



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

VIETNAMESE-GERMAN UNIVERSITY

CLUSTER BUSINESS

BUSINESS ADMINISTRATION (BACHELOR)

ACCOUNTING & FINANCE (BACHELOR)

May 2026



Content

Decision of the Accreditation Commission of AQAS	3
I. Preamble	6
II. Accreditation procedure	6
1. Criteria	6
2. Approach and methodology	6
III. General information on the university	8
IV. Assessment of the study programmes	9
1. Quality of the curriculum	9
2. Procedures for quality assurance	13
3. Learning, teaching and assessment of students	16
4. Student admission, progression, recognition and certification.....	18
5. Teaching staff.....	20
6. Learning resources and student support	21
7. Information	24
V. Recommendation of the panel of experts.....	25

DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “BUSINESS ADMINISTRATION” (BACHELOR)
- “ACCOUNTING & FINANCE” (BACHELOR)

OFFERED BY VIETNAMESE-GERMAN UNIVERSITY, HCMC, VIETNAM

Based on the report of the expert panel 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 “**Business Administration**” (Bachelor) and “**Accounting & Finance**” (Bachelor) offered by the **Vietnamese German University, Vietnam** are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor).

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 condition has to be fulfilled. The fulfilment of the condition has to be documented and reported to AQAS no later than **30 June 2027**.
3. The accreditation is given for the period of **six years** and is valid until **30 June 2032**, provided that the condition listed below are fully met. Otherwise, the accreditation may be withdrawn.

Condition:

1. The VGU must assure that the Bachelor Examination Certificate, the Diploma Supplement and the Transcript of Records present correct information regarding the issuer of the documents and degrees.

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

1. Course descriptions should be of comparable quality for all courses to be comprehensive. Outdated information should be removed from the handbook to ensure it stays up to date and transparent.
2. It is recommended to better document data on graduate employability to make it more transparent and accessible for all stakeholders.
3. It is strongly recommended to comprehensively and transparently document the use of detailed statistical progression data for programme development.
4. The VGU should establish procedures to ensure that information provided by partner institutions and presented on VGU channels is comprehensive, comparable across all programmes, and in line with the standards of the university.

5. The VGU is recommended to expand the involvement of practitioners in the courses, for example as guest lecturers, to ensure that teaching and learning in the programmes is informed by industry experience.
6. The VGU is recommended to further strengthen communication and coordination with partner institutions, particularly with regard to differences in academic calendars between German and international universities.
7. The VGU is recommended to deepen its engagement with industry partners and alumni directly impacting the programmes to further strengthen professional networks and expand internship opportunities.

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

EXPERTS' REPORT**ON THE STUDY PROGRAMMES**

- **“BUSINESS ADMINISTRATION” (BACHELOR)**
- **“ACCOUNTING & FINANCE” (BACHELOR)**

OFFERED BY VIETNAMESE-GERMAN UNIVERSITY, HCMC, VIETNAM

Visit to the university: 25 November – 27 November 2025

Panel of experts:

Prof. Dr. rer. pol. Henner Klönne	University of Applied Sciences Bochum, Professor of Business, Finance & Controlling
Prof. Dr. Patricia Feldhoff	Technical University of Applied Sciences Aschaffenburg, Professor of Business & Accounting
Ms. Lien Vo, Director	Executive & Talent Solutions, Heathnet Talent Solutions, Vietnam (labour market representative)
Mr Fynn Hug	Master Student of Business at Leipzig University (student representative)

Coordinators:

Eylem Inanici	AQAS, Cologne, Germany
Ronny Heintze	

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 programmes "Business Administration" and "Accounting & Finance" offered by Vietnamese German University.

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. 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 September 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 25 November - 26 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% and 27% respectively), tuition fees (40%), and third-party funding (7%).

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.

All Bachelor's programmes, including a foundation year, span four years and require students to earn 180 credit points. One credit point is equivalent to 30 hours of workload (60 minutes), including contact hours, assignments, exams, and self-directed learning. Teaching time is measured in "Academic Teaching Hours" (ATs), with each unit consisting of 45 minutes during the lecture period. The overall aim of the study programmes is to equip students with the theoretical foundations, analytical skills and quantitative methodologies, while fostering strong connections with German partner universities, where the Goethe Universität Frankfurt serves as a primary academic partner. Furthermore, it is stated that the Master in Business Information Systems is guided by the Heilbronn University of Applied Sciences (HHN), and the MBA programme is supported by Leipzig University, HHN, the CETYS University Mexico, and the University of Applied Sciences Upper Austria (FH OÖ).

