

Decision of the FIBAA Accreditation and Certification Committee



21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	23/108
Higher Education Institution:	Van Lang University, Vietnam
Location:	Ho Chi Minh City, Vietnam
Study programme:	1. Bachelor Of Logistics and Supply Chain Management 2. Bachelor of Marketing 3. Bachelor of Real Estate
Type of accreditation:	initial accreditation

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

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

Period of Accreditation: March 27, 2026 until March 26, 2031

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Van Lang University, Vietnam

Bachelor programmes:

1. Bachelor Of Logistics and Supply Chain Management
2. Bachelor of Marketing
3. Bachelor of Real Estate

Qualification awarded on completion:

Bachelor of Arts

General information on the study programme

Brief description of the study programme:

Logistics and Supply Chain Management (LS)

The LS programme lasts 3.5 years, equipping students with comprehensive knowledge from the basics to advanced aspects of the logistics field. LS students learn specialised skills in warehouse management, inventory control, transportation, procurement, production, and distribution, along with designing supply chains for the import and export industries. Students can decide if they either want to specialise in the strategic (Management) or in operational (Operations) aspects of Supply Chain Management. The programme incorporates applied courses, corporate internships, field trips, and workshops led by industry experts, which shows the importance of employability in the programme.

Marketing (MK)

The Marketing programme is structured as a 3.5-year curriculum designed to provide students with a foundation and in-depth knowledge of the marketing industry. In addition to core marketing competencies, the programme integrates essential professional and soft skills, including comprehensive business knowledge, strategic marketing planning, global perspective, creative thinking, and professional conduct. Students may also select a minor aligned with their interests and market needs, such as Digital Marketing, Event Management, or Marketing Management.

Real Estate (RE)

The four-year RE programme guides students from foundational knowledge to advanced, specialised studies. The first year focuses on economics, management, and general education, while subsequent years provide intensive training in real estate principles, market analysis, business law, PropTech, and project management. A key strength of the programme is its integration of academic learning with practical experience through internships and experiential activities, enabling students to apply theory, build networks, and gain insights into the industry.

Type of study programmes:

Bachelor programmes

Projected study time and number of ECTS credits / national credits assigned to the study programme:

LS: 3.5 years/10 semesters¹ /132 Vietnamese credit / 183.48 ECTS credits

MK: 3.5 years/10 semesters/132 Vietnamese credit / 183.48 ECTS credits

RE: 4 years /11 semesters/ 130 credit points / 176,53 ECTS credits

Mode of study:

full-time

Didactic approach:

study programme with obligatory class attendance

¹ At VLU, the term 'semester' is used in place of 'trimester.' Although VLU divides the academic year into three blocks, VLU refers to these periods as 'semesters,' not 'trimesters.' Therefore, the report at hand uses the same term.

Double/Joint Degree programme:

no

Scope (planned number of parallel classes) and enrolment capacity:

LS: 3 parallel classes for each course (cohort from 2024 with 292 students). Enrolment capacity of the program is 400.

MK: 10 parallel classes for each course (cohort from 2024 with 980 students). Enrolment capacity of the program is 1200.

RE: 50 students per intake (for example, Cohort 2024 currently has 10 students), each course is offered with one class per semester. Enrolment capacity of the program is 100.

Programme cycle starts in:

September

Initial start of the programme:

LS: 2020

MK: 2020

RE: 2020

Type of accreditation:

initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Logistics and Supply Chain Management, Bachelor of Marketing and Bachelor of Real Estate (all Bachelor of Arts) was made between FIBAA and Van Lang University on December 12, 2023. On February 3, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel². The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Yasemin Boztug

Georg-August-University Göttingen

Professor of Marketing and Consumer Behaviour

Marketing, Consumer Behaviour, Retail, Innovation Management, Business Administration, E-Business, E-Commerce, Online Marketing, Social Media Marketing, Food Marketing, Statistical Methods in Marketing

Ilja Kogan

Wayfair GmbH

Senior Product Manager

Business Informatics, Logistics, Digital Management, Global Operations, E-commerce, Project Management, Business Administration, Economics, Retail Management, everything with IT and Digital, Analytics, Big Data, Agile

Assoc. Prof. Dr. Cuong Nguyen

Industrial University of Ho Chi Minh City

Dean of Faculty of Commerce and Tourism

Business Administration, Entrepreneurship, Marketing, International Business, Tourism

