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QUALITÄTSSICHERUNG DURCH
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FINAL REPORT

VIETNAMESE-GERMAN UNIVERSITY

CLUSTER ENGINEERING

ARCHITECTURE (BACHELOR)

CIVIL ENGINEERING (BACHELOR)

ELECTRICAL AND COMPUTATIONAL ENGINEERING (BACHELOR)

SMART MOBILITY ENGINEERING (BACHELOR)

COMPUTATIONAL ENGINEERING (MASTER)

ELECTRICAL ENGINEERING (MASTER)

MECHATRONIC AND SENSOR SYSTEM TECHNOLOGY (MASTER)

May 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- ARCHITECTURE (BACHELOR)
- CIVIL ENGINEERING (BACHELOR)
- ELECTRICAL AND COMPUTATIONAL ENGINEERING (BACHELOR)
- SMART MOBILITY ENGINEERING (BACHELOR)
- COMPUTATIONAL ENGINEERING (MASTER)
- ELECTRICAL ENGINEERING (MASTER)
- MECHATRONIC AND SENSOR SYSTEM TECHNOLOGY (MASTER)

OFFERED BY THE VIETNAMESE-GERMAN UNIVERSITY, HCMC, VIETNAM

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 29 meeting on 18 May 2026, the AQAS Standing Commission decides:

1. The study programmes “**Architecture**” (Bachelor), “**Civil Engineering**” (Bachelor), “**Electrical and Computational Engineering**” (Bachelor), “**Smart Mobility Engineering**” (Bachelor), “**Computational Engineering**” (Master), “**Electrical Engineering**” (Master), and “**Mechatronic and Sensor System Technology**” (Master) offered by the **Vietnamese-German University, Vietnam** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditations are conditional.

The study programmes essentially comply with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **30 June 2027**.
3. For the programmes “**Architecture**” (Bachelor), “**Civil Engineering**” (Bachelor), “**Electrical and Computational Engineering**” (Bachelor), “**Computational Engineering**” (Master), “**Mechatronic and Sensor System Technology**” (Master), the accreditation is given for the period of **six years** and is valid until **30 June 2032**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.
4. For the programmes “**Smart Mobility Engineering**” (Bachelor) and “**Electrical Engineering**” (Master), the accreditation is given for the period of **four years** and is valid until **30 June 2030**, provided that the conditions listed below are fully met. Otherwise, the accreditation may be withdrawn.

Conditions:

For all programmes:

1. Up to date study plans and complete module overviews must be publicly available that are transparent and comparable across different programmes.

For the “**Civil Engineering**” programme:

2. Clear links from Course Learning Outcomes to Programme Learning Outcomes must be provided, clearly indicating how modules contribute to the Programme Learning Outcomes.

For the “**Electrical Engineering**” programme

3. The Programme Learning Outcomes need to be better defined and documented in a measurable, outcome-oriented way.

For the “**Computational Engineering**” programme:

4. The module handbook must be updated in a consistent format.

For the “**Architecture**” programme:

5. The equipment and staffing of model-making workshops must be systematically evaluated and upgraded to meet students’ technical and safety needs. Evidence for implemented updates as well as a concept for continuous updating must be provided.

The following **recommendations** are given for further improvement of the programmes:

For all programmes:

1. VGU should develop its own standards of academic work and requirements for bachelor’s and master’s theses to increase consistency in light of a continuously reduced role of the German partners in each programme over time.
2. The documentation of the quality improvement cycle should better ensure that evaluation results are systematically linked to clearly documented curricular and structural enhancement measures at programme level.
3. VGU should consider implementing programme-specific quality assurance procedures that differentiate between newly established and mature programmes in order to ensure stage-appropriate monitoring and quality development.
4. Binding transparency standards for project and group assessments should be established, including explicit grading criteria, documentation of individual contributions and timely formative feedback to ensure fairness and consistency.
5. Assessment formats should be further diversified and documented in order to strengthen the alignment between Intended Learning Outcomes and assessment methods beyond predominantly closed-book examinations.

6. An easily accessible appeals and retake procedure should be prominently published to ensure procedural transparency and fairness.
7. A programme-wide minimum standard for technical writing should be defined to ensure consistent academic quality, citation practices and formal requirements across study programmes.
8. For technologically specialised programmes, permanent academic capacity in highly specialised subject areas should be strengthened to ensure continuity and sustainable coverage of emerging domains.
9. For all programmes, industry practitioners should be more systematically integrated into formal teaching formats in order to further strengthen applied learning and professional relevance.
10. For VGU, a clearly documented and programme-specific staff development strategy aligned with emerging technological priorities and pedagogical innovation should be established.
11. Internships should be embedded as mandatory curriculum components where not yet formalised, and the duration of short internships should be reviewed and potentially extended to enhance professional relevance and feasibility.

For the “**Architecture**” programme

12. To strengthen the student-centred character of the programme and ensure a broader alignment of assessment formats with the intended learning outcomes, project-based and diversified assessment formats should be expanded systematically beyond predominantly closed-book examinations.
13. Sustainability fundamentals – including planetary boundaries and the Sustainable Development Goals (SDGs) – should be integrated early on in the curriculum and progressively embedded across all subsequent semesters, encompassing ecological, social and cultural dimensions of design.
14. A coherent concept of “Building Culture as an Instrument for Sustainable Architecture” should be developed and systematically reflected in the curriculum.
15. To ensure adequate support for studio-based learning and safe operation conditions, faster laser cutters with appropriate extraction systems should be acquired and fabrication capacities expanded accordingly.

For the “**Electrical and Computer Engineering**” programme:

16. VGU should communicate the curricular and timely impact of choosing the location of the German partner university to ICT-focused students earlier and more effectively.

For the “**Smart Mobility Engineering**” programme:

17. VGU should review the sequencing and prerequisites, as well as adherence to the order of modules in the study plan to improve the ideal student learning progression.
18. Publicly available programme documentation should provide transparency which laboratories relevant to the programme are available at VGU or respectively only at partner universities and how they are integrated in the curriculum.
19. Criteria and procedures for enrolment, acceptance into the programme, and admission to mobility phases should be better accessible through documentation and improved provision of information.

For the “**Mechatronics and Sensor System Technology**” programme:

20. Students should be informed earlier and more systematically about mobility requirements, visa procedures, and funding opportunities to facilitate student exchange and enable seamless participation in the mobility component.

For the “**Electrical Engineering**” programme

21. A defined and transparent advisory concept, including recommended study pathways for each specialisation and documented counselling responsibilities, should be established.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT

ON THE STUDY PROGRAMMES

- ARCHITECTURE (BACHELOR)
 - CIVIL ENGINEERING (BACHELOR)
 - ELECTRICAL AND COMPUTATIONAL ENGINEERING (BACHELOR)
 - SMART MOBILITY ENGINEERING (BACHELOR)
 - COMPUTATIONAL ENGINEERING (MASTER)
 - ELECTRICAL ENGINEERING (MASTER)
 - MECHATRONIC AND SENSOR SYSTEM TECHNOLOGY (MASTER)
- OFFERED BY THE VIETNAMESE-GERMAN UNIVERSITY, HCMC, VIETNAM

Visit to the university: 18.11.2025 – 21.11.2025

Panel of experts:

Prof. Dr.-Ing-Dipl. Phys. Kirsten Weide-Zaage	Institute for Microelectronic Systems, University of Hannover
Prof. Dr. rer. nat. Edwin N. Kamau	Institute of Automotive Engineering, Technical University of Applied Sciences Cologne
Prof. Mag. Arch Wolfgang Grillitsch	Head of Architecture, Kärnten University of Applied Sciences
Nhat Vo Dai	Faculty of Geology and Petroleum Engineering, Civil Engineer, Quality Assurance Expert
Dipl.-Ing. Lutz Kauetz	Management Consultant, Process & Digital Transformation. Manufacturing Industry, Germany (labour market representative)
Ann-Christin Runge-Veith	Master Student of civil Engineering at Technical University of Berlin, (student representative)

Coordinators:

Ronny Heintze	AQAS, Cologne, Germany
Eylem Inanici	

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by nearly 90 universities, universities of applied sciences, and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the Bachelor and Master programmes “Architecture, Civil Engineering, Electrical and Computational Engineering, Smart Mobility Engineering, Computational Engineering, Electrical Engineering, Mechatronic and Sensor System Technology” offered by the Vietnamese German University, HCMC, Vietnam.

1. Criteria

Each programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review, each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled, this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators can necessarily be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in August 2025. The university produced a Self-Evaluation Report (SER). In August 2025, the institution handed in a draft of the SER together with the relevant documentation on the programmes and an appendix, as well as, in case of a reaccreditation, statistical data on the programmes. The appendix included, e.g.:

- an overview of statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,

- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 08 September 2025. The final version of the SER was handed in in August 2025.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in October 2025. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place from 18. November - 21. November 2025. On site, the experts interviewed different stakeholders, e.g. representatives of the management of the higher education institution, the programme management of teaching and of other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded with the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 23 February 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In March 2026, AQAS published the report, the result of the accreditation, as well as the names of the panel members.

III. General information on the university

The Vietnamese-German University (VGU) is a public transnational university founded in 2008 under an inter-governmental agreement between Germany and Vietnam. Supported by the Vietnamese and German governments, as well as the Hessian Ministry of Science and Research, Arts and Culture (HMWK), the VGU has

developed a core area of expertise in smart engineering, information technology, business and economics at its campus, which became fully operational in 2022. As stated in the SER, the VGU comprises two faculties: the Faculty of Economics and Management (FEM) and the Faculty of Engineering (FE). These faculties offer 11 bachelor's programmes and 11 research-oriented master's programmes in close cooperation with its German partner universities (GPU) and the German Academic Exchange Service (DAAD) through Double/Joint/Triple Degree programmes. Since 2008, the VGU has enrolled 6,237 students (4,379 bachelor's and 1,858 Master's), including 313 students from 53 countries. According to the SER, the current total enrolment is 3,309 students (2,605 bachelor's and 704 Master's), including 166 international students (5%). Funding comes from four sources: the Vietnamese and German governments (26%), tuition fees (40%), and third-party funding (7%).

The Faculty of Engineering (FE) offers a portfolio of eight bachelor's programmes and nine master's programmes. Furthermore, the university states that the VGU extends its educational offerings to doctoral candidates across four specialised engineering domains: Sustainable Production Engineering, Sustainable Urban Development, Computer Science and Computational Engineering. In line with their sustainable approach, the 'Green Campus approach' aims to raise awareness of environmental issues and sustainability. The commitment to the SDGs is highlighted in the SER.

Additionally, the VGU is home to the VGU Transportation Centre, a research centre said to reinforce the university's role as a hub for academic and research excellence. Study programmes are categorised into three primary clusters:

- Production Engineering
- Urban Engineering
- Digital Engineering

VGU's research strategy is said to align with the university's areas of educational expertise. According to the SER, the strategy covers interdisciplinary subjects, including engineering, technology, economics, finance, management and public policy. The Strategic Research Areas are aligned with technological development trends and the state's investment priorities.

- Semiconductor Technology
- Data Technology
- Artificial intelligence & Cybersecurity
- Smart Systems
- Green Energy & Sustainable Environment
- Healthcare & Medical Management Technology
- Finance, Economics and Management

According to the SER, the university has signed Memoranda of Understanding (MOUs) with over 60 universities globally to facilitate student mobility, and 15 partner universities support double and joint degrees, ensuring international recognition. As internationalisation and international collaboration are two of the VGU's core principles, English plays a crucial role in communication and is also the language of instruction. The Language Centre (LC) at VGU provides language courses in English, German and Vietnamese for international staff and students. In addition to these courses, the LC supports the Foundational Year (FY) and prepares students for master's programmes and academic writing and language proficiency.

The VGU's aim is to be an inclusive educational institution with an appointed 'Gender Equality Officer' and a gender equality strategy that supports socio-economic diversity, cultural backgrounds, various lifestyles and diverse experiences.

IV. Assessment of the study programmes

1. Quality of the curriculum

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

General Information

Based on the SER, the Faculty of Engineering offers three bachelor's degree programmes: Bachelor of Arts (BA), Bachelor of Engineering (BEng) and Bachelor of Science (BSc). The BSc focuses on science and technology, while the BA is for the humanities, social sciences and arts. The BEng is for engineering, offering a balance of theory and practice.