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

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. 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

Bachelor's degree

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]

Description

Based on the SER, the Bachelor of Science (B.Sc.) in Finance and Accounting (BFA) and Business Administration (BBA) programmes were established in collaboration with the Goethe University Frankfurt (GU) in 2011 and 2016 respectively, and students are awarded a Bachelor's degree by GU and VGU upon completion. Currently, there are 280 students enrolled on the BFA programme and 351 on the BBA programme. Both programmes are full-time and cover a standard period of six semesters. Due to the inclusion of a preliminary foundation year programme (FYP) to equip students with the necessary knowledge of advanced mathematics and various science subjects in preparation for their specialised studies, students must also pass the IELTS with a minimum score of 6.0. To prepare for exchange semesters in Germany, students must also achieve A2-level German according to the Common European Framework of Reference for Languages (CEFR) in order to continue their studies at VGU. The inclusion of the FY means that the Bachelor's degree at VGU lasts eight semesters.

Following the SER, the curriculum is divided into two distinct phases: the Orientation Phase (60 CP) and the Qualification Phase (120 CP). The Orientation Phase provides a broader academic foundation in mathematics for economists, statistics, an introduction to accounting and an introduction to economics. The Qualification Phase provides students with a deep understanding of both theoretical models and structured analysis in the fields of managerial accounting, investment finance, managerial economics, econometrics, business information systems and macroeconomics. After this, the curriculum diverges depending on the chosen study programme. Students on the BFA programme concentrate on corporate finance and international accounting, while those on the BBA programme focus on strategic management and business informatics.

In the third year of their degree, students can personalise their studies by choosing seven compulsory elective courses from over 20 modules, depending on their interests. In order to achieve the desired breadth and depth, BBA students must complete at least three electives, while BFA students must fulfil a minimum of three electives in finance and accounting, as set out in the SER. Both degree programmes are completed with a Bachelor's thesis.

The ILOs shown in the SER apply to both degree programmes. Graduates should be able to:

ILO 1: Theoretical knowledge of Economics and Business Science (general and field specific)

- Identify and discuss economic and business issues based on the reflection against fundamental concepts and theories.
- Integrate knowledge from various subjects to develop and evaluate comprehensive business solutions on a scientific basis.

ILO 2: Quantitative methods and critical thinking skills (general and cross-disciplinary)

- Apply quantitative methods and statistical tools to soundly analyse and evaluate economic and business data based on profound theories and frameworks to develop research questions and hypotheses in the field and solve these questions with sustainability and responsibility.

ILO 3: Knowledge (field specific)

- Apply specific concepts, theories, and methods of their specialisation (in Management and Business Informatics for BBA students and in Finance and Accounting for BFA students) to analyse and develop business solutions.

ILO 4: Ethical reasoning and sustainability mindset (general and cross-disciplinary)

- Integrate ethical reasoning and a sustainability mindset to evaluate and develop business and economic decisions.

ILO5: Communication skills and global competences (general and cross-disciplinary)

- Effectively use cross-cultural communication skills for academic and professional purposes.

The SER emphasises that the Intended Learning Outcomes (ILOs) of undergraduate business programmes are aligned with the European Qualifications Framework (EQF) and the Vietnamese Qualifications Framework (VQF). The ILOs encourage critical engagement with key concepts and theories, as well as the integration of knowledge from different subjects, in order to develop business solutions. Both frameworks require this approach.

Finance and Accounting BFA (Bachelor)

According to the SER, the BFA programme is research-oriented, providing students with a foundation in economics, finance, accounting, and analytical and research-based thinking. BFA graduates typically pursue careers as financial analysts, portfolio managers, accountants, auditors, tax specialists, corporate controllers, commercial bankers, consultants, financial officers, investment advisors or management executives. The programme aims to prepare students to integrate theory and practice in order to develop scientifically grounded, responsible business solutions in a global context. The overall objective is to educate graduates who can competently analyse financial and accounting data, construct financial models, identify and mitigate business risks, and make strategic decisions that enhance shareholder wealth and organisational value. As the job involves dealing with sensitive financial information, developing a sense of responsibility and integrity is said to be vital for careers in this field and is therefore integrated into the education system.

Career fairs are organised once a year, with employers such as BOSCH, Continentale and SAP in attendance. The employment rate of graduates is said to be 90% within a year of graduation.

Expert evaluation

Based on the documentation provided and the discussions held on site, it is clear that the BFA Bachelor's Programme curriculum imparts comprehensive knowledge and skills in finance and accounting. Building on a broader curriculum of economic, business management and quantitative methods foundations during the Orientation Phase, the programme enables students to excel in advanced studies in finance and accounting subjects during the Qualification Phase. This is guaranteed by a selection of compulsory finance and accounting modules in Year 2, as well as three semi-elective modules in finance or accounting in Year 3 of the BFA programme. Additionally, the curriculum bolsters students' broader management and economics skills through a selection of compulsory and semi-elective modules during the Qualification Phase. In addition to subject-

specific preparation, the BFA Bachelor's Programme is designed to provide a solid scientific knowledge foundation. Scientific theories are explicitly and implicitly anchored in the modules, and it is clear that they are taught. Consequently, the BFA curriculum is well balanced and aligned with the aim of delivering a solid foundation for a career in the market, as well as in the scientific and academic spheres.