Prof. Dr. Oleksii Oleksiuk

Kyiv National Economic University

Professor, Head of Commerce and Logistics Departments

Logistic Management, Supply Chain Management, Modern Logistic Systems, E-Commerce, Commerce, Commercial Management and Retail

Malo Schrundner

Catholic Institute of Paris

M.A: Communication of

Organisations Completed: B.A. International Marketing double degree, Niederrhein University of Applied Sciences and University of Haute Alsace

Prof. Dr. Piyush Tiwari

University of Melbourne, School of Design

Professor in Property

Real Estate Industry, Infrastructure Policy, Housing Economics and Mortgages, Commercial Real Estate Investment, and Financing Infrastructure

² The panel is presented in alphabetical order.

FIBAA project manager:
Dr Rebekka Welker

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an on-site visit. The on-site visit took place on September 10.-11, 2025 at the HEI's premises in Ho Chi Minh City, Vietnam. At the end of the on-site visit, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 27, 2026. The statement on the report was given up on March 9, 2026. It has been taken into account in the report at hand.

Summary

The Bachelor of Logistics and Supply Chain Management, Bachelor of Marketing and Bachelor of Real Estate offered by Van Lang University fulfil, with few exceptions, the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 27, 2026 and finishing on March 26, 2031. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The quality requirements that have not been fulfilled – Interdisciplinary thinking (criterion 3.1.4), Lecturing tutors (criterion 3.3.4), Internationality of the student body (criterion 3.4.2), Foreign language contents (criterion 3.4.4), Process Organisation and Administrative Staff (criterion 4.2.2) – are not asterisk criteria and therefore do not lead to a condition. The measures the HEI takes to solve the identified problems are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed:

All three programmes:

- enlarging the number for electives, for more individual choices in the course of the programme (chapter 3.1.1.).
- allowing students to choose courses from a broader set of courses offered by VLU and international partners, such as law, environmental studies, psychology, or technology, to strengthen true interdisciplinarity (chapter 3.1.4)
- integrating ethical reflections about usage of AI tools and data protection concerns (chapter 3.1.5)
- expanding the use of case-based assessments to better evaluate students' ability to apply theoretical knowledge to practical scenarios (chapter 3.1.7)
- taking more active steps to attract a more diverse student body by adopting inclusive recruitment strategies and fostering an environment that visibly welcomes and supports students from a range of cultural and socioeconomic backgrounds (chapter 3.2.4).
- enriching the courses in the third and fourth year by going beyond the use of textbooks alone (chapter 3.3.2).
- integrating student tutors in accordance with the VLU tutoring concept (chapter 3.3.4)
- developing and implementing more goal-oriented measures to attract and support an international student population, encourage VLU student body to collaborate international student unions / organisations (chapter 3.4.2).
- taking additional steps to further enhance the internationalisation of the faculty (chapter 3.4.3).
- reviewing the design and effectiveness of the existing English courses, as the current outcomes—particularly students' limited ability to speak English—are not adequate (chapter 3.4.4).
- increasing the use of English-language materials and introduce a regulation ensuring that a minimum proportion of course content and/or courses is delivered in English (chapter 3.4.4).
- enriching course content to further strengthen students' multidisciplinary competences and skills (chapter 3.5).

- increasing PhD holders, professors, associate professors in the faculty while the workload and teaching load for PhD writers working at the University should be adjusted (chapter 4.1.1).
- increasing scientific publication activities within the faculty, establishing strong partnerships for staff training, and expanding national and international cooperation opportunities that enable VLU faculty members to pursue doctoral studies (chapter 4.1.2).
- adjusting the administrative staff to the larger number of students and increasing the professionals for mental help (chapter 4.1.6).
- establishing a structured mechanism to involve students in the ongoing process of updating the curricula (chapter 4.2.2).
- expanding access to additional databases that provide structured raw data (social, economic and other relevant to specialisations) and subject-specific primary datasets (chapter 4.4.2).
- integrating students into the respective committees to plan and assess the quality assurance and development procedures (chapter 5.1).
- increasing the English content on the homepage to make an even better in line with the internationalisation goals of VLU (chapter 5.3.2).