According to the university, the full-time bachelor's programmes in Architecture (ARC), Civil Engineering and Construction Management (BCE) and Smart Mobility Engineering (SME) comprise six semesters (180 credit points) plus a foundation year. The Bachelor of Engineering in Electrical and Computer Engineering (ECE) takes eight semesters (240 CP), and students select their programme in the foundation year. A bachelor's degree at VGU takes eight semesters, including the preliminary Foundation Year (FY), which is six months shorter for the ECE programme. This compulsory preparatory programme must be completed before the start of the first academic year, and students must attain an IELTS band score of 6.0 or higher to progress to the first year of their degree programme at VGU. During the foundation year, classes focus on developing English proficiency, and the curriculum includes English, advanced mathematics, physics and other science subjects to prepare students for their specialist studies. Students also take a compulsory German module to prepare them for exchange semesters in Germany. Four core modules must be completed by the end of the FY to achieve an A2 level equivalent to the Common European Framework of Reference for Languages (CEFR). Master's programmes in Computational Engineering (COM), Mechatronics and Sensor System Technology (MST) and Electrical Engineering (MEE) each comprise four semesters (120 CP).

According to the report, full-time students typically work the equivalent of 1,800 hours per academic year, which equates to 60 credit points (CP) — 30 CP per semester. Engineering bachelor's programmes comprise 135–155 CP of compulsory modules and 10–30 CP of elective modules, with the bachelor's thesis worth 15 CP (including the colloquium). Master's programmes require 42–78 CP (compulsory and compulsory electives) and 12–48 CP (electives), with the master's thesis worth 30 CP (including the colloquium). All programmes have an annual intake starting in winter and are supported by German partner universities.

Architecture (ARC) Bachelor

Description

According to the Self-Evaluation Report (SER), the Bachelor's programme in Architecture was established in 2019 as a cooperation between Anhalt University of Applied Sciences (HSA) and the University of Pretoria (UP). Graduates are awarded a double degree from both partner institutions. At the time of the review, the programme enrolled 240 students. The academic staff comprises five full-time lecturers, four laboratory

engineers, one programme assistant, eleven adjunct lecturers and eight flying faculty members, of whom two to four are professors per semester.

The programme is described as interdisciplinary in nature, covering a spectrum from urban-scale planning to detailed construction design. It combines architectural design with structural engineering and integrates considerations of urban development into planning processes. One semester is dedicated to a comprehensive design project that integrates elements from art, architecture, natural sciences, technology, economics, law, and ecology. Teaching formats include research-based learning, group work, lectures, seminars, architectural competitions and international workshops. Field trips are incorporated to facilitate experiential engagement with built environments and construction processes.

The programme aims to educate students in the principles of the built environment by integrating knowledge from building physics, construction, and structural design. The SER emphasises the importance of legal, demographic and contextual factors in architectural planning and construction. Graduates are expected to acquire competencies in design principles, the development and critical review of advanced projects, and the organisation and coordination of construction processes. The programme also seeks to develop students' abilities in the preservation of historical structures and in shaping urban landscapes, taking into account diverse social contexts and climate change considerations. Proficiency in graphic representation and modelling techniques is intended to enable students to communicate design concepts effectively to both specialist and non-specialist audiences. Collaborative project work is designed to foster coordination and leadership skills.

Structurally, the programme comprises six semesters and is organised into three phases: orientation, basic studies and advanced studies. The curriculum includes modules in design, art, science, technology, theory and core skills. Core design modules are offered in each semester to support the continuous development of design competencies. Additional modules address construction, typology and architectural space, while art modules aim to develop analogue and digital representation skills as well as spatial awareness. Modules in history, theory and technology provide a chronological and theoretical foundation.

Students complete a mandatory internship in the second semester to gain practical experience. Elective modules allow students to specialise in specific areas of interest. While most modules are designed for architecture students, selected modules—such as Construction Management, Descriptive Geometry/Surveying and Building Construction—are shared with students from the Civil Engineering and Construction Management (BCE) programme.

The Architectural Research Centre (ARC) focuses on sustainable building design. According to the SER, graduates are expected to develop comprehensive knowledge in building design as well as competencies in building physics, urban design, law, history and preservation. The programme is intended to prepare graduates for professional practice in architecture and related fields. The most recent Employability Survey indicates that 92% of graduates secured employment within one year after graduation.

Experts' evaluation

The Architecture programme is characterised by a coherent curricular structure and a clear orientation towards design-based and project-oriented learning. The intended learning outcomes are described in a comprehensible manner and reflect the academic level expected for a Bachelor's degree corresponding to Level 6 of the European Qualifications Framework (EQF). The integration of design studios throughout all semesters, combined with theoretical, technical and artistic components, supports the progressive development of subject-specific and interdisciplinary competences.

The panel positively notes the strong emphasis on task-based and project-oriented teaching formats. From the Foundation Year onwards, students are introduced to presentation techniques, teamwork and simulated real-work environments. During the site visit, students confirmed that "learning by doing" forms a core element

of the programme and that integrated projects combine design, structural considerations and contextual analysis. At the same time, students expressed a wish for a further expansion of project- and task-based formats. In order to strengthen the student-centred character of the programme and ensure a broader alignment of assessment formats with the intended learning outcomes, project-based and diversified assessment formats should be expanded systematically beyond predominantly closed-book examinations (**Finding 1**).

Sustainability is identified at institutional level as a strategic priority and is visible within elements of architectural design practice. In the programme nevertheless, the panel gained the impression that sustainability is predominantly framed from a technical perspective and not yet comprehensively embedded as a cross-cutting principle across all semesters. In order to ensure systematic competence development in line with contemporary architectural challenges, sustainability fundamentals – including planetary boundaries and the Sustainable Development Goals (SDGs) – should be integrated early on and progressively embedded across all subsequent semesters, encompassing ecological, social and cultural dimensions of design (**Finding 2**).

Closely related to this aspect is the programme's engagement with the concept of "building culture" in the context of rapid urban transformation in Vietnam. Topics such as public space, material use, climate adaptation and urban development are addressed. However, the relationship between building culture and sustainable architectural development is not yet consistently articulated across modules and public activities. A coherent concept of "Building Culture as an Instrument for Sustainable Architecture" should therefore be developed and systematically reflected in the curriculum and in external engagement activities in order to sharpen the programme's distinctive profile (**Finding 3**).

The programme benefits from strong links to professional practice. Employer feedback confirms that graduates demonstrate well-developed workplace competences, particularly in teamwork, communication and problem-solving, and integrate quickly into professional environments. Internship support mechanisms are in place, including lists of potential companies and consultation with lecturers. At the same time, industry representatives indicated that longer internship periods would often be preferable compared to the current six-week format, which may limit deeper immersion in professional practice.

Concerning infrastructure, the campus facilities are generally perceived positively. Nevertheless, the panel identified several technical constraints in the model-making and fabrication facilities. In particular, the limited speed of existing laser cutters, the absence of comprehensive extraction systems to mitigate harmful emissions, and the limited availability of additional small CNC devices and 3D printers may lead to bottlenecks, especially prior to submission deadlines. To ensure adequate support for studio-based learning and safe operation conditions, faster laser cutters with appropriate extraction systems should be acquired and fabrication capacities expanded accordingly (**Finding 4**).

In addition, the panel learned during the interviews that to a certain extent the reliability and maintenance of computer workstations is an area of development. To ensure that digital design and modelling tasks can be carried out at a state-of-the-art level, a systematic audit and maintenance plan for computer workstations aligned with current technical standards might be a helpful step to address potentially developing shortcomings in this regard.

Students also reported that long commuting times between the campus and the city centre impose constraints on time management, particularly in studio-intensive phases. The panel therefore was happy to perceive interest during the discussions with the management to consider the establishment of a city-centre satellite space, for example in the form of a gallery or exhibition venue to strengthen interaction with stakeholders, increase the visibility of architectural education in the urban context and enhance community engagement.

In summary, the Architecture programme demonstrates a solid academic foundation, a clear design orientation and positive labour market outcomes. The level of achievement as demonstrated by student work meets the

requirements towards a bachelor's degree. To further strengthen its profile, systematic sustainability integration, conceptual clarification of building culture, and the enhancement of technical infrastructure should be seriously considered.

Conclusion

The criterion is fulfilled.

Civil Engineering and Construction Management (BCE) Bachelor

Description

According to the Self-Evaluation Report (SER), the Bachelor's programme in Civil Engineering and Construction Management (BCE) was established in 2020 as a joint initiative between the University of Applied Sciences Biberach (HBC) and the Vietnamese German University (VGU). Graduates are awarded a bachelor's degree from both institutions. At the time of the review, the programme enrolled 65 students. The academic staff consists of five full-time lecturers, two laboratory engineers, one programme assistant, nine adjunct lecturers and 16 guest faculty members, including five to ten professors per semester.

The programme aims to provide graduates with a solid foundation in theoretical and practical competencies required for professional practice in civil engineering. The SER highlights that contemporary challenges at the nexus of engineering, water management, sustainable supply systems and responsible waste disposal are reflected in the curriculum. Teaching and learning formats include exercises, laboratory work, internships and project-based elements designed to provide practical exposure to industry contexts. Students may choose elective modules to pursue individual specialisations.

According to the university, graduates are expected to understand and apply principles and methods from engineering, science and mathematics to solve civil engineering problems. They are trained to design, implement and evaluate technical processes and solutions. Core disciplinary areas include fluid mechanics, geotechnics and transportation engineering. Students are introduced to modern engineering tools and software for design, analysis and feasibility studies, supported by laboratories in building materials and geotechnics. The curriculum also incorporates structural analysis, construction management and contemporary methodologies such as Building Information Modelling (BIM). Graduates are described as having developed communication skills that enable them to present complex information both orally and in writing and to work effectively in multidisciplinary teams. Ethical and professional considerations are integrated with sustainability-related content.

The six-semester programme is structured into three levels. Level 1 comprises basic engineering modules, Level 2 covers core civil engineering subjects, and Level 3 focuses on specialisation modules in structural engineering. The programme is designed to enhance employability through the integration of technical knowledge, practical training and professional development. Internships and project work simulate real-world engineering environments. In the final year, elective modules and a capstone project enable students to pursue specialised interests, while the academic foundation supports progression to further studies.

Students enrolled in the Bachelor of Engineering are required to complete at least one semester in Germany, thereby strengthening the programme's international dimension and facilitating the award of a double degree. Overall, the curriculum encompasses fundamental principles of civil engineering, construction management and structural engineering. According to the SER, the inclusion of in-depth management and structural engineering modules prepares graduates for employment in construction companies, engineering consultancies and public authorities both nationally and internationally.

Employer feedback cited in the SER indicates that BCE graduates are valued for their technical expertise. Career pathways include on-site project management roles with responsibilities for safety supervision and implementation of design concepts for commercial, residential and industrial projects. Graduates may also work in consulting firms specialising in infrastructure design, analysis and project management, or in companies involved in the production and development of construction materials. The programme maintains connections with companies such as Wealthcons, PERI, KHT Steel and Ed. Züblin AG. Workshops, industry events and training sessions are organised regularly to prepare students for professional practice.

Experts' evaluation

The Civil Engineering and Construction Management (BCE) programme is firmly anchored in a German reference curriculum and has reached an advanced stage in its structured transition towards full local implementation. The panel acknowledges that the programme benefits from a clearly defined academic framework and a strong cooperation model with the German partner institution. The intended learning outcomes (ILOs) are formally defined at module level and are aligned with assessment regulations. The programme demonstrates a deliberate orientation towards both academic standards and professional practice, supported by industry engagement, internships and exposure to international engineering norms.

The desired qualifications are presented in the form of intended learning outcomes that include subject-specific competences in infrastructure, construction and structural engineering, as well as cross-subject elements such as communication skills, teamwork and professional responsibility. The orientation towards internationally recognised standards, including Eurocodes and other engineering frameworks, supports the academic level of the qualification and contributes to its comparability within the European Qualifications Framework (EQF) Level 6. The inclusion of internships and a final thesis provide appropriate instruments to demonstrate the achievement of competences at graduation level.