The qualification objectives are presented as intended learning outcomes (ILOs), which are clearly formulated and transparently presented to all stakeholders, especially to students. However, there is room for improvement regarding the description of the ILOs in the module descriptions as their quality currently varies. While most are detailed and elaborate, others are not and one module even lacks a description of ILOs entirely, only listing contents (e.g. PACC Accounting 3). Underlining the need to have clearly formulated learning outcomes for each course that enable assessment, the experts further recommend assuring comparability of the module descriptions to be entirely comprehensive, ensuring that students can receive all necessary information for all courses (**Finding 1**).

The examined graduate work clearly indicates that the ILOs are achieved and are of solid quality, clearly achieving, if not exceeding, BA level. Consequently, the design of the BFA Bachelor's programme supports the achievement of the ILOs, and the stated ILOs reflect academic and labour-market requirements. A tabular comparison of the requirements of the European Qualification Framework (EQF) and the Vietnamese Qualification Framework (VQF) with the stated ILOs provides an overview showing that the academic level of graduates corresponds to the relevant EQF level 6 for Bachelor's programme. Lastly, the panel of experts confirms that the total workload is correctly and transparently allocated to the different modules, with the correct number of credits assigned to all elements of the curriculum based on the equivalence of 1 ECTS to 30 hours of workload.

Conclusion

The criterion is fulfilled.

Business Administration BBA (Bachelor)

Reportedly, the Bachelor of Science in Business Administration is a more research-oriented programme that equips students with analytical skills and quantitative methods. According to the SER, students develop advanced business reports and propose solutions to global business problems. The BBA prepares students for careers in management, marketing, communications, human resources and international projects.

VGU's management programme aims to train students to make ethical and socially responsible decisions that consider societal impact and sustainability. Students learn about global business, cultural diversity and how to adapt to changing markets. The BBA programme encourages critical thinking and problem solving by teaching students to analyse complex situations, identify challenges and develop innovative, data-driven solutions. It also prepares students for ongoing learning and adaptation to new technologies.

According to the report, BBA students study management, economics (micro/macro), finance/accounting, business law/ethics, and information systems/data analysis. They also study the role of information systems in operations and data analysis, as well as the intricacies of international business, including global markets and cross-cultural communication. As well as imparting knowledge, the programme places significant emphasis on developing skills such as making effective written and oral presentations, active listening, interpersonal communication and negotiation. The programme also encourages leadership, collaboration and conflict resolution. Students should develop technological proficiency in software and information systems, as well as problem-solving and decision-making abilities, in order to apply theories to real-life scenarios. Finally, according to the

SER, an entrepreneurial mindset will be cultivated to help students identify business opportunities and develop go-to-market strategies.

The employment rate is said to be 95% within a year of graduation. Career fairs are organised once a year at VGU, where employers such as Bosch, Continental and SAP attend.

Expert evaluation

Based on the documentation provided and the discussions held on site, the BBA and BFA curricula are largely comparable in structure, with due consideration given to the different student cohorts they target. The BBA curriculum clearly imparts comprehensive knowledge and skills relevant to careers in management, marketing, communications, human resources and international projects. Similar to the BFA, the BBA is divided into an Orientation Phase (1st and 2nd semester) and a Qualification Phase (3rd and 4th semester). From the experts perspective the Orientation Phase covers General Fundamentals, Quantitative Fundamentals, Economics, and Business Administration Fundamentals, while the Qualification Phase enables students to pursue more advanced studies in management. This is well assured by compulsory modules in strategic management and business information in the fourth semester, and three semi-compulsory modules in management in the fifth semester. Additionally, the curriculum bolsters students' broader finance, accounting, and economics skills through a selection of mandatory and semi-elective modules during the Qualification Phase. Similar to the BFA, the BBA Bachelor's programme is designed to provide subject-specific preparation and a sound scientific knowledge basis. It can be positively highlighted that scientific theories are embedded in the modules both explicitly and implicitly, ensuring they are consistently taught. Consequently, the BBA curriculum is also well balanced and aligned with the programme's aim of providing a solid foundation for careers in the business sector and further academic and scientific pursuits.

As with the BFA Bachelor's programme, the learning outcomes of the BBA Bachelor's programme are regularly presented as intended learning outcomes (ILOs). These are well formulated and transparently accessible to prospective and current students in the BBA module handbook. As substantial portions of the compulsory and elective modules in both programmes overlap, significant parts of the handbook are identical. Thus, there is room for improvement in the descriptions of ILOs within the BBA programme handbook. The quality of the ILO descriptions varies. While the ILOs are generally well-described, the structure of the individual modules varies in certain respects. Furthermore, some modules, e.g. Managerial Economics (BMGT), Introduction to Machine Learning and AI, and Sustainability and Marketing, still contain a placeholder instead of the actual ILOs. Accordingly, it has to be assured that ILO are defined for each course, and it is recommended to revise the module descriptions and make all of them comprehensive. In this context, outdated information (e.g. content relevant only for students from the 2021 intake and earlier) should be removed from the handbook to ensure it stays up to date and transparent (see **Finding 1**).