Logistics and Supply Chain Management:

- constant updating the literature in the course descriptions (chapter 3.3.2)
- integrating more international professional content, participating in practical training (internships) in international companies (chapter 3.4.1)

Marketing and Logistics and Supply Chain Management:

- strengthening the organisation and academic rigour of the final-thesis process across all three programmes (chapter 3.1.7)

Real Estate:

- integrating more local planning knowledge into the curriculum, including land use and zoning laws, urban development strategies, and community planning practices, to ensure students gain practical knowledge relevant of the local market and regulatory environment (chapter 3.1.1.).
- integrating theory and practice more through a capstone project (chapter 3.1.3).
- programme hiring more staff and/or attracting external counsellors, who helps the students writing scientific papers (chapter 4.1.6).
- developing a comprehensive strategy to strengthen and expand its academic network (chapter 4.3.1)

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are many criteria in which the programmes exceeds the quality requirements:

All three programmes:

- Positioning of the study programme in the educational market (chapter 1.3.1)
- Positioning of the study programme on the job market for graduates (chapter 1.3.2)
- Positioning of the study programme within the HEI's overall strategic concept (chapter 1.3.3)
- Counselling for prospective students (chapter 2.2)
- Practical business experience of faculty (4.1.4)
- Internal cooperation (4.1.5)

- Student support by the faculty (4.1.6)
- Programme Director (chapter 4.2.1)
- Cooperation with business enterprises and other organisations (chapter 4.3.2)
- Quantity, quality, media and IT equipment of teaching and group rooms (chapter 4.4.1)
- Alumni activities (chapter 4.5.2)
- Information on activities during the academic year (chapter 5.3.2)

Marketing:

- Logic and conceptual coherence (chapter 3.1.1)
- Guest lecturers (chapter 3.3.3)

Real Estate:

- Logic and conceptual coherence (chapter 3.1.1)
- Integration of theory and practice (chapter 3.1.3)
- Guest lecturers (chapter 3.3.3)

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

Figure 1: Statistics of the Logistic and Supply Chain Management Programme	13
Figure 2: Statistics of the Marketing Programme	14
Figure 3: Statistics of the Real Estate Programme	15
Figure 4: Curriculum of Logistic and Supply Chain Management.....	38
Figure 5: The LS Programme structure of the cohort of 2022	41
Figure 6: Credit distribution and structure of LS programme across 3.5 years.....	42
Figure 7: Curriculum of the Marketing Programme	42
Figure 8: The MK Programme structure	45
Figure 9: Curriculum of the Real Estate Programme	46
Figure 10: Student Classification Based on GPA (4-point scale)	63

Information

Information on the Institution

Logistics and Supply Chain Management

Founded on January 27, 1995, Van Lang University (VLU) is renowned as one of the first private higher education institutions in Southern Vietnam. The University's name, derived from the first state of Vietnam, embodies traditional Vietnamese values, historical significance, and patriotism. With a strong foundation established in three decades, VLU has consolidated its position and stature as one of the largest private universities in Vietnam. In serving the country, VLU's core mission is a commitment to developing learners' capabilities and unlocking their full potential, helping them to embrace their roles as future leaders in their areas of fulfilment and to bring an inspirational impact to society.

Mission: Educating people that bring inspirational impact to society

VLU educates talent to be the best they can be, to become lifelong learners living up to their full potential. VLU nurtures them to embrace their role as future leaders in their areas of fulfilment. By creating an ecosystem for learners, academics, and businesses, VLU empowers them to connect, learn and develop breakthrough solutions for a better future. Through this, the University serves the country and bring inspirational impact to society at large.

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

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

Core Values: Morality - Will - Creativity.

VLU comprises 29 faculties responsible for standard academic training, 23 departments providing educational support, and eight other units such as institutes, offices, and centres dedicated to various training and research activities. All units perform their functions and tasks in accordance with the regulations on organisation and operation of VLU.

With a centralised formal educational system, VLU has educated more than 40,000 students through 64 undergraduate programmes, 16 master's programmes, and one PhD programme. The full-time undergraduate programmes at VLU are divided into seven main clusters focused on sustainable development, including: Design – Arts; Business – Management; Law - Humanities – Communication; Technology – Engineering; Tourism; Architecture; and Health Sciences. Moreover, the University has over 30 joint international programmes with universities in 13 different countries around the world, such as Liverpool John Moores University (UK), Newcastle University (Australia), Asian Institute of Technology (Thailand), Seattle University of City (USA), Waikato University (New Zealand), Auckland University (New Zealand), Victoria University (Australia), Ming Chuan University (Taiwan), among others.