The curriculum structure follows a logical progression from foundational engineering modules to core disciplinary subjects and subsequently to specialisation areas. This sequencing supports the gradual development of technical knowledge and methodological skills. The integration of practical elements, including laboratory work and construction-site internships, strengthens the linkage between theory and practice and contributes positively to employability. The panel also notes the programme's openness to sustainability-related topics, including circular economy and alternative materials, which are addressed through electives and research activities.

At the same time, the panel considers that the internal logic of the programme-level learning outcomes (PLOs) and their relationship to individual modules should be reviewed in greater depth. While mapping tables are reportedly in place, the coherence and progression logic of the PLO-to-subject alignment should be critically examined to ensure that each programme learning outcome is clearly supported by appropriately weighted modules across the curriculum and that redundancies or gaps are systematically addressed (**Finding 5**).

Furthermore, although module-level assessments are defined and aligned with course-level learning outcomes, the panel did not receive well founded evidence of structured methods to evaluate the cumulative achievement of programme learning outcomes across the entire study period. The programme could benefit from implementing explicit instruments and activities—such as capstone evaluations, integrative assessment formats or systematic portfolio approaches—that allow for the measurement of accumulated competences at programme level rather than only at course level. Potentially this issue will already be addressed by increasing transparency regarding the link of courses to the achievement of the PLOs.

With regard to the final thesis, the panel recognises it as an appropriate academic instrument to demonstrate independent problem-solving and methodological competence and can confirm the achievement of Bachelor level.

Overall, the BCE programme demonstrates a solid academic structure, a well-established international cooperation model and strong links to professional practice. The academic degree corresponds in level and scope to the expectations of a bachelor's degree in engineering. To further strengthen internal coherence and outcome orientation, particular attention should be paid to the systematic review of PLO mapping and the implementation of cumulative programme-level assessment methods.

Conclusion

The criterion is partially fulfilled.

Electrical and Computer Engineering (ECE) Bachelor

The Bachelor's programme in Electrical and Computer Engineering (ECE) was established in 2008 and is implemented in close cooperation with Frankfurt University of Applied Sciences (FRA-UAS). Graduates of the specialisations Automation Technology (AT), Energy Technology (ET), and Information and Communications Technology (ICT) are awarded a double degree by VGU and FRA-UAS. In the ICT track, students may alternatively obtain a double degree from Heilbronn University of Applied Sciences (HHN). For the specialisation Microelectronics Systems Engineering (MSE), academic cooperation is in place with the University of Stuttgart. At present, 495 students are enrolled in the programme. Teaching is delivered by 11 full-time lecturers, six laboratory engineers, one programme assistant, three adjunct lecturers, and 12 guest faculty members, including five to six professors per semester.

According to the Self-Evaluation Report, the ECE programme provides a practice-oriented engineering education supported by modern laboratory infrastructure. It is designed to equip students with the competencies required to analyse, design, optimise, and manage complex electrical and electronic systems. The programme offers four specialisations with clearly differentiated academic profiles and learning outcomes:

- Automation Technology (AT): Graduates are able to design and develop automation system hardware, with particular expertise in oil and gas automation as well as the operation and control of industrial robotic systems.
- Energy Technology (ET): Graduates acquire competencies in the design of electrical infrastructure, the development of sustainable energy solutions, and the management of electric mobility and energy storage systems.
- Information and Communications Technology (ICT): Students are trained in the design of electronic hardware and develop expertise in semiconductor and chip design.
- Microelectronics Systems Engineering (MSE): Graduates are capable of analysing and designing microelectronic systems, operating IC foundries, optimising IC packaging and testing processes, and applying AI-based approaches to quality and reliability assessment.

Across all tracks, graduates develop advanced laboratory skills and proficiency in applying modern design and analysis tools. Through project-oriented coursework and practice-based assignments, students are trained to apply theoretical knowledge to concrete engineering challenges. The programme thereby combines scientific foundations with application-oriented problem-solving in realistic professional contexts.

The ECE programme comprises 240 credit points and extends over eight semesters. In addition to core and specialisation modules, students may select elective courses. Within the framework of the DESL project, interdisciplinary electives such as Illumination and Smart Lighting are offered to students from across VGU, leading to additional certification.

Double-degree agreements with FRA-UAS and HHN depend on the chosen specialisation. Since 2020, students in AT, ET and ICT have been able to obtain a double degree with FRA-UAS. Since 2023, ICT students may alternatively pursue a double degree with HHN, which requires study in Germany during the sixth and seventh semesters. For the MSE track, cooperation with the University of Stuttgart has been expanded since 2025 to enable at least one semester abroad (preferably in the fifth or seventh semester). Discussions on a formal double-degree agreement are ongoing, with the first MSE graduates expected in 2028.

The programme was originally introduced as Electrical Engineering and Information Technology (EEIT) and was restructured and renamed Electrical and Computer Engineering (ECE) in the academic year 2017/18. This revision was carried out in cooperation with FRA-UAS and supervised by a joint Programme Review Committee (PRC). The transition process involved academic staff from both institutions, industry representatives, alumni, and students. A programme survey and workshop involving 58 participants examined the clarity and relevance of learning objectives and expectations. Based on the feedback received, the PRC refined the programme objectives and intended learning outcomes. The corresponding review documentation is publicly accessible via VGU.

Experts' evaluation

The ECE programme is a full-time course which was last accredited in 2021. It was transferred from the FRA-UAS to the VGU under the guidance of a Programme Review Committee. As a result, the PRC developed and adjusted the objectives and ILOs, taking into account several recommendations from internal and external stakeholders at an audit workshop attended by 58 people. A programme reviews report documents this process, as well as those involved in the transformation.

The ECE programme starts with a Foundation Year, which in the case of this programme lasts six months due to the seven-semester length of the study programme. Students are expected to achieve an IELTS score of 6.0 in the Foundation semester, with a second opportunity in the second semester if necessary. Students are also required to obtain a German-language certificate (B1) before the exchange semester.

The study programme offers four areas of specialisation, as well as the option of a double degree with the FRA-UAS in AT and ET. Students on the ICT track can also choose between the FRA-UAS and HHN for a double degree. Regarding the MSE programme, VGU is discussing a double degree involving a fifth or seventh semester in Germany with University of Stuttgart, which has offered an exchange study programme for MSE students since 2025. The experts ensure that students are introduced equally to the specialised AT, ET, ICT and MSE tracks within the ECE programme so that they can choose and register for their preferred area of specialisation.

In order to continue studying in Germany, students must complete and pass all classes and German courses in preparation. FRA-UAS students must study for one semester (the fifth) to graduate from the study programmes, while ICT-focused students must complete two semesters (the sixth and seventh) at HHN in Germany.

Based on the documentation provided and discussions held on site, the experts learned that it would benefit students to understand the differences between the ECE-ICT programmes at FRA-UAS and HHN, and the future MSE programme at University of Stuttgart. To support ICT focused students in making an informed decision, the VGU should clearly communicate whether they will spend one or two semesters in Germany, depending on the location of the university (**Finding 6**). The experts consider transparency to be important in order to make students aware that they may need to allow more time for preparation and a longer study period, depending on the university's location.

The panel learned that VGU strives to offer all core subjects and specializations even with less than 15 students, which has been successful done so far, although the panel also learned during the interviews that the

AT specialization was cancelled three times. In this context it might be worth questioning the general offering of this specialization.

The intended learning outcomes of the curriculum, which students can achieve, are fully and explicitly described, reflecting both academic and scientific requirements, as well as those of the labour market. Furthermore, the programme includes both subject-specific and interdisciplinary elements. The learning outcomes and course content complement each other and are reflected in the exams, as seen during the site visit. On-going engagement with stakeholders ensures the integration of graduates into the labour market. The programme offers excellent qualifications and associated career opportunities, with 94% of graduates finding employment. Due to the good job prospects after the bachelor's degree just 38% of students choose to continue with a master's degree programme.

Flying faculty courses are held as block events. Due to contracts with German universities and universities of applied sciences, no disruption to teaching can occur. The German university must provide lecturers under the terms of the contract with the VGU. The courses are continuously evaluated, and a feedback loop is available. Furthermore, graduates are surveyed and there is an exchange with potential employers.

A few thesis projects are currently being carried out in companies, and the panel was happy to hear that it is planned to increase this number. Considering the quality of final student work and also comparing theses across programmes and specializations it became obvious that currently their standards of academic work differ between programmes depending on German partner universities. While this is a clear result of historic developments of programme design and implementation, with growing ownership of VGU for the programmes, it would clearly be beneficial to have VGU's own standards of academic work available to improve the comparability and the quality of thesis (**Finding 7**). IC-design companies are particularly interested in the practical experience that students gain. It is worth noting that VGU industry stakeholders rate the skills acquired using the Synopsis software in the BC programme very highly compared to those of other graduates.

Information on workload, credit points and detailed course descriptions is available. The total workload of the programme is distributed accurately and transparently across the various courses/modules, and the number of credit points is stated correctly.

Students are responsible for finding an internship placement themselves. The internship guidelines are intended to help students select a company to apply to. A list of 50 companies is available, eight to ten of which have close institutional links.

Conclusion

The criterion is fulfilled.

Smart Mobility Engineering (SME) Bachelor

According to the university, the Bachelor's programme in Smart Mobility Engineering (SME) was established in 2024, offered by the University of Applied Sciences of Zwickau (WHZ), with a major in Smart Traffic and Transport, and the Hamburg University of Applied Sciences (HAW Hamburg), with a major in Smart Vehicles. Graduates will be awarded a double degree from both institutions. 23 students are enrolled, supported by two full-time academic staff members. Additionally, there are 16 lecturers from VGU sister programmes and three flying faculty members, including two or three professors who are on the faculty each semester, the university mentions.

VGU's interdisciplinary Smart Mobility Engineering (SME) programme is said to be designed to address global demand for intelligent, green, and integrated mobility solutions. The aim is to cultivate a new generation of mobility engineers skilled in navigating complex mobility systems, connecting them to areas such as

environmental compatibility, safety, health, energy efficiency, climate resilience, smart cities, and emerging technologies. The programme's approach is planned to empower students to understand and tackle the intricate relationships between mobility systems and their impacts. The programme wants to integrate the latest technologies within the mobility sector and equips students with the essential skills to design effective, integrated solutions for sustainable mobility.

The six-semester curriculum covers foundational principles and specialises in advanced modules. The first two semesters cover a range of subjects, including statistics, methodology, mechanics, construction materials science, modern tools, and sustainability. It is reported that essential interdisciplinary fields such as Computer Science, Computer-Aided Design (CAD), Engineering Economics, Sustainability, Project Management, and Road Safety Engineering are also covered.

Semesters three and four expand the curriculum to include Business Administration, Operations Research, City and Regional Planning, and Traffic Engineering and Transportation System Planning. Students are also meant to learn about mechanical, electrical, and data engineering. In semester five, the programme specialises. Students choose a field of specialisation and complete a three-month internship.

Experts' evaluation

The expert panel finds that the intended learning outcomes of the Smart Mobility Engineering programme are clearly presented and form a coherent framework for competence development. The programme learning outcomes (PLOs) appropriately combine discipline-specific engineering knowledge with interdisciplinary and transferable skills. They reflect the programme's ambition to prepare graduates for an evolving mobility landscape that increasingly requires knowledge of transport engineering, vehicle systems, digitalization, data analytics, sustainability, and systems integration. This alignment with both academic developments and labor-market needs is evident, and the breadth of competences targeted by the PLOs is viewed positively.

The programme has integrated numerous current technological and societal trends, including intelligent transport systems, data-driven mobility planning, automotive electrification, automation, and sustainability assessment. During the on-site visit, it became evident that the curriculum places particular emphasis on AI- and data-based approaches to mobility-related challenges. This focus provides an excellent opportunity for example to collaborate with local industrial and governmental partners, such as Grab and the city of Ho Chi Minh City, to develop and industrialise innovative mobility solutions. This profile represents a distinctive strength of the program.

With regard to qualification level, the degree corresponds well to the descriptors of the European Qualifications Framework (EQF) at level 6. The progression from foundational to advanced competencies, the integration of applied modules, and the final thesis and internship collectively ensure that graduates can demonstrate the expected analytical abilities, problem-solving capacity, and professional readiness.