The Bachelor's theses examined provide clear evidence that the intended learning outcomes are being met, and that the academic quality consistently meets, and sometimes exceeds, the expected Bachelor's level. Thus, the design of the BBA programme supports the achievement of the ILOs, which reflect academic and labour-market requirements. A tabular comparison of the requirements of the European Qualifications Framework (EQF) and the Vietnamese Qualifications Framework (VQF) with the stated ILOs provides an overview showing that the academic level of graduates corresponds to the relevant EQF level 6. Lastly, the total workload is transparently and correctly allocated to the different modules, with the correct number of credits assigned to all elements of the curriculum based on the equivalence of 1 ECTS to 30 hours of workload.

Conclusion

The criterion is fulfilled.

2. Procedures for quality assurance

Bachelor's degree

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 to provide a framework for quality structures, responsibilities and processes. These regulations include quality assurance, quality control, and continuous improvement, as stated by the SER.

As a German-Vietnamese transnational university, the Strategy and Quality Management Department (SQM) initially drafted the regulations, which were then reviewed by the Quality Assurance Committee (QAC), composed of academic and administrative staff. The SER describes how the regulations were finally completed with input from a German quality management consultant.

Reflecting its transnational foundation, the Quality Policy outlines twelve QA principles, including aligning Vietnamese and European standards (e.g. ISO and ESG) and focusing strongly on quality assurance throughout the entire student lifecycle. 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 will be published on the website. The following areas 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 aforementioned surveys are conducted using Google Forms, while the module evaluations are carried out using software developed by VGU.

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

PRCs are also responsible for establishing new programmes. This involves lecturers, the Dean/Vice Dean, and programme development and quality assurance experts from the ASA, SQM and IRTTC. It also involves

an external industry representative, a student or alumni representative, and others from the RMD (for Master's programmes), the LCFY and/or the Marketing and Student Recruitment department. Like the Programme Review Committee, the Programme Development Committee reports to the respective Faculty Council.

According to the SER, VGU's 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. 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.

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.

Expert evaluation

Based on the documentation provided and the on-site discussions held, the experts can confirm that the programme development and monitoring targets are aligned with the university's strategic goals, the accreditation standards, and the ongoing structured transition process.

During the transition from partner-led to VGU-owned programmes, quality assurance mechanisms support the gradual transfer of academic and administrative responsibility, all alongside the maintenance of established curricula and examination regulations. Additionally, pursuing international accreditations and adhering to ESG standards provides external benchmarks to inform programme improvement.

The quality assurance system involves a broad range of internal and external stakeholders. Students contribute feedback through entry surveys, module evaluations, programme evaluations, service evaluations and employability surveys, and they are represented on Programme Review Committees. Academic staff, faculty leadership and administrative units such as the Academic Support and Advice (ASA) service, the Student Quality Management (SQM) service, the Information, Research and Teaching Technology Centre (IRTTTC) and the Research and Development Management (RMD) service participate in programme evaluation and development processes. External stakeholders are involved through industry representatives and alumni, who participate in Programme Review and Programme Development Committees. Employers are systematically involved through an employer survey to be introduced in late 2025. Feedback is primarily collected through

structured surveys and committee deliberations, and evaluation results are reported through formal governance channels. The panel was impressed to hear in the interviews with the management that the results of these activities are also planned to be published on the university website.

Information on labour market requirements is collected through employability surveys, the involvement of industry representatives in programme committees and the planned employer survey. The employer survey collects feedback on graduates' job performance, professional knowledge, communication skills, problem-solving abilities, adaptability, ethical standards and whether the study programmes are relevant to industry needs. Although the SER indicates that graduate employability is monitored in general, it does not provide explicit quantitative data on employment sectors, employment rates, or the proportion of graduates who continue their studies on respective programmes. To make it more transparent and accessible for all stakeholders, it is therefore recommended that data on Business Administration and Finance and Accounting graduates be better documented. **(Finding 2)**.

Academic integrity is ensured through VGU's Quality Management Regulations, which are aligned with German and European academic standards, as well as partner programme frameworks. This is supported by institutional academic regulations and QA policies. This framework promotes good scientific conduct and ethical practice, as well as protecting against intolerance and discrimination, in line with ESG principles.

The experts learned that statistical data on student progression is collected, including intake characteristics, study duration, completion rates, assessment outcomes and module performance. Quality Assurance (QA) instruments such as Google Forms and software-based module evaluations are used to systematically compile this data. The data are analysed within PRCs and QA cycles, informing evidence-based decisions on curriculum design, workload distribution, programme adjustments and long-term strategic development.

Programmes are subject to regular monitoring through the cycle of Major and Minor Programme Reviews which provide opportunities to consider student-related data in the context of programme development and transition. However, the systematic collection, analysis, or use of statistical data such as student composition, study duration, completion rates, grade distributions, or examination outcomes is not sufficiently documented hence limiting the use of these data for continuous development. While review mechanisms are in place, it is strongly recommended to comprehensively and transparently document the use of detailed statistical progression data for programme development **(Finding 3)**.