VLU designs the curricula and operations in line with an educational philosophy centered on experiential, holistic, lifelong, ethical, and impactful learning. The University prioritises investment in modern infrastructure to meet the demands of teaching, learning, and research. VLU has a strategic goal of becoming one of Asia's most admired young universities by 2030. The University strives to elevate all aspects of its operations to align with global standards. Chief among these efforts is VLU's formation of partnerships with nearly 1,500 industry

partners, providing students with extensive opportunities for practical internships and career advancement. Additionally, the University has cultivated academic cooperation with 257 universities and research institutes across 24 countries and territories, further expanding VLU's global academic network and enriching the learning experience.

In compliance with the Higher Education Law, VLU was among the first 20 leading Vietnamese universities to participate in MOET's accreditation system in 2006, achieving the first recognition for quality in 2009. The University was reaccredited in 2018 and underwent a third institutional accreditation in February 2023. By March 2024, VLU was officially awarded the Foundation for International Business Administration Accreditation (FIBAA) Quality Seal at the university level by the FIBAA Accreditation and Certification Committee.

VLU achieved a major milestone in December 2021 by receiving a 4-star QS (Quacquarelli Symonds) rating, including five stars in Employability, Academic Development, Facilities, and Social Responsibility, and four stars for Teaching Quality and Culture & Arts. In the QS WUR 2025, VLU ranks 491–500 in Asia and 86th in Southeast Asia, and received a "Research & Discovery – Performance Improvement" award. It also entered the THE Impact Rankings 2024 for the first time, placed in the 801–1000 band globally.

In quality assurance, 18 bachelor's and three master's programmes meet MOET standards. Six programmes were assessed under AUN-QA, with two rated "Better than adequate." VLU has been an associate AUN-QA member since 2019.

Faculty of Commerce

The Faculty of Commerce, formerly known as the Faculty of Commerce and Economics, was established in 1995. Over nearly three decades of development, the Faculty has strengthened its academic reputation and affirmed its role within Van Lang University. The Faculty currently offers programmes in Marketing, Logistics and Supply Chain Management, Commerce, International Business, and E-Commerce. Its curricula, facilities, and teaching methodologies are continuously updated to align with international trends and the evolving needs of society and learners. In 2020, the Faculty became a member of the Accreditation Council for Business Schools and Programs (ACBSP). In 2022, it successfully met Vietnam's national quality accreditation standards.

Faculty of Finance and Banking

The Faculty of Finance and Banking was established as part of VLU's mission to train highly skilled professionals in finance, banking, and related fields. Over its 28 years of development, it has produced more than 5,000 graduates at both bachelor's and master's levels, contributing to Vietnam's financial sector. The faculty offers programmes aligned with national quality standards and designed with reference to international benchmarks, including the standards of the Accreditation Council for Business Schools and Programs (ACBSP). It currently focuses on four key majors: Finance and Banking, Real Estate, Financial Technology (FinTech), and a Master's programme in Finance and Banking. Known for its curriculum and experienced faculty, the department emphasises practical skills, lifelong learning, and adaptability to meet the demands of a rapidly changing economy.

Further development of the programme, statistical data and evaluation results

Logistic and Supply Chain Management

Figure 1: Statistics of the Logistic and Supply Chain Management Programme

Cohort		Cohort 26 (2020)	Cohort 27 (2021)	Cohort 28 (2022)	Cohort 29 (2023)	Cohort 30 (2024)
# Study Places offered by HEI		150	120	460	680	680
# Applicants	∑	1552	7715	5743	9174	2457
	female	988	4788	3489	4649	1301
	male	564	2927	2254	4525	1156
Application rate		1034.67%	6429.17%	1248.48%	1349.12%	361.32%
# First-Year Students (accepted applicants)	∑	176	479	489	332	292
	female	103	247	236	150	119
	male	73	232	253	182	173
Rate of female students		59%	52%	48%	45%	41%
# Foreign Students	∑	0	0	0	0	0
	female					
	male					
Rate of foreign students		0	0	0	0	0
Percentage of occupied study places		117.33%	399.17%	106.30%	48.82%	42.94%
# Graduates	∑	131	223	Not graduated	Not graduated	Not graduated
	female	81	137			
	male	50	86			
Success rate (students who finished their studies)		74.43%	46.56%	Not graduated	Not graduated	Not graduated
Current student		28	169	413	297	284
Number of dropout students		22	86	81	40	9
Dropout rate (students who dropped their studies)		12.50%	17.95%	16.56%	12.05%	3.08%
Average duration of study		4 years				
Average grade of final degree		3.02	3.04	Not graduated	Not graduated	Not graduated

The LS programme has offered more and more study places from the cohort of 2020 until the cohort of 2023. The number of applications was especially high in 2021 and 2023 (ca. 7700 and 9100 individuals). There have been more students accepted than there were study places offered except for the academic year 2023. The average duration of Study is four years.