The curricular structure across six semesters is fundamentally coherent. The early semesters establish essential mathematical, methodological, and engineering foundations, while the later semesters introduce specialized content such as traffic engineering, regional planning, mechanical and electrical engineering, software engineering, and intelligent transport systems. Semester 5 offers meaningful opportunities for specialization, and Semester 6 appropriately focuses on practical immersion and the bachelor thesis. However, the panel noted that some modules, e.g., in the field of railway and railroad engineering, are offered early in the curriculum, although students may not yet possess the necessary background knowledge to benefit fully from them. A review of the sequencing and prerequisites, as well as adherence to the order of modules in the study plan, is recommended to optimize the ideal student learning progression (**Finding 8**).

The programme covers an impressively wide range of topics and technologies, which contributes positively to its interdisciplinary profile. At the same time, the technological breadth, including emerging areas such as automated driving, telematics, cybersecurity, and advanced vehicle technologies, necessitates sufficient and specialized academic staffing. While the programme benefits from contributions by flying faculty and lecturers from related VGU programmes, the panel considers it advisable to further strengthen the permanent academic team in the department to ensure continuity, pedagogical consistency, and adequate coverage of specialised subjects.

During the onsite discussions, questions arose regarding the availability and nature of specialized laboratory facilities relevant for the focus of the programme. It remained unclear which laboratory resources are provided directly at VGU, and which are accessible only through the partner universities. Since laboratory experience forms an important component of engineering education, the panel recommends increasing transparency regarding the available facilities more clearly and explaining how they are integrated into the different modules **(Finding 9)**.

The international mobility component is a valuable feature of the programme. However, as the panel learned during interviews students would benefit from earlier and more structured preparation for the exchange period, including guidance on academic planning, recognition of credits, and programme expectations at the partner institutions. Sometimes information and guidance take place at a time after students already made academic choices that impact their mobility options. The panel found that the criteria and procedures for enrolment, acceptance into the programme, and admission to mobility phases were not fully transparent to students at the required time, so clear and accessible documentation of these requirements should be improved to support both applicants and current students **(Finding 10)**.

As the programme is preceded by a preparatory Foundation Year, which provides incoming students with important basic competencies. The experts learned that this preparatory phase is very useful, while its role in relation to the six-semester degree structure was not initially clear indicating room for future improvement of communication about it to avoid potential misunderstandings among internal and external stakeholders.

In summary, the expert panel recognises the SME programme as a forward-looking, interdisciplinary, and relevant academic offering. Its emphasis on data-driven mobility, sustainability, and integrated engineering competencies is timely and well aligned with global mobility trends. Clarifying structural elements (laboratories, admission procedures, the Foundation Year), refining curricular sequencing, strengthening staff capacity, and enhancing communication around the exchange semester will further support the programme's quality and successful future development.

Conclusion

The criterion is fulfilled.

Computational Engineering (COM) Master

The master's programme in Computational Engineering (COM) is a 2009 initiative with Ruhr University Bochum (RUB). It's valued as a Master of Science (MSc) qualification, and graduates receive double degrees, as written in the SER. There are currently 43 students, with 8 joining in 2024. The academic staff consists of two full-time and one adjunct lecturer from RUB, as well as two from Kassel University. Additionally, three lecturers from the Mechanical Engineering programme and two from the Language Centre teach here, with two of them serving as thesis advisors. The programme spans four semesters (up to eight semesters for a master's thesis in the last semester).

According to the SER, Computational Engineering is a field that provides advanced methods to solve complex engineering problems with the aid of computers. The COM Master's programme offers comprehensive knowledge and advanced skills in areas of applied mechanics, engineering mathematics, and computer programming, as stated by the university. The programme prepares students for product development processes by teaching them how to apply simulation techniques. Students will learn to categorise problems within the framework of applied mechanics and construct models and solutions using current computational tools. It is said that the programme emphasises practical execution, and students will learn to manage, analyse, and assess the reliability of results.

The COM Master's programme aims to provide a comprehensive foundation in Computational Engineering, emphasizing methods, algorithms, and software, as described in the SER. Students acquire key competencies in three areas:

- Modelling real-world phenomena: learning to develop scientific models for various phenomena.
- Implementation in software systems: gaining hands-on experience via various projects.
- Understanding results: understanding, interpreting and assessing simulation results.

The report points out that students develop a critical eye for the results and a thorough review of programme outputs. Graduates will be able to deconstruct complex problems into their constituent parts, isolating the computational-friendly ones for a more complete and coherent understanding. This programme aims to foster the capacity for independent scientific research, preparing individuals for future doctoral studies. The 4-semester Computational Engineering (COM) programme is structured to offer a comprehensive education, with 120 ECTS credits. 42 ECTS are from compulsory modules, 48 ECTS from elective modules, and the Master's Thesis accounts for 30 ECTS. Modules are categorised to provide a foundation and advance analytical and solution concepts and students learn to implement procedures in software and address advanced engineering questions. Elective modules provide an interdisciplinary education and promote a networked and systemic approach to problem-solving. Research projects, which are supervised by academic or industry staff and provide valuable professional experience, may extend a previous topic or be entirely new. The programme culminates with the master's thesis, where students work autonomously to tackle a challenging scientific problem.

As per the Double-Degree Agreement, RUB supports COM students to travel to a German institution for their master's thesis, with scholarships for living costs and travel. A limited number of scholarships are available each intake, and applications open annually in the summer semester.

According to the university, Computational Engineering graduates are qualified to tackle current, high-tech industry tasks. They are sought-after in fields such as CAE and CFD. Prominent companies hiring VGU graduates include Bosch, Akseos Vietnam, ESI Technology, Airbus, and EADS. As stated in the SER annual employability surveys show strong employment outcomes: 100% of 2024 graduates secured jobs within a year of graduation.

Experts' evaluation

The COM programme is a full-time study programme which was finally accredited in 2021, with recommendations concerning the workload and ECTS, the feedback loop, the application-oriented curriculum, the campus facilities (the former Ho Chi Minh City campus) and the expansion of scholarships/stipends to attract more students and increase both student mobility and the international visibility of the programmes.

A comprehensive programme review took place in 2024, beginning with a study on market demand for computational engineering. Subsequent evaluation by programme stakeholders (RUB professors, COM lecturers, students and alumni, VGU departments and industry partners) led to adjustments to the master's programme concept, including updates to the examination regulations and module handbook. The balance of theoretical and application-oriented subjects in the programme was improved by introducing new application-oriented

modules in the third semester. The modules were rearranged to improve the programme structure, and the curriculum was updated. The intended learning outcomes of the curriculum, which students can achieve, are fully and explicitly described, reflecting both academic/scientific and labour market requirements. Furthermore, the programme includes subject-specific and interdisciplinary elements. It addresses state-of-the-art questions within the diverse disciplines of computational engineering, as well as the latest developments in relevant disciplines. To the surprise of the panel of experts and confirmed during the interviews, it was found that the provided module handbook is partly outdated. As a result, the newer reworked modules and the older parts of the module handbook are not in line consequently not providing an up-to-date impression of the learning in the programme and lacking consistency. Therefore, the module handbook has to be updated in a consistent format **(Finding 11)**.

The intended learning outcomes and the course content complement each other and are reflected in the exams. Regarding exam evaluation, it would be good if every teacher adhered to the guidelines for marking completed exams. Furthermore, after reviewing Final student work the panel of experts found it would be beneficial to have VGU standards of academic work available to improve the quality of final theses **(see Finding 7)**.

Flying faculty courses are held as block events, comprising teaching and exercises over three weeks of full-time study, followed by a break for exam preparation. Due to contracts with German universities and universities of applied sciences, no teaching can be missed. The German university must provide lecturers in accordance with the contract with the VGU. The courses are continuously evaluated, and there is a feedback loop available. Furthermore, graduates are surveyed and there is an exchange with potential employers.

The COM programme is taught entirely at the new Ho Chi Minh City campus, which opened in 2023. Consequently, students do not have access to facilities such as study rooms, the library and the cafeteria on the Binh Duong campus. However, there is a library ordering system that provides students with access to learning materials within three days. There are sufficient workstations and software licences available for the simulation labs on the new VGU campus in Ho Chi Minh City. The experts could confirm that the laboratories are appropriately equipped, and the computer laboratories have enough licences (e.g. MatLab, Mathematica and ANSYS) for each student.

The workload, credit points and detailed course descriptions are all available and balanced. The total programme workload is distributed accurately and transparently across the various courses/modules, and the number of credit points is correctly stated. Although the true study duration is longer than the indicated standard time of completion, interviews indicated that this is because students must work to support themselves. After all, they are studying part time on a full-time programme.

Three to four DAAD scholarships are available each year for the VGU-RUB exchange. Students must apply for the grant and fulfil the DAAD's scholarship criteria. Students are supported with visa applications, housing at RUB, pick-up in Frankfurt upon arrival, and supervision and tutoring. The programme is also designed so that students from the RUB can transfer to the VGU. However, this is used less frequently, so it would be good to increase its usage. In view of the low number of students participating in the exchange programme, it would be desirable to increase student numbers by making the study programme more attractive.

Conclusion

The criterion is partially fulfilled.

Mechatronics and Sensor Systems Technology (MST) Master

Established in 2010 with the Hochschule Karlsruhe University of Applied Sciences (HKA), the Master's programme in Mechatronics and Sensor Systems Technology (MST) offers the academic qualification "Master of Science (M.Sc.)" and leads to dual accreditation from both institutions, having been accredited by ASIIN in 2020 and currently has 47 students, the report states.

According to the report, the master's programme in Mechatronics and Sensor Systems Technology aims to produce graduates with a robust engineering/scientific approach, expertise in the lab, and mastery of state-of-the-art technologies/methodologies. Originally a combination of two HKA programs, MST focuses on comprehensive knowledge/skills in mechatronics/sensor systems/technology and their real-world automation/control engineering applications. The programme fosters critical/analytical thinking for evaluating/resolving interdisciplinary problems. Graduates gain the professional skills to work effectively in industrial/research environments and a solid academic foundation for doctoral studies.

The report states, the programme develops analysis and synthesis skills for complex scientific and engineering problems in mechatronics and sensor systems. Graduates can design, build, and integrate advanced mechatronics and sensor systems, and innovate for crucial applications. Their proficiency extends to simulations and integrating findings to optimise designs. They can create advanced automation systems for modern industrial demands using cutting-edge technologies. Graduates can also excel as team players, communicating technical concepts effectively.

Moreover, the university mentions MST curriculum is composed of four semesters of lectures, exercises, and lab work on sensor fundamentals, control engineering, automation, robotics, signal processing, and application of sensor systems in research and industry. Students are said to concentrate on Special Subjects/Projects and Team Project for their Master's Thesis, deepening their expertise. The Master's programme boasts the integration of modern technologies, with new modules on data-driven modelling, optimization techniques, and advanced sensor technologies, reflecting recent advancements in Machine Learning (ML), Artificial Intelligence (AI), and the Internet of Things (IoT). The SER also specifies examples of electives, such as "Data-Driven Modelling and Optimisation for Sensor Systems", "Sensor Interface Circuits", and "Sensor Data Fusion". The "Fundamentals of Sensors" module has the option between "Sensor Data Fusion" and "Physical Chemistry". Electives have also undergone restructuring for logical progression, ensuring a seamless transition. For example, RTOS and leadership are integrated in the "Embedded System" module, and the "Management" course is replaced with a sharper focus on technical leadership and project management in the "Leadership and Management" module.

The SER outlines a strong focus on industry applications. New courses address cutting-edge areas relevant to automation, robotics, and smart systems. Real-world industrial case studies and projects are used throughout the curriculum. Students must attend two exchange semesters at the University of Applied Science Karlsruhe (HKA) in Germany. VGU's strategic development includes gradual transfer of MST programme ownership from HKA to VGU. This process involves adapting the curriculum to meet Vietnam's labour market needs, ensuring the programme's attractiveness and sustainability. The curriculum now is said to be aligned with technological trends, industry demands, and stakeholder feedback. New modules and restructured courses enhance the student learning experience. Refinements integrate modern technologies, emphasising practical applications, and foster research readiness. In 2019, the MST programme underwent accreditation by ESG 2015 standard. In 2020, ASIIN accreditation was granted to MST with several conditions, emphasising clear communication of expected graduate competencies, as mentioned by the university. These include reflection in the assessment of the intended learning outcomes (ILOs). The conditions have now been successfully addressed, and the programme's accreditation has been granted until 2025. The master's degree in Mechatronics and Sensor Systems Technology (MST) provides a pathway into careers involving sensor systems,

embedded systems, automation systems, healthcare systems, modern agriculture, the automobile, and environmental technologies.