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's degree

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 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.

Expert evaluation

Based on the documentation provided and the discussions held on site, the experts can confirm that the teaching and learning methods used in the programmes significantly contribute to a student-centred learning environment. Students are offered a broad range of teaching formats, including lectures, seminars, project-based work and research-oriented modules. These formats enable multiple pathways for achieving the intended learning outcomes. This diversity is evident within individual modules and across the programme, for instance through the introductory year and the systematic variation of module types. Students are also encouraged to engage actively with the university community through a variety of extracurricular activities on and around campus.

The programmes enable students to design their own learning paths by selecting elective modules and research projects that align with their interests. Students can also adjust their study pace by choosing the semester in which to complete certain modules. Teaching methods are adapted to class size and learning objectives. In the early stages of the course, foundational knowledge is primarily conveyed through lectures, which are complemented by seminars and exercises. In later stages and smaller classes, students deepen and apply their previously acquired knowledge through interactive formats such as presentations, which also foster transferable skills including public speaking and critical reflection.

Students are systematically supported in applying academic knowledge to contexts beyond the university. Several modules incorporate case studies reflecting professional practice, which require students to apply theoretical concepts to real-world scenarios. While not mandatory for graduation, internships and semesters abroad are actively encouraged and supported through institutional structures such as the student office and individual counselling services. Assessment methods generally reflect the intended learning outcomes, combining theoretical understanding with practical application. Students are often required to solve practical problems while showing a good understanding of the underlying theory.

The experts can confirm that assessment regulations and procedures are clearly defined, publicly available, and easily accessible to students. Examination requirements, grading scales, and assessment weightings are transparently documented in the module handbook. Information on the organisation and timing of examinations is communicated at the beginning of each semester. Responsibilities for examination planning and scheduling are clearly assigned at the faculty level, and the panel found the overall examination process to be well structured and consistently implemented.

It can be confirmed that assessment methods are well aligned with the learning outcomes of individual modules and cover a variety of formats, such as written and oral exams, presentations, and coursework. This variety familiarises students with different assessment formats throughout their studies. The panel encourages faculty members to continue developing varied examination practices, while ensuring a balanced workload and reliable assessment of student performance in line with programme objectives.

Clear procedures for examination appeals are in place. Students may submit an appeal to the examination board within four weeks of the publication of grades, after discussing the matter with the examiner. Examination retakes are generally permitted up to three times, and additional attempts may be granted at the discretion of the examination board under specific circumstances.

The General Examination Regulations, which are accessible online, address compensation for disadvantages, illness, or absence during examinations. Programme-specific provisions and temporary regulations, for example concerning the use of artificial intelligence or exceptional situations such as pandemics, are communicated via the university's learning management system. These regulations ensure fairness and comparability while taking individual circumstances into account. It should be noted that the examination board currently does not include a student representative. It would be beneficial to think about including a student representative in this board on the long run to optimise stakeholder involvement even further.

Students have access to comprehensive course and module information through online platforms. This includes details on intended learning outcomes, teaching and learning methods, assessment formats and expected workload. While these resources are generally well maintained at VGU, there are sometimes inconsistent and incomprehensive information that are provided by VGU'S partner institutions as sometimes information is used as provided by partners leading to a rather mixed picture of the presented information. The

panel therefore recommends that VGU establishes procedures to ensure that information provided by partner institutions is comprehensive and in line with VGU's standards (**Finding 4**).

The coordination of course offerings is ensured through regular teaching staff meetings, which facilitate dialogue on content development and help to prevent unnecessary overlap. Ongoing discussions among teaching staff, overseen by the programme coordinator, and systematic module evaluations, which are made publicly available, support continuous quality improvement and curricular alignment. The panel emphasises the value of these evaluation practices and encourages their continued systematic integration into programme development processes.

Conclusion

The criterion is fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's degree

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, admission to the Bachelor's programme is possible by submitting an application form and the required documents via VGU's secure online application portal. The application guidelines published on the VGU website apply to both domestic and international applicants. 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 for applicants from countries where English is an official language and for candidates who have successfully graduated from international high school programmes)

Admission is managed by the Examination Committee and its assisting boards, which are formally constituted by the Presidential Board. The committee operates in accordance with the Admission Regulation for Undergraduate Study Programmes.

Student progress is 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, grades, etc. is compiled and shared with the Academic Coordinator (AC), the Dean of the Faculty and 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.

The SER notes that the 'Recognition of Prior Learning (RPL)' framework is transparent and regulates the recognition of prior learning and learning agreements with scholarship partners such as DAAD and other organisations foster international student mobility.

VGU offers full merit scholarships to candidates admitted from neighbouring countries (Laos, Cambodia, Myanmar and Thailand) who can provide a valid IELTS Academic score of 6.5 or higher, or an equivalent English language proficiency qualification. These scholarships cover 100% of tuition fees for the first four semesters of study.

