business Administration		Bachelor	Study 2 years at VLU then transfer to study 2 years at Victoria University. VLU and partner Victoria University offer dual degrees
8	External Relations Department	Tourism and Travel		Bachelor	Studying for 2 years at VLU, then transferring to study for 2 years at Ming Chuan University. Ming Chuan University grants degrees
9	Civil Engineering	Civil Engineering		Bachelor	Study for 3 years at VLU, then transfer to study for 1 year at Edinburgh Napier University. VLU and Edinburgh Napier University offer dual degrees
10	Public Relations and Communication	Public Relations and Communication		Bachelor	Study for 3 years at VLU, then transfer to study for 1 year at Drew University. Drew University grants degrees.
11	Commerce	Commerce		Bachelor	Study for 3 years at VLU, then transfer to study for 1 year at ESDDES Lyon. ESDDES Lyon grants degrees

12	External Relations Department	Accounting and Auditing		Bachelor	Study for 3 years at VLU, then transfer to study for 1 year at Algonquin College. VLU offers bachelor's degrees, Algonquin College offers certificates
13		Tourism		Bachelor	
14		Commerce		Bachelor	
15		Business Administration		Bachelor	
16	External Relations Department	Finance and Banking		Unified Bachelor and Master	Study for 3.5 years at VLU then study for 1.5 years at AIT. VLU grants bachelor's degrees, Asia Institute of Technology grants master's degrees
17		Information Technology		Unified Bachelor and Master	
18		Technology		Unified Bachelor and Master	
19		Commerce		Unified Bachelor and Master	
20		Engineering		Unified Bachelor and Master	

21		Business Administration		Unified Bachelor and Master	
22	International Education Institute	Bachelor of Arts with Honours in Business with Events Management		Undergraduate	Partner: Liverpool John Moores University (LJMU - UK) Mode of collaboration: Franchising Degree issued by LJMU
23	International Education Institute	Bachelor of Science with Honours in Business with Digital Marketing		Undergraduate	Partner: Liverpool John Moores University (LJMU - UK) Mode of collaboration: Franchising Degree issued by LJMU
24	International Education Institute	Bachelor of Business (International Business Major)		Undergraduate	Partner: The University of Newcastle (UON - Australia) Mode of collaboration: Franchising Degree issued by UON
25	International Education Institute	Bachelor of Commerce (Finance Major)		Undergraduate	Partner: The University of Newcastle (UON - Australia) Mode of collaboration: Franchising Degree issued by UON



26	International Education Institute	Master of Science in Management and Digital Business	Master's degree	Partner: Liverpool John Moores University (LJMU - UK) Mode of collaboration: Franchising Degree issued by LJMU
----	-----------------------------------	--	-----------------	--