The programme aims to equip students with skills for positions such as R&D engineer, automation engineer, system integrator, quality assurance specialist, or product manager. It also involves use of interdisciplinary teamwork to solve complex real-world problems in fields like smart factories, autonomous vehicles, medical devices, and environmental monitoring systems. The programme's double degree and strong network with German and other international partners ensure students are well-prepared for the job market. Graduates are highly competitive in securing employment within a year of graduation.

Experts' evaluation

The expert panel concludes that the intended learning outcomes of the master's programme in Mechatronics and Sensor Systems Technology (MST) are clearly defined and accurately reflect subject-specific and interdisciplinary competencies. The programme's learning outcomes cover advanced scientific and engineering skills in mechatronics, sensor systems, automation, embedded systems, simulation and data-driven methods. These are complemented by methodological, communicative and project management competencies. Overall, these outcomes align well with academic standards and labour-market requirements for a master's degree in this field. The academic degree corresponds appropriately to EQF level 7, and the programme's structure — comprising three coursework semesters and a thesis semester — supports a logical progression from advanced foundational knowledge to independent scientific and applied work. The Scientific/Industry Project and the master's thesis provide evidence that graduates can analyse complex problems, apply advanced methods and work independently at the expected level of qualification.

The curriculum covers a broad range of up-to-date topics, including sensor technologies, control and automation systems, embedded systems, advanced simulation and data-driven modelling. Recent curricular modifications, such as the restructuring of electives and the integration of leadership and project management, are well documented and contribute positively to programme quality. The compulsory or elective nature of all modules, their learning outcomes, workload and assessment formats are transparently documented, as is the allocation of ECTS credits, which appears appropriate and consistent across the programme.

During the onsite visit, several organisational aspects were discussed in relation to the mobility window and international exchange at HKA. The panel was informed that students have encountered difficulties in obtaining visas for travel to Germany and that full scholarships are not always available. While HKA maintains an additional scholarship pool, these funds are competitive and not reserved exclusively for MST students. Furthermore, measures to inform students early about mobility requirements, visa procedures, and funding opportunities are currently limited. The panel recommends addressing these aspects more systematically to facilitate student exchange and enable seamless participation in the mobility component (**Finding 12**).

The programme defines internship requirements, but these are not explicitly embedded in the formal study plan. At the same time, the university provides support in identifying suitable internship placements, and completing the internship within university laboratories is also an option. While this approach offers flexibility, the panel considers external industrial internships to be more appropriate for achieving the programme's strong application-oriented objectives and therefore recommends prioritising industry-based placements. Finally, the panel notes that the distribution of lectures between the main campus and the downtown campus may pose challenges for students in balancing studies, part-time employment, and personal commitments. To improve study conditions, the panel encourages further streamlining of teaching locations or organisational measures to reduce commuting demands.

In summary, the MST programme demonstrates strong academic quality and relevance. Addressing the identified organisational, mobility-related, and structural issues would further enhance the student experience and the effective implementation of the programme's international and practice-oriented components.

Conclusion

The criterion is fulfilled.

Electrical Engineering (M.Sc.)

Established in 2024, the Master's in Electrical Engineering programme (MEE) at VGU, in partnership with the University of Stuttgart (UStutt), leads to the academic degree 'Master of Science (M.Sc.)'. Graduates receive a dual degree from both institutions, and the programme is seeking accreditation according to ESG. Fourteen students and three full-time lecturers are currently enrolled, the report states.

The university highlights that the MSEE programme is a specialised master's in communications engineering & microelectronics. It is industry-oriented, offering in-depth knowledge/practical skills in key areas. As a double-degree programme, it addresses global academic/industry needs in wireless & optical communications, RF/microwave systems, IC design, and semiconductor technologies. Students gain a comprehensive understanding of networking, data communication, wireless networks, RF circuits/systems, satellite communication, and optical communication. The programme also covers communication protocols, network security, and system integration. Hands-on experience in electronics/communications engineering is offered through laboratory courses. The programme emphasises professional development, providing students with hands-on experience in communications technology & systems.

According to the SER, the master's programme teaches advanced engineering principles, research methods, and cultural communication skills. Graduates can apply these to analyse and design high-performance communication and microelectronic systems. They also learn how to manage projects and communicate with others, and are taught about ethics, environmental impacts, and international standards. The curriculum encourages lifelong learning.

The four-semester programme is full-time and takes place over two academic years, with one year at VGU in Vietnam and one at the University of Stuttgart in Germany. The modules are divided into Core (36 CPs selected from a pool of 15 modules), Supplementary (30 CPs from an extensive list of over 40 electives), and non-technical (3 CPs from areas such as project management or intercultural leadership). All modules are elective, offering students significant flexibility while ensuring alignment with their major (Communications Engineering and Microelectronics).

The university explains that Vietnam is experiencing rapid technology sector growth. It is estimated that over 400,000 engineering roles will be needed nationally by 2030, including 50,000 in the semiconductor industry. A new study programme's aim is to address this demand, preparing graduates for a hyperconnected world. It focuses on Communications Engineering, with significant emphasis on RF expertise to address a critical need in advanced electronics. Modules include RF/Microwave Engineering, Antenna, RF IC Design, and Mixed-Signal Integrated Circuits. This programme is directly addressing industries experiencing rapid growth and a constant need for specialised talent. In essence, VGU's Master of Science in Electrical Engineering is meeting the demands of Vietnam's technological landscape. VGU is coordinating the development and implementation of this programme, including the program concept, examination regulations, curriculum, and module handbook.

The university explains, the MEE programme prepares graduates for careers spanning communications, satellite communications, and electronics. They can work in the design, development, and maintenance of

communication systems, as well as in related hardware and software. There are opportunities in government and industry in the design, operation, and maintenance of electronic and communication systems. Advances in technology mean new opportunities, such as autonomous cars and drones, and the programme is designed to address the demand for high-skilled engineers in telecommunications and related industries. Career outcomes include roles such as RF and microwave system designers, IC and VLSI engineers, systems and signal processing engineers, embedded systems developers, and doctoral researchers in electrical and computer engineering.

Experts' evaluation

The Master's programme in Electrical Engineering (MEE) is a newly established full-time double-degree programme offered in cooperation with the University of Stuttgart. Graduates receive a Master of Science degree from both institutions. The intended learning outcomes are explicitly defined and reflect advanced competencies in communications engineering and microelectronics, including RF/microwave systems, IC design, semiconductor technologies, communication networks and system integration. The qualification profile combines subject-specific expertise with research skills, project management competences and intercultural communication abilities. The academic level corresponds to EQF Level 7 and is consistent with the expectations for a research-oriented Master's degree. However, the analysis of the documented Intended learning outcomes at programme level indicated a certain weakness with regards to the extent in which they are measurable and phrased in an outcome-oriented way (**Finding 13**). In this process the faculty should consider further focussing on specific skills and competencies in electronics and computer components to sharpen the profile of the programme.

As the programme commenced in 2024, no graduate data are yet available. The panel therefore assessed labour-market relevance primarily on the basis of the documented curriculum, the positioning of the programme in a rapidly growing Vietnamese technology sector, and the discussions held during the site visit. In the interviews, programme representatives emphasised the increasing demand for semiconductor engineers and communication specialists in Vietnam and highlighted close contacts with industry partners through workshops and accreditation-related surveys. These exchanges indicate awareness of labour-market developments, although systematic long-term evidence of graduate integration is not yet available due to the early stage of implementation.

The programme follows a 2+2 structure, with the first academic year at VGU and the second at the University of Stuttgart. Recognition of credits between the institutions is regulated, and the panel confirmed during the site visit that students are fully integrated into the Stuttgart curriculum and research groups without differentiated treatment. The Master's thesis is jointly supervised by one professor from each university. It is common practice that these are conducted within university research groups and not in industry, unless a formal research cooperation exists. This arrangement supports academic depth and research orientation.

At the same time, several questions raised during the site visit concerned guidance before the exchange phase, course selection, and the organisation of supervision. While coordination meetings between programme coordinators take place regularly and established support structures for international students exist at Stuttgart, the panel gained the impression that advisory processes for students – especially with regard to choosing from a broad elective catalogue and preparing for the year abroad – are not yet comprehensively documented in a structured format. Given the high degree of flexibility in module selection (all modules are elective within defined pools), a clearly defined and transparent advisory concept, including recommended study pathways for each specialisation and documented counselling responsibilities, should be established (**Finding 14**).

The programme is currently funded by the German Academic Exchange Service (DAAD) for a limited period. Six of seven students receive DAAD funding, while one student is funded by the State of Baden-Württemberg.

It was confirmed during the visit that funding for the following cohort is expected but subject to renewed decisions by the funding bodies. The panel considers the present funding situation sufficient for the current cohort. However, as the continuation of funding is dependent on external decisions, the panel welcomes the agreement in the interviews that transparent communication of the funding framework and its time limitations is necessary to ensure that prospective students can realistically assess their financial planning.

With regard to resources, the VGU component of the programme is delivered at the Ho Chi Minh City campus. Laboratory facilities and simulation software (including ANSYS licences) are available at faculty level; however, during the discussions, questions were raised concerning the exact allocation of laboratory resources, their relation to planned new laboratories, and their exclusive or shared use. Since laboratory experience and advanced simulation are central to a Master's programme in communications engineering and microelectronics, the available facilities and software licences should be documented more explicitly in relation to programme-specific needs and projected enrolment numbers to enable a better planning and continuous development of the programme.

Evaluation and feedback routines are defined and implemented at both partner institutions. Course evaluations are conducted during the semester and discussed with students. Clearly, as the programme is newly launched, no evidence is yet available on how evaluation results have led to curriculum adjustments. The panel therefore emphasises the importance of establishing baseline indicators and documenting programme-specific quality development measures from the outset, in order to enable transparent monitoring of the programme's maturation.

Overall, the MEE programme demonstrates a strong academic concept, a clear specialisation profile, and robust integration into a well-established German partner university. The joint supervision of theses, full academic integration in Stuttgart and the research-oriented structure are significant strengths. To further enhance transparency and structural robustness, improvements are required in the outcome orientation of learning outcomes, formalisation of academic counselling for elective choices and mobility preparation, in the transparent communication of funding conditions, and in the explicit documentation of laboratory resources in relation to programme requirements.

Conclusion

The criterion is partially fulfilled.

Procedures for quality assurance

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

According to the VGU report, the University established a Quality Policy in 2020 and implemented Quality Management Regulations as a framework for quality structures, responsibilities, and processes. The regulations include quality assurance, quality control, and continuous improvement, as stated by the SER.

As a German Vietnamese transnational university, initial drafts were first prepared by the Strategy and Quality Management Department (SQM), then reviewed by the Quality Assurance Committee (QAC), which is composed of both academic and administrative staff, and finally completed with input from a German quality management consultant, the SER describes.

Reflecting its transnational foundation, the Quality Policy outlines twelve QA principles, including the alignment of Vietnamese and European standards (e.g., ISO, ESG) with a strong focus on quality assurance throughout the whole student life cycle, as reported in the SER.

VGU has developed and implemented six QA instruments to align with the university's strategic goals and quality standards. The results of these evaluations and surveys are to be published on the website. The following scopes are said to be involved:

- Entry Survey
- Module Evaluation
- Programme Evaluation (Survey) (Students)
- Service Evaluation (Survey)
- Employability Survey
- Employer Survey (The survey will be introduced in late 2025)

The mentioned surveys are conducted on Google Forms, while the Module Evaluations are carried out using a software suite developed by VGU.

Programme Review Committees (PRCs) for programme evaluation are established to evaluate and provide feedback on specific study programmes, as well as to review programmes undergoing transition. The composition of a PRC includes the Academic Coordinator, the Dean/Vice Dean, lecturers, academic representatives from GPUs, a student representative, and one representative each from Academic and Student Affairs Department (ASA), SQM, Industrial Relations and Technology Transfer Centre (IRTTTC), and from Research Management Department (RMD), if the programme is a Master's programme.