Graduates receive documentation explaining the qualification gained, including the context, level and status of the studies. The Diploma Supplement explains the programme curriculum and the Vietnamese and German grading systems. It is one of the official documents and will be issued together with the VGU Bachelor's degree certificate and the Bachelor's degree certificate from the German partner university.

A Transcript of Records will be provided, detailing all module grades, the topic of the Bachelor's thesis, and its evaluation.

Expert evaluation

Based on the SER and the site visit, the experts can confirm that the admission criteria were clearly set out and published in Vietnamese and English in the Admission Regulations for Undergraduate Studies (Annex 17). Student recognition is comprehensively regulated by the General Examination Regulations for Bachelor's and Master's programmes in general, and by the Specific Examination Regulations for the Bachelor's programme in Finance and Accounting and the Bachelor's programme in Business Administration specifically. Specified levels of language skills in English and German are specific prerequisites for both programmes and students have to prove sufficient proficiency to enter the Qualification phase after finishing the Foundation Year. As both programmes are taught in English and there are regular international exchanges with German-speaking universities, these language prerequisites are sensible. The Admission Committee is responsible for the admission process, applying the admission criteria set out in the Admission Regulation.

Generally, student progression is systematically monitored. The percentage of students who drop out has remained at a consistently minimal level of 2.7% and below. The average completion time remains 1.5 semesters over the standard study period of six semesters. However, according to VGU's self-evaluation report, the percentage of students graduating within the standard six-semester study period has risen sharply to 40%. As both Bachelor's programmes are taught entirely in English, it is understandable that most students still require more time than the standard period to successfully complete the programme. To support students in their progression, the Faculty of Economics and Management offers an extensive array of student support services.

The "Recognition of Prior Learning (RPL)" framework regulates the recognition of prior learning. The Framework is published and transparent. Learning agreements are used by VGU to facilitate the mobility of students.

Graduates are awarded a Bachelor of Science (B.Sc.) degree in either Finance and Accounting or Business Administration. Annexes 6 and 8 of VGU's self-evaluation report contain templates for the Bachelor Award Certificate, the Bachelor Examination Certificate, the Diploma Supplement and the Transcript of Records. Besides the Academic Transcript, all of these documents still feature the wording "issued by Goethe University Frankfurt". As both programmes were fully transferred to VGU in 2024, these templates must be adapted to provide correct information (**Finding 5**).

Conclusion

The criterion is partially fulfilled.

5. Teaching staff

Bachelor's degree

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

Bachelor programmes BFA and BBA

As mentioned in the SER, the Faculty of Economics and Management has teaching and research expertise spanning a range of disciplines, including macroeconomics, microeconomics, management, marketing, entrepreneurship, finance and accounting. Responsibility for instruction and scholarly enquiry lies with lecturers, adjunct lecturers, research assistants, teaching assistants and faculty assistants. All of these academic staff are employed on a full-time basis and were educated in institutions across various nations (e.g. Vietnam, Thailand, Germany, France and Italy). Fourteen full-time lecturers and nine adjuncts complement the contributions of the 'residential faculty' at VGU. The business programmes are further enhanced by 11 specialist flying faculty experts from Germany.

As documented in Annex 21, several workshops and training courses for academic staff were offered between 2020 and 2024.

According to the SER, job advertisements are disseminated through platforms such as THE Uni-Jobs, LinkedIn.com and the VGU website to reach a wide pool of qualified candidates. The evaluation process is orchestrated by a 'Selection and Nomination Committee' (SNC). The SNC oversees the 4–14-month evaluation process. This 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 are selected by the Dean/Vice Dean in collaboration with the relevant academic coordinators. They must have a PhD in a relevant field and are supported throughout the semester.

Vietnamese and German universities have different approaches to faculty recruitment, particularly for senior academics. All senior academics are expected to be involved in research and teaching, and a doctoral degree is required for mid-level academic positions. The university's overall aim is to collaborate closely with German partner universities, recruit international students and staff, and foster exchange relationships with German and other international universities.

In 2023, VGU launched a faculty exchange programme for all lecturers, funded by HMWK, to promote international collaboration and provide VGU faculty with opportunities for professional development.

Expert evaluation

From the expert's point of view the number of faculty members is adequate for the number of undergraduate students enrolled on the programmes under review. VGU boasts an exceptionally qualified faculty, whose expertise is further strengthened by adjunct lecturers, including the 'flying faculty' from its German partner universities. Teaching performance is evidenced by student evaluations, while research activities are documented through staff publications. The workload of academic staff is clearly regulated by a 'working regime', concluded between the Ministry of Education and Training and VGU.

It can also be confirmed that the VGU has implemented a transparent recruitment procedure for teaching staff, documented in Annexes 23 and 24. The multi-stage evaluation process, coordinated by the Selection and

Nomination Committee (SNC), ensures thorough assessment through qualification reviews, trial lectures, presentations, interviews and external evaluations by German professors. This process and the SNC are in line with the German procedure for appointing professors. The requirement of a relevant PhD further strengthens quality assurance. The high quality of the teaching staff reflects the suitability of the selection process.

External adjunct lecturers are appointed by the Dean or Vice Dean in cooperation with academic coordinators. During the on-site visit, the team of experts learned that the academic coordinator provides extensive support to external lecturers, who are primarily 'flying faculty' experts from Germany. However, the experts learned on site that representatives of the labour market are only very marginally included as guest lecturers. The expert panel therefore recommends expanding the involvement of practitioners in the courses, for example as guest lecturers, to ensure that teaching and learning in the programmes is informed by industry experience (**Finding 6**).

Overall, this structured approach demonstrates a clear and well-defined process that ensures the suitability and preparedness of all teaching personnel.

Conclusion

The criterion is fulfilled.

6. Learning resources and student support

Bachelor's degree

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, there are 14 computer laboratories available, plus one PC lab at the city campus. In addition to the computer labs, there are 71 facilities for conducting research and development (R&D) activities, as well as technical laboratories and workshops. These are equipped with state-of-the-art equipment to support practical learning and scientific research, primarily within engineering 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.

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

The VGU library provides access to over 8,600 printed books, 1,235,000 e-books, Springer Nature, Perlego, Gale, ProQuest and Kortext, as well as 200,000 e-journals and subscriptions to databases such as ScienceDirect, IEEE Xplore and Scopus. It also provides comprehensive access to peer-reviewed articles. All these sources are integrated into the VGU Library Management System and enriched by the international interlibrary service, which connects the VGU library with other libraries in Vietnam and abroad. Workshops and tutorials

are conducted to teach students how to navigate databases, access journals, and evaluate information sources.

The SER also specifies that the library acts as an academic community centre, providing innovative services to users. Due to its activities regarding environmental practices, the VGU library was awarded third place in the Best Green Library category at the International Federation of Library Associations and Institutions (IFLA) awards in August 2023 (see annex: library award).

There are two dormitory buildings comprising seven floors with over 800 rooms (maximum capacity 2,088 students) for first- and second-year students from outside Ho Chi Minh City and international students. Sports facilities including a sports hall, a stadium, two tennis courts, two basketball courts, eight badminton courts, one volleyball court and a swimming pool are available to promote the health and wellbeing of students and staff.

The Faculty of Business monitors 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 has implemented a containment strategy. Programme Assistants act as a contact person for students to express any concerns regarding their academic progress. The dropout rate for these programmes remains low (under 10%).

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

Expert evaluation

From the expert's point of view the university provides extensive, high-quality material resources and infrastructure to support the study programmes under review. There are adequate financial resources, computer workplaces, technical equipment, laboratories, and teaching rooms to enabling to implement the programme and supporting students to achieve the intended learning outcomes. The facilities are modern, well-maintained and professionally managed. The experts can confirm that the physical and virtual library resources are noteworthy, including innovative services such as the book cleansing station. The availability of national and international academic literature and databases clearly exceeds basic requirements and supports advanced academic work.

Not only is the library well established and comprehensively equipped, the panel of experts also learned during the interviews that it also stands out for its service orientation, sustainability initiatives, and community outreach. Its collection of relevant national and international literature, electronic resources and academic databases provides strong support for teaching and research activities across the programmes.

Based on the SER and the site visit, the experts confirm that the laboratories meet a very high standard in terms of equipment, technical support staff, maintenance and professional adequacy. They are fully appropriate for the scope and level of the programmes, providing students with comprehensive opportunities to develop the practical and technical competencies required to achieve the intended learning outcomes.

The existing facilities are currently able to accommodate the enrolled student population and are considered sufficient in view of planned programme expansions in the near future. Teaching rooms, laboratories, and study spaces offer adequate capacity. The panel nevertheless supports the university's plans to further expand

on-campus student housing and encourages the continued development of dormitory capacities to enhance student life and accessibility.

Students have access to a wide range of institutional and personalised advisory services. Academic staff offer regular consultation hours, and students report that professors and advisers are approachable and responsive. Academic coordinators provide individual academic advising, personal development support and counselling services, as well as student-led support programmes, all of which contribute to a supportive and accessible learning environment.

Introductory offers for new students are well developed. During the first weeks of the introductory year, students participate in a variety of welcome events and orientation activities, which are designed to facilitate academic and social integration. Following discussions with student representatives, it was highlighted that the introductory year is of high quality and importance for easing the transition into university studies. The international office provides structured services to support incoming and outgoing exchange students. Outgoing students have ready access to information, advice and administrative assistance, while incoming students receive comprehensive support upon arrival.

The panel recommends strengthening communication and coordination with partner institutions further, particularly with regard to differences in academic calendars between German and international universities (**Finding 7**). Different academic calendars result in e.g. differing examination periods, which in some cases leads to grades being communicated after the relevant deadlines by partner institutions. Currently, this creates unnecessary administrative effort, repeated communication processes, and avoidable stress for students. Greater transparency regarding standard grade release timelines and, where necessary, agreed exceptions or adjusted coordination mechanisms could help mitigate these challenges.