The Programme Review Committees (PRCs) are also responsible for establishing new programmes. They involve lecturers, the Dean/Vice Dean, programme development and quality assurance experts (ASA, SQM, IRTTC), an external industry representative, a student or alumni representative, and others from RMD (for

master's programmes), LCFY, and/or Marketing and Student Recruitment. Like the Programme Review Committee, the Programme Development Committee reports to the respective Faculty Council.

According to the SER, the VGU study programmes were initially indirectly accredited through their German partner institutions. Since then, VGU has pursued independent international accreditations from agencies accredited by the German accreditation council. Since 2024, the Faculty of Economics and Business Management has been a member of the AACSB network of international business schools.

VGU's academic staff policy is said to be significantly influenced by Germany's higher education characteristics, e.g., the expectation that senior academics are involved in research and teaching, and that a doctoral degree is an entry qualification for mid-level academic positions (unlike in Vietnam). The university strives to establish a faculty with international experience, including Vietnamese citizens trained abroad.

A new Employer Survey will gather feedback from employers of VGU graduates on their graduates' job performance, professional knowledge, communication skills, problem-solving abilities, adaptability, and ethical standards. It will be introduced at the end of 2025 and will also assess the relevance of VGU's study programmes to industry needs.

Study programmes initially introduced with the support of the VGU Consortium are primarily delivered by a "flying faculty" from a German partner university, based on a formal agreement, the university highlights. The partner institution implements its own accredited programme as a blueprint at VGU, ensuring alignment with academic and professional standards. A structured "transition process" begins after six years, during which academic and administrative responsibility is gradually transferred to VGU, leading to "ownership". Examining regulations and curricula remains almost unchanged, mirroring established practice. VGU seeks international programme accreditation in accordance with the "Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)". Following the transition, residential academic staff will gradually increase the proportion of teaching to 80%. German partner universities will continue their collaboration with VGU, contributing at least 20% of the academic staff and providing support for a minimum of six years.

Study programmes fully transferred to VGU are subject to two cyclical reviews: a Major Program Review conducted every five years, which addresses substantial changes and key documentation, and a Minor Program Review conducted annually as a more focused, small-scale evaluation, initiated jointly by the SQM Department and the respective Academic Coordinator and requires the establishment of a Program Review Committee.

Experts' evaluation

The Vietnamese-German University has established a comprehensive and formally documented quality assurance (QA) framework that is aligned with international standards and the ESG. The QA system is supported by central policies, defined procedures and regular evaluation instruments. The documentation provided demonstrates that responsibilities are allocated, evaluation cycles are defined and relevant stakeholders are formally included in quality-related processes.

The panel gained the impression that the institutional commitment to quality assurance is strong. During the site visit, representatives at different levels of the university articulated a clear understanding of quality as an integral element of academic development. The existing QA instruments include module evaluations, student feedback surveys, employer surveys conducted in the context of accreditation procedures, and exchanges with industry partners, including workshops and direct meetings in Ho Chi Minh City. The panel positively notes that industry representatives expressed very favourable views on the professional and workplace competencies of VGU graduates, particularly with regard to teamwork, communication skills and rapid integration into company processes.

Course evaluations are carried out during the semester and are discussed with students before course completion. This practice demonstrates a commendable effort to close feedback loops at course level and to enable immediate dialogue between lecturers and students. Furthermore, the university participates in accreditation-related employer surveys and organises industry workshops, which indicates a willingness to involve external stakeholders in programme development.

At the same time, the panel identified a gap between the existence of formal QA procedures and the systematic documentation of resulting improvement measures. While evaluation instruments are in place and positive outcomes (e.g. strong employability) are evident, the link between collected data and concrete, documented curriculum changes remains only partially transparent. In several discussions, feedback from industry and students was described in qualitative terms; however, systematic evidence of how such feedback is translated into structured programme development plans was limited. The panel therefore considers it advisable to formalise the documentation of the part of the quality improvement cycle, explicitly linking evaluation results to concrete curricular or structural measures at programme level (**Finding 15**).

Moreover, QA procedures are currently applied largely in a uniform manner across programmes, irrespective of their maturity or stage of development. Given that some programmes are newly established (e.g. MEE), while others are long-standing and demonstrate stable employment outcomes, a differentiated QA approach would enhance effectiveness. In particular, new programmes require baseline indicators and early monitoring mechanisms to ensure that they reach comparable levels of quality and labour-market integration. The panel therefore recommends the development of programme-specific QA protocols that take into account the lifecycle stage and strategic profile of each programme (**Finding 16**).

Overall, the panel assesses the university's quality assurance system as comprehensive, well-intentioned and in conformity with ESG principles. The strong employability of graduates and the positive feedback from industry confirm the substantive quality of the programmes. By strengthening the documentation of improvement measures and introducing a more differentiated programme-level QA approach, the university can further enhance the operational effectiveness and transparency of its quality culture.

Conclusion

The criterion is fulfilled.

2. Learning, teaching and assessment of students

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

The SER highlights that the study programmes adhere to European standards, utilise the European Credit and Transfer System (ECTS), prioritise student-centred and learning outcome-based approaches, and undergo regular evaluations.

The required and elective modules are delivered through different formats: lectures (V), exercise sessions (Ü), seminars (S), Tutorials (T), and Mentorium (M). Combining traditional lectures with interactive exercises, in-depth seminars, personalised tutorials, and specialist mentorship will ensure agile learning, as stated in the

SER. It is noted that Lectures establish core concepts, and exercise sessions reinforce theoretical knowledge. Seminars provide a forum for scientific inquiry and skill development, and tutorials clarify concepts and connect theory to practice. In the qualification phase, mentorium sessions are mentioned to enable advanced research and analytical skill development, the report states. Teaching and research are interlinked through various learning activities designed into the programme curriculum, including the following: project work, Case Studies, Seminars, Internships, and Bachelor's and Master's theses.

It is stated that the University integrates teaching with research, offers varied pedagogical approaches, and prioritises task-based learning through project-based learning. E-learning and blended learning modalities have been integrated to stimulate student engagement.

According to the SER, modules mostly comprise written exams, such as 90-minute closed-book tests, as well as reports, oral exams, final projects, and presentations. In some cases, such as for the academic writing module, a student's entire module grade is determined by their performance during the semester. To take the final exam, students must attend at least 80% of the modules. Grades range from A to F (German GPA 1.0 to 5.0), with ICMS managing the grading process. Faculty members coordinate and announce exams, and students must register. Exams are held at least twice a year, and students must declare the use of artificial intelligence, e.g., ChatGPT. VGU archives all student work digitally for ten years.

Guidelines for academic programmes and regulations are available on the university website and the VGU wiki (intranet). The ICMS, Moodle LMS, and SIS allow students to access their records and view their educational achievements.

Experts' evaluation

The panel concludes that the programmes demonstrate a student-centred design that is consistently aligned with the defined Intended Learning Outcomes (ILOs). The ILOs are formally embedded in the study and examination regulations, and assessment formats are designed in accordance with these outcomes and subject to regular review. Programme Learning Outcomes (PLOs) are mapped to the modules, and guidance is provided to ensure that electives contribute coherently to the achievement of PLOs across the programme. This structured alignment reflects a sound outcome-oriented approach in line with the AQAS standards.

Task- and project-based pedagogy forms an integral part of the teaching concept. Presentation skills, teamwork competencies and soft skills are systematically integrated from the Foundation Year onwards. Realistic work settings are simulated through role play and project formats. The panel positively notes that students explicitly request even more project- and task-based formats, which underlines both the learner-centred orientation of the programmes and the students' engagement with applied learning formats. Electives introduced after semester 2 allow for individual specialisation while maintaining PLO alignment. Flexibility is further reflected in interdisciplinary workloads and the possibility for students to combine studies with employment, even if this may extend the duration of study.

Employers consistently highlight the strong technical qualifications of graduates as well as their teamwork, communication skills and rapid integration into professional environments. These external perceptions confirm the effectiveness of practice-oriented teaching formats such as projects, seminars, case studies and internships. Internships are embedded in several programmes (e.g. site or laboratory internships with reporting requirements aligned to German standards) and are supported through established industry links. Students report institutional support in identifying placements. At the same time, students note that short internship windows are sometimes misaligned with company preferences for longer durations. While this does not fundamentally undermine the structure, clearer communication and alignment of internship windows with industry expectations would enhance effectiveness.

The assessment rules are defined in module handbooks and study regulations. Grading procedures, review periods and follow-up discussions with lecturers are explained to stakeholders. Students are able to view evaluation results during survey windows, and reported adjustments in teaching indicate an active feedback culture. However, in certain areas (e.g. Architecture), students report insufficient transparency in project and group assessments, particularly regarding the documentation of individual contributions and participation components. Criteria for evaluating individual contributions are not always explicitly communicated, and divergent grading practices between lecturers were mentioned. To ensure fairness, consistency and constructive feedback, binding transparency standards for project and group assessments should be established, including explicit grading criteria, documentation of individual contributions and timely formative feedback (**Finding 17**).

In addition, the predominance of closed-book examinations was questioned by students. While a range of practical formats is already used (projects, internship outputs, presentations, seminar discussions), a more systematic diversification of assessment formats and strengthened transparency in project and group grading should be ensured and documented (**Finding 18**).

Responsibilities and rules for teaching and assessment are formally defined and accessible through module handbooks and study regulations. The experts also found that a uniform documentation of certain operational processes – such as examination scheduling, registration timelines and communication channels – is not consistently evidenced across programmes indicating room for further development in the future.

Follow-up discussions on grades provide students with low-threshold clarification opportunities, which is positively assessed. The panel learned that appeals procedures are in place while the interviews also indicated that with the specific nature of the student body these regulations are not always found to be easily accessible, including explicit retake regulations. These procedures should be made clearly visible and accessible to students to ensure procedural security and fairness (**Finding 19**).

Regulations exist to recognise and accommodate special needs, including pregnancy and disability, and adjustments can be granted upon student notification. These provisions are commendable and should also be subject to strengthening to ensure clarity and transparency for all stakeholders (**see Finding 19**).

Another observation should be shared impacting the overall assessment with regards to academic standards in the reviewed programmes. As the panel could clearly see when reviewing student work, differences are evident in the design of subject-specific requirements in the area of Technical Writing. Each study programme applies its own regulations, resulting in an inconsistent application of submission formats and quality standards. From the perspective of the review panel, this makes it more difficult to ensure a consistent academic level across programmes and may lead to uncertainty among students with regard to formal and qualitative requirements. The panel concluded that this structure results from the cooperation with different partner institutions in Germany making it harder to identify what is the actual VGU standard. To ensure a consistent quality of academic work, VGU should define its own programme-wide minimum standard for Technical Writing that establishes binding requirements for submission formats and quality standards (**Finding 20**). The panel understands this step as an element of institutional development indicating a growing maturity of VGU ownership of its programmes.

Overall, the panel assesses that the requirements towards the criterion are fulfilled. The programmes demonstrate ILO-aligned assessment design, diverse and practice-oriented teaching formats, and transparent grade communication. As explained above, further strengthening transparency in project and group assessment, diversifying assessment methods beyond predominantly closed-book formats, and formalising the visibility of operational and appeal procedures will further consolidate the student-centred and outcome-oriented character of the learning and assessment framework.

Conclusion

The criterion is fulfilled.

3. Student admission, progression, recognition and certification

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Bachelor's programmes

According to the SER, admissions to the bachelor's programme are possible through an application form and mandatory documents via VGUs' secure online application portal. The application guidelines published on the VGU website apply to both domestic and international applicants, and the following criteria must be met:

- admission scores according to the five distinct admission modes for undergraduate selection
- English language proficiency requirements (at least an IELTS Academic band score of 5.0 at the time of application, exemption to applicants originating from countries where English is an official language, and candidates who have successfully graduated from international high school programmes)

Admission is maintained by the Examination Committee and its assisting boards, formally constituted by the Presidential Board, with specific operational procedures in alignment with the Admission Regulation for Undergraduate study programmes.