Students are supported in finding practical placements and organising internships through various extracurricular initiatives. These include job fairs, interview training and networking opportunities facilitated by teaching staff. While these measures are effective, the panel recommends that VGU deepen its engagement with industry partners and alumni directly impacting the practice of the programmes to further strengthen professional networks and expand internship opportunities (**Finding 8**).

Student diversity is taken into account when planning and providing learning resources and support services. Differences in prior knowledge and skills – for instance, in mathematics, language proficiency or public speaking – are particularly addressed during the first year of study, in order to ensure a smooth transition towards the academic standards required by the programmes. Students with different educational backgrounds, needs or disabilities are supported by learning coordinators through personalised guidance. Since the introduction of the Gender Equality Officer, a comprehensive diversity strategy has been implemented. The panel strongly supports this approach and acknowledges the university's commitment to preventing discrimination and promoting equal opportunities.

Financial support for students is provided through various scholarship schemes and, where applicable, tuition fee waivers. The university website provides clear information about how to apply for scholarships, which can be submitted online. Students who demonstrate exceptional academic potential or performance are particularly encouraged to apply for targeted support.

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's degree

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 provides details of the programme coordinators, as well as information on how to apply, learning outcomes and course descriptions, which are intended for students, researchers, universities, companies and public organisations. It also provides online information about admission requirements, the application process, tuition fees, scholarships, evaluations and policies. Furthermore, VGU uses Facebook, Instagram, LinkedIn, TikTok and YouTube to share updates, announcements and important information about its activities. The website highlights VGU's international partnerships, faculty and student body, research achievements and global experience opportunities.

Expert evaluation

Relevant stakeholders and the public are well informed about the programmes through VGU's official website and social media channels. The website provides comprehensive information on programme coordinators, intended learning outcomes, course descriptions, admission requirements, application procedures, tuition fees, scholarships, evaluations, and institutional policies, targeting prospective students, researchers, partner universities, companies, and public organisations. In addition, a variety of social media platforms such as Facebook, Instagram, LinkedIn, TikTok, and YouTube are used to disseminate updates, announcements and information on academic activities, international partnerships, research achievements, and global learning opportunities, thereby broadening outreach and visibility.

Impartiality and objectivity of information are ensured through its publication on official institutional channels, primarily the VGU website which serves as the authoritative source for programme and regulatory information. Regular updates are supported by coordinated communication structures involving programme coordinators, faculties, and central administrative units, with social media platforms functioning as complementary channels for timely dissemination of verified information and announcements.

While the university website covers all criteria relating to the flow of information, the experts noted that module descriptions are inconsistent in quality, with some up to date and others not. To demonstrate the transparency and quality of teaching to stakeholders, the university should ensure that the course handbooks are always up to date (see **Finding 1a**).

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “Business Administration” (BA) and “Accounting & Finance” (BA) offered by VGU, HCMC, Vietnam, with conditions.

Commendation

Both programmes under review offered by the VGU demonstrating a well-structured and robust structure and the examined and the student as well as graduates confirming a that the IOLs are of solid quality, consistently achieving or exceeding BA-level standards. Both programmes maintain exceptionally qualified faculty, whose expertise is supplemented by adjunct lecturers and “flying faculty” from German partner universities. The programme utilizes a student-centred teaching and learning methods, offering a diverse range of formats including research-oriented modules, seminars and project-based work. Furthermore, quality assurance mechanisms effectively support the transition of study programmes from partner universities to VGT owned programmes while adhering to international ESG standards.

VGU provides extensive, high-quality learning recourses, including modern laboratories and IT workplaces and the library stands out for its service orientation, sustainability initiatives, and comprehensive collection of national and international literature. The integration of expertise from partner institutions with practical teaching formats ensures that students are excellently prepared for both academic and professional demands, with strong interpersonal skills. The well-defined and structured processes for staff recruitment and programme monitoring establish a formal framework for sustained excellence and ongoing institutional improvement.

Findings

1. Descriptions for all courses require learning outcomes. Course descriptions should be of comparable quality for all courses to be comprehensive. Outdated information should be removed from the handbook to ensure it stays up to date and transparent.
2. It is recommended to document data on graduate employability according to the programmes to make it more transparent and accessible for all stakeholders.
3. It is strongly recommended to comprehensively and transparently document the use of detailed statistical progression data for programme development.
4. The VGU should establish procedures to ensure that information provided by partner institutions and presented on VGU channels is comprehensive, comparable across VGU programmes and in line with the VGU’s standards.
5. The VGU has to assure that the Bachelor Examination Certificate, the Diploma Supplement and the Transcript of Records present correct information regarding the issuer of the documents and degrees.
6. The VGU is recommended expanding the involvement of practitioners in the courses, for example as guest lecturers, to ensure that teaching and learning in the programmes is informed by industry experience.
7. The panel recommends strengthening communication and coordination with partner institutions further, particularly with regard to differences in academic calendars between German and international universities.
8. The panel recommends that VGU deepen its engagement with industry partners and alumni directly impacting the programmes to further strengthen professional networks and expand internship opportunities.