Student progress is stated to be monitored through a system that identifies students at risk of academic difficulty, such as those who have failed a course twice or are behind schedule. Information on graduation, length of studies, pass rate, grade, etc., is compiled and shared with the Academic Coordinator (AC), the Dean of the Faculty, as well as the Presidential Board at the end of each semester. Students with a weak academic record are contacted and asked to attend a consultation meeting with the AC.

It is noted in the SER that the "Recognition of Prior Learning (RPL)" framework is transparent and regulates the recognition of prior learning. Learning agreements through scholarship partners such as DAAD and other organisations are used to foster international student mobility. VGU provides full merit scholarships to admitted candidates from neighbouring countries, Laos, Cambodia, Myanmar, and Thailand, who present a valid IELTS Academic score of 6.5 or higher, or an equivalent English language proficiency qualification. Each of these scholarships covers 100% of tuition fees for the initial four semesters of study.

Graduates receive documentation explaining the qualification gained, including context, level, and status of the studies. The Diploma Supplement, explaining the programme curriculum and the Vietnamese and German grading system, is one of the official documents and will be issued together with:

- Certificate of Bachelor's degree of VGU, and the Bachelor's degree of the German partner university.
- Transcript of Records with all module grades and the topic of the Bachelor's thesis and its evaluation.

Master's programmes

According to the SER, prospective Master's students can apply and submit their documents online through VGU. The admission regulation applies to Vietnamese and international students, and applicants must hold a Bachelor's degree (120 credits or 180 ECTS, equivalent) with a minimum GPA of 6.5, or an equivalent qualification. Admission requires meeting English proficiency and qualifying entrance exam standards (combining 25% Bachelor's GPA, 50% technical interview, 25% English score). The English requirements align with the Bachelor's programme, and VGU also offers direct admission for those with excellent academic achievements.

Bachelor's degree eligible for Master's programmes: COM (Bachelor's degree in Civil Engineering, Mechanical Engineering, Electrical Engineering, or related engineering fields); Mathematics, Applied Mathematics/Computational Mathematics; Physics, Applied Physics/Computational Physics; Computer Science, Mechatronics, Electrical Engineering & Telecommunications MEE (Bachelor's degree in Electrical Engineering, Electronic Engineering, Microelectronics, Computer Engineering, Telecommunications Engineering, Information and Communications Engineering, RF Engineering, Automation Engineering, or related engineering fields).

Experts' evaluation

The admission requirements for the study programme are clearly defined and transparently regulated. Information on admission requirements, formal criteria and application procedures is clearly presented and easily accessible via the university's website as well as through the responsible organisational units, in particular the ASA Department and the International Office. Prospective students receive structured information and concrete guidance regarding the application process and the required documentation.

Particularly positive is the proportion of international students, which amounts to approximately 5–10% outside formal exchange programmes and indicates a noticeable international composition of the student body. This suggests effective international outreach as well as transparent and practicable admission procedures for international applicants. Overall, the admission requirements are clearly structured, comprehensibly communicated and institutionally well supported. The guiding question regarding clearly defined admission requirements can therefore be answered in the affirmative.

Specific admission requirements are in place and implemented in a structured manner. All bachelor students are required to complete a mandatory Foundation Year, which must be successfully passed before final admission to the respective bachelor programme. The objective of this year is to compensate for differences in students' prior knowledge and performance levels. The main focus lies on language skills, mathematical foundations and international standards of academic work. The review panel considers this instrument to be suitable for systematically harmonising heterogeneous entry requirements and for providing a solid foundation for subsequent subject-specific studies.

Student mobility is structurally foreseen in principle. In many study programmes, a planned semester abroad is integrated into the curriculum, meaning that a corresponding mobility window is formally in place. Thus, the prerequisites for integrating study phases abroad into the course of studies are given. However, significant limitations arise in practice. A semester abroad is effectively only feasible if students have sufficient financial resources. In addition, a prerequisite for admission to the semester abroad is that all modules scheduled in the preceding study phase must have been fully passed. In the view of the review panel, this regulation results in a very short preparation period and limited planning security. This can considerably restrict students' actual mobility. On the long run the university should review and potentially adjust the existing regulations for the semester abroad in such a way that one to two modules may remain open prior to the start of the stay abroad, to extend the planning period and to improve planning security and real mobility opportunities (**Fining 21**).

Furthermore, the expert panel learned during the interviews that after the expiry of support programmes for individual study programmes, there are only very limited scholarship opportunities available, in particular for double degree programmes. This may have a negative impact on the attractiveness and accessibility of such programmes and may limit the recognition and added value of the qualification documents for students.

Conclusion

The criterion is fulfilled.

4. Teaching staff

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

All engineering programmes are staffed by full-time academic personnel, comprising lecturers, laboratory engineers, programme assistants and adjunct lecturers. Responsibility for teaching and scholarly enquiry lies with lecturers, adjunct lecturers, research assistants, teaching assistants and faculty assistants. All residential academic staff are employed on a full-time basis as lecturers and have received their academic education in various countries, including Vietnam, Thailand, Germany, France and Italy.

According to the report, Job advertisements are published on platforms such as THE uni-jobs, LinkedIn.com, and the VGU website to reach a wide pool of qualified candidates. The Selection and Nomination Committee (SNC) oversees the 4–14-month evaluation process, which includes a review of qualifications, trial lectures, presentations, discussions on teaching and research philosophies, interviews, and an external evaluation by German professors. VGU's adjunct lecturers must have a PhD in a relevant field and are appointed by the Dean/Vice Dean.

Vietnamese universities have a different approach to faculty recruitment compared to Germany, particularly for senior academics. As reported by the University, all senior academics are expected to be involved in research and teaching activities, and a doctoral degree is regarded as an entry qualification for mid-level academic positions. The university's international approach is said to include recruiting Vietnam-born academics trained overseas. According to the university, the overall aim is to work closely with German partner universities, recruit international students and staff, and nurture exchange relationships with German and other international universities. As stated in the report, in 2023, VGU launched a faculty exchange programme for all lecturers, funded by HMWK, to foster international collaboration and provide VGU faculty with professional advancement opportunities.

Experts' evaluation

The panel confirms that the composition of the teaching staff is appropriate for the achievement of the intended learning outcomes across the engineering programmes under review. Academic delivery is ensured through a combination of full-time residential staff, laboratory engineers and adjunct lecturers, complemented by flying faculty from German partner universities. This international integration represents a particular strength of the programmes and reflects the transnational character of the institution.

During the site visit, it was confirmed that flying faculty contributions are contractually secured through formal agreements with the respective German partner universities. In cases where a designated lecturer is unavailable, the partner institution is obliged to provide an appropriately qualified replacement. This contractual arrangement provides stability and safeguards academic standards over the accreditation period. The structured block-teaching format (typically two to three weeks per semester) allows for focused academic delivery while ensuring alignment with partner curricula.

Employer feedback obtained during the visit consistently highlighted the strong technical preparation, analytical capability and familiarity with industry-standard tools among graduates. This external validation indicates that teaching staff are competent and appropriately qualified in relation to the intended learning outcomes. In

particular, strong preparation in modelling, semiconductor-related software and applied engineering skills was emphasised by industry representatives.

With regard to workload, it was reported that academic staff generally carry approximately eight hours of teaching per week, with the remaining time allocated to research and related activities. This model reflects an appropriate balance between teaching and research responsibilities and is consistent with the academic profile of a research-oriented engineering institution. At the same time, some staff expressed the wish for increased research time to further strengthen research output and maintain cutting-edge expertise. While this does not currently jeopardise programme delivery, the long-term sustainability of high-level research engagement should be monitored.

The breadth of certain programmes, particularly in technologically advanced fields such as Smart Mobility and semiconductor engineering, requires sufficiently specialised academic coverage. During the discussions, questions were raised as to whether the permanent academic team fully covers the increasing range of specialised subject areas. While current delivery is ensured through flying faculty and cross-programme teaching, the strengthening of permanent academic capacity in highly specialised domains would further enhance continuity and programme robustness (**Finding 22**).

The panel notes that the documentation provided describes recruitment procedures as structured and transparent, including formalised appointment processes and quality control mechanisms. The contractual integration of German partner institutions further ensures that externally involved lecturers meet high academic qualification standards. Academic coordinators support external lecturers and ensure alignment with programme requirements. This structured onboarding contributes to pedagogical consistency and programme coherence.

However, it became evident during the discussions that industry representatives are only marginally involved as guest lecturers. Given the strong industry orientation of the programmes and the positive engagement of employers, a more systematic integration of practitioners into formal teaching formats would further enrich applied learning and strengthen the link between curricula and current professional practice (**Finding 23**).

Regarding staff development, the university demonstrates a clear commitment to internationalisation and academic advancement through exchange formats and cooperation with partner institutions. At the same time, industry stakeholders pointed to emerging technological areas (e.g. semiconductor technologies, material sciences) that require continued academic upskilling. While research engagement is encouraged, a clearly documented and programme-specific staff development strategy—particularly addressing emerging high-tech domains and pedagogical innovation—should be further articulated and made visible (**Finding 24**). This will also increase attractiveness of VGU as an employer.

With regard to resources in relation to student numbers, there was no indication indicating structural staff shortages affecting programme delivery. Teaching continuity through contractual arrangements and the balanced workload model suggest that staffing levels are currently sufficient. Nevertheless, in view of planned programme expansions and increasing technological specialisation, forward-looking staff planning will be of growing importance, and the panel was happy to hear that this is also part of the management agenda.

In summary, the panel assesses that the teaching staff are highly qualified, internationally integrated and competent in delivering the intended learning outcomes. Recruitment procedures are structured, and the involvement of German partner institutions provides additional quality assurance. To further consolidate long-term sustainability and industry integration, the university should strengthen permanent academic capacity in specialised domains, formalise practitioner involvement in teaching, and document a comprehensive staff development strategy aligned with emerging technological priorities.

Conclusion

The criterion is fulfilled.

5. Learning resources and student support

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

As stated in the SER, 14 computer laboratories are available, plus 1 PC lab at the city campus. In addition to computer labs, there are 71 facilities for conducting Research & Development (R&D) activities, technical laboratories and workshops, state-of-the-art equipment that supports practical know-how and scientific research, primarily in the engineering study programmes. IT infrastructure and digitalisation efforts are supported by the Integrated Campus Management System (ICMS). The system comprises five core modules: Student Lifecycle Management, Financial Management, Human Resource Management, Document Management, and Business Intelligence, as highlighted by the university.

According to the SER, funds from the World Bank VGU established a research infrastructure for becoming a hub for collaborative research with other universities and with the emerging industry in Southeast Asia. Laboratories, workspaces, practical workshops, teaching and research laboratories, and computer labs, as well as faculty offices and student support facilities, are provided. General classrooms are equipped with projectors, smartboards, and flexible seating arrangements to facilitate lectures and discussions, the report states. VGU has taken steps to serve individuals with disabilities by providing a campus that is fully barrier-free and accessible, featuring elevators, accessible restrooms, and housing options.

The VGU library provides over 8,600 printed books and 1,235,000 eBooks, accesses to Springer Nature, Perlego, Gale, ProQuest, and Kortext, as well as 200,000 e-journals, subscriptions to databases like ScienceDirect, IEEE Xplore, Scopus, ProQuest, and comprehensive access to peer-reviewed articles. All sources are said to be integrated into the VGU Library Management System, enriched by the international InterLibrary service with other libraries from Vietnam and abroad. Workshops and tutorials are said to be conducted to instruct students on database navigation, journal access, and information source evaluation.

The SER also specifies that the library acts as an academic community centre, effectively implementing innovative services to users. Due to its activities, also about environmental practices, the VGU library was granted third place in the Best Green Library Award by the International Federation of Library Associations and Institutions (IFLA) in August 2023 (annex: library award), the university explains.

Two dormitory buildings, comprising seven floors with over 800 rooms (max. capacity of 2,088 students) for freshmen and sophomore students from outside Ho Chi Minh City and international students. Sports complexes, a sports hall, a Stadium, two tennis courts, two basketball courts, eight badminton courts, one volleyball court, and a swimming pool are offered to support the health of its students and staff.

The Faculty of Engineering reports the monitoring of students to ensure their success. It identifies those at risk of academic difficulty and shares information on graduation, length of studies, pass rate, grade, etc., with relevant parties. Students with a weak academic record can be identified and supported by an Academic Coordinator. VGU supports students throughout their studies with a variety of programmes and services and implemented a containment strategy. Programme Assistants are operating as contact person where students are able to express any concerns regarding their academic progress. The dropout rate in these programmes remains low (under 10%).

VGU states that cooperation with industrial partners is as important as the academic partnership, primarily to enhance graduate employability, to secure additional funding for research, and to ensure the practical relevance of its academic and research endeavours. Companies like Adidas Group, Intel, and Mercedes-Benz provide internships and scholarships.

Experts' evaluation

Access to module descriptions is generally ensured for students. Relevant information on module content, learning outcomes and the structure of the programme is available to students and enables academic orientation within the respective study programme. At the same time, it becomes apparent that the presentation of study plans and module overviews is not uniform to the extent that it might be difficult to find relevant information. Different layouts and formats impede comparability between study programmes and reduce transparency, for students enrolled in double degree or transfer programmes as well as for international target groups. In some cases, links lead to partner universities for programme relevant information that is of relevance for VGU students.

In order to improve transparency and comparability, it is required to improve publicly available information and consider introducing a more uniform corporate design for study plans and module overviews. **(Finding 25).**

The coherence and alignment of modules are actively supported. Joint coordination meetings between German and Vietnamese teaching staff take place and serve to align module content and coordinate the curriculum. This form of international cooperation contributes to the consistency of teaching content and to the alignment of learning outcomes across locations. In addition, student evaluations are conducted to assess curriculum content. According to the university, the results are incorporated into the further development of modules and used to improve coherence and the logical progression of content. Overall, a systematic approach to reviewing and further developing the interlinking of modules is evident.

The campus visit shows that adequate spatial and infrastructural resources are available for the study programmes. There is a sufficient number of learning and group work spaces as well as openly accessible computer pools. Access to European and, in particular, German standards and regulations is ensured. The library holds an extensive multilingual print collection as well as more than one million digital media. Upon request, specific literature needs can be subsequently procured. In addition, a 24/7 book return service, printing services and a cafeteria for students and staff are available. Additional resources are provided for practice-oriented teaching. In the architecture laboratories, laboratory time can be booked via a QR-code-based reservation system. The software used corresponds, according to the representatives of industry consulted, to the current state of the market and is also available to students off campus via a VPN connection. At the same time, it became evident that some areas – in particular the model-making workshops – do not fully meet the actual needs of students. There are shortcomings both in technical equipment and in the staffing of laboratory support. It is required to systematically evaluate the equipment of the model-making workshops and adapt it to students' needs, for example by acquiring more powerful laser cutters and by expanding personnel support through additional laboratory engineers **(Finding 26).**

Extensive individual advisory services are available. A central contact point exists on campus where the relevant advisory offices are represented with permanent office space. In addition, it is always possible to submit enquiries online. Students receive support on academic, organisational and personal matters. Furthermore, approximately 1,000 scholarships were awarded in the academic year 2024/25. Guidelines on compensation for disadvantages, gender equality and equal opportunities are in place and are aligned with, or adopt, the standards of the German partner universities. Overall, the advisory and support services are well structured, easily accessible and institutionally embedded.

A broad range of introductory and exchange opportunities is available. More than 20 student-run study clubs exist and are supported by professors. These offers promote academic and social exchange as well as students' integration into academic life. In addition, specific exchange opportunities for architecture students are available, supporting the international character of the study programmes and offering additional opportunities for learning and networking.

The university provides a wide range of support services in the areas of internships, scholarships and study planning. These include job fairs, company meetings and information events on campus. The Department for Industrial Relations actively supports students in identifying suitable internship partners. In addition, internship guidelines, lists of potential host companies and personal contacts of academic staff are available. Students may also apply for scholarships to support exchange semesters.

At the same time, it became evident that only a relatively small proportion of students complete a semester abroad – particularly in Germany – although this constitutes a distinctive profile element of the university and is embedded in several curricula. Furthermore, in some study programmes the duration of internships is not explicitly specified in the study plan. Where a six-week internship is stipulated, students indicated that this timeframe could limit flexibility when coordinating placements with companies.

Following careful debate and based on the very broad consensus on the relevance of internships in all interviews, the panel encourages VGU to include internships as a mandatory component of the curriculum in all assessed study programmes and to extend the duration of the six-week internships in order to improve the quality of practical experience and feasibility for students (**Finding 27**).

Conclusion

The criterion is partially fulfilled.

6. Information

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

The VGU states that the website details the programme coordinators and information about how to apply, the learning outcomes, and course descriptions intended for students, researchers, universities, companies, and public organisations. It also provides online information about admission requirements, the application process, tuition fees, scholarships and evaluations, and policies. Moreover, Facebook, Instagram, LinkedIn, TikTok, and YouTube are used as platforms for sharing updates, announcements, and important information related to VGU activities. The website also highlights VGU's international partnerships, faculties and student body, research achievements, and opportunities for global experiences.

Expert evaluation

The panel confirms that the university provides relevant and accessible information on its study programmes through its official website, module handbooks and study regulations. With the above mentioned limitations, programme descriptions include objectives, intended learning outcomes, curriculum structures and admission requirements. From the experts' point of view, this level of documentation enables prospective students to develop a clear understanding of the academic profile, structure and expectations of the programmes prior to

enrolment. The materials reviewed demonstrate a generally transparent and coherent presentation of academic content and regulatory frameworks.

Information on study regulations, examination procedures and grading systems is formally available and, in principle, accessible to students. During the site visit, stakeholders confirmed that module descriptions and assessment structures are communicated and that evaluation results can be viewed within designated survey periods. From the experts' perspective, the availability of documentation in English further strengthens the international orientation and accessibility of the programmes.

At the same time, the panel observed that certain operational aspects of programme implementation—such as detailed examination scheduling, registration timelines and specific procedural steps—are not always presented in a fully centralised or standardised format across programmes. While the necessary information appears to exist, from the experts' point of view its consolidation in a clearly structured and easily navigable format would further enhance transparency and user-friendliness. A more harmonised presentation of procedural information could therefore be considered as a constructive refinement to improve clarity for students and external stakeholders. This is particularly relevant for the publicly available information regarding study plans and modules, which currently is rather diverse in its presentation and consequently challenging to navigate (**see Finding 25**).

Furthermore, while regulations regarding appeals, retake examinations and special-needs accommodations are in place, their visibility within publicly accessible documentation could be strengthened. From the experts' perspective, making these procedures more prominently available would reinforce procedural security and increase students' awareness of their rights and responsibilities. The panel views this not as a structural weakness, but as an opportunity for incremental improvement within an already functional information framework.

Overall, from the experts' point of view, the university provides comprehensive and largely transparent information about its programmes and regulatory environment. The core requirements of the standard are met. Further consolidation and harmonisation of operational information, together with enhanced visibility of certain procedural regulations, would contribute to even greater clarity and accessibility for all stakeholders.

Conclusion

The criterion is partially fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting all study programmes under review in this cluster offered by the Vietnamese German University with conditions.

Commendation:

The expert panel particularly commends the strong integration of the programmes into the labour market environment. Sustainable partnerships with leading industries ensure that curricula combine academic depth with practical relevance, while internships, industry-based theses and continuous employer engagement effectively bridge theory and professional application. The consistently positive employability outcomes confirm the success of this approach and demonstrate that graduates are well prepared for technically demanding roles. At the same time, the academic structure of the programmes is coherent and aligned with European standards. The consistent application of ECTS, transparent workload allocation and logical curricular progression support systematic competence development, and the reviewed theses convincingly demonstrate that the academic level corresponds to the respective EQF descriptors, reflecting methodological rigour and technical depth.

In addition, the university has established a structured and comprehensive quality assurance framework that provides a solid basis for continuous improvement. A dedicated QA department, formalised policies and systematic stakeholder involvement indicate that quality is embedded institutionally and supported by transparent procedures and evaluation instruments. This is complemented by a well-developed and student-oriented learning environment. Modern facilities, digital systems, structured academic advising and clear assessment procedures create stable conditions for successful study progression. The explicit commitment to academic integrity, non-discrimination and comprehensive student support further reinforces a responsible academic culture and underlines the institution's strong and sustainable profile in delivering high-quality engineering education.

Findings:

1. For the Architecture programme, in order to strengthen the student-centred character of the programme and ensure a broader alignment of assessment formats with the intended learning outcomes, project-based and diversified assessment formats should be expanded systematically beyond predominantly closed-book examinations.
2. For the Architecture programme sustainability fundamentals – including planetary boundaries and the Sustainable Development Goals (SDGs) – should be integrated early on in the curriculum and progressively embedded across all subsequent semesters, encompassing ecological, social and cultural dimensions of design.
3. For the Architecture programme a coherent concept of “Building Culture as an Instrument for Sustainable Architecture” should be developed and systematically reflected in the curriculum.
4. For the Architecture programme to ensure adequate support for studio-based learning and safe operation conditions, faster laser cutters with appropriate extraction systems should be acquired and fabrication capacities expanded accordingly.
5. For the BCE programme clear links from CLOs to PLOs must be provided, clearly indicating how modules contribute to the PLOs.
6. For the ECE programme VGU should better and earlier communicate to ICT focused students the curricular and timely impact of choosing the location if the German partner university.

7. For all programmes VGU should consider developing its own standards of academic work and requirements for BA and MA thesis to increase consistency in light of a continuously reduced role of the German partners in each programme over time.
8. For the SME programme a review of the sequencing and prerequisites, as well as adherence to the order of modules in the study plan, is recommended to optimize the ideal student learning progression.
9. For the SME programme publicly available programme documentation should provide transparency which laboratories relevant to the programme are available at VGU or respectively only at partner universities and how they are integrated in the curriculum (module descriptions).
10. For the SME programme criteria and procedures for enrolment, acceptance into the programme, and admission to mobility phases should be better accessible through documentation and improved provision of information.
11. For the COM programme the module handbook has to be updated in a consistent format.
12. For the MST programme students should be informed earlier and more systematically about mobility requirements, visa procedures, and funding opportunities to facilitate student exchange and enable seamless participation in the mobility component.
13. For the Electrical Engineering (M.Sc.) programme learning outcomes need to be better defined and documented in a measurable, outcome-oriented way.
14. For the Electrical Engineering (M.Sc.) programme a defined and transparent advisory concept, including recommended study pathways for each specialisation and documented counselling responsibilities, should be established.
15. The documentation of the quality improvement cycle should better ensure that evaluation results are systematically linked to clearly documented curricular and structural enhancement measures at programme level.
16. VGU should consider implementing programme-specific QA procedures that differentiate between newly established and mature programmes in order to ensure stage-appropriate monitoring and quality development.
17. For all programmes, binding transparency standards for project and group assessments should be established, including explicit grading criteria, documentation of individual contributions and timely formative feedback to ensure fairness and consistency.
18. For all programmes, assessment formats should be further diversified and documented in order to strengthen the alignment between Intended Learning Outcomes and assessment methods beyond predominantly closed-book examinations.
19. For all programmes, an easily accessible appeals and retake procedure should be prominently published to ensure procedural transparency and fairness.
20. For all programmes, a programme-wide minimum standard for Technical Writing should be defined to ensure consistent academic quality, citation practices and formal requirements across study programmes.
21. VGU should review and potentially adjust the existing regulations for the semester abroad in such a way that one to two modules may remain open prior to the start of the stay abroad, to extend the planning period and to improve planning security and real mobility opportunities.

22. For technologically specialised programmes, permanent academic capacity in highly specialised subject areas should be strengthened to ensure continuity and sustainable coverage of emerging domains.
23. For all programmes, industry practitioners should be more systematically integrated into formal teaching formats in order to further strengthen applied learning and professional relevance.
24. For VGU, a clearly documented and programme-specific staff development strategy aligned with emerging technological priorities and pedagogical innovation should be established.
25. For all programmes, up to date study plans and module overviews must be publicly available. A more standardised in a uniform presentation to enhance transparency and comparability should be implemented.
26. For the Architecture programme, the equipment and staffing of model-making workshops has to be systematically evaluated and upgraded to meet students' technical and safety needs.
27. For all programmes, internships should be embedded as mandatory curriculum components where not yet formalised, and the duration of short internships should be reviewed and potentially extended to enhance professional relevance and feasibility.