Marketing

Figure 2: Statistics of the Marketing Programme

		Cohort 26 (2020)	Cohort 27 (2021)	Cohort 28 (2022)	Cohort 29 (2023)	Cohort 30 (2024)
# Study Places offered by HEI		50	560	1180	1670	1350
# Applicants	∑	8908	22499	14069	17086	4876
	female	6053	15508	11911	11152	3408
	male	2855	6991	2158	5934	1468
Application rate		17816.00%	4017.68%	1192.29%	1023.11%	361.19%
# First-Year Students (accepted applicants)	∑	886	1686	1474	1000	1016
	female	558	1074	1008	622	649
	male	328	612	466	378	367
Rate of female students		63%	64%	68%	62%	64%
# Foreign Students	∑	1	0	0	0	1
	female	1				1
	male	0				0
Rate of foreign students		0.1%	0	0	0.0%	0.1%
Percentage of occupied study places		1772.00%	301.07%	124.92%	59.88%	75.26%
# Graduates	∑	519	875	Not graduated	Not graduated	Not graduated
	female	361	646			
	male	158	228			
Success rate (students who finished their studies)		58.58%	51.90%	Not graduated	Not graduated	Not graduated
Current student		251	657	1306	871	994
Number of dropout students		123	156	187	135	22
Dropout rate (students who dropped their studies)		13.88%	9.25%	12.69%	13.50%	2.17%

The student success rate is 58.58% for Cohort 26 and 51.90% for Cohort 27, while later cohorts have not yet graduated. The average grade of the final degree is 3.03 for Cohort 26 and 3.13 for Cohort 27. First-year intake increased significantly from 886 students in 2020, peaked at 1,686 in 2021, before declining to 1,000 in 2023 and 1,016 in 2024. The proportion of female students remained relatively stable, ranging from 62% to 68%. Foreign participation was negligible, with only one student in 2020 and 2024.

Real Estate

Figure 3: Statistics of the Real Estate Programme

		Cohort 26 (2020)	Cohort 27 (2021)	Cohort 28 (2022)	Cohort 29 (2023)	Cohort 30 (2024)
# Study Places offered by HEI		50	60	195	145	50
# Applicants	∑	568	3740	2347	2400	148
	female	322	1991	1278	913	71
	male	246	1749	1069	1487	77
Application rate		1136.00%	6233.33%	1203.59%	1655.17%	296.00%
# First-Year Students (accepted applicants)	∑	31	119	99	22	10
	female	15	47	45	9	3
	male	16	72	54	13	7
Rate of female students		48%	39%	45%	41%	30%
# Foreign Students	∑	0	0	0	0	0
	female	0	0	0	0	0
	male	0	0	0	0	0
Rate of foreign students quốc tế		0.0%	0	0	0	0
Percentage of occupied study places		62.00%	198.33%	50.77%	15.17%	20%
# Graduates	∑	15	21	Not graduated	Not graduated	Not graduated
	female	5	8			
	male	5	13			
Success rate (students who finished their studies)		48.39%	17.65%	Not graduated	Not graduated	Not graduated
Current student		5	52	76	19	9
Number of dropout students		11	46	23	3	1
Dropout rate (students who dropped their studies)		35.48%	38.66%	23.23%	13.64%	10.00%
Average duration of study		4 years	-	-	-	-
Average grade of final degree		2.89	2.99	Not graduated	Not graduated	Not graduated

The student success rate is 48.39% for the Cohort of 2020 and 17.65% for Cohort of 2021, while later cohorts have not yet graduated. The average length of study is reported only for Cohort 26 at four years. First-year intake varied significantly, with 31 students in 2020, 47 in 2021, 99 in 2022, 22 in 2023, and 10 in 2024. Across all cohorts, the percentage of foreign participants is 0%. Intake peaked in 2021 and declined sharply in 2023. Gender distribution was relatively balanced with between 48 and 30 % of female students per cohort.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

Logistics and Supply Chain Management

The Bachelor of Logistics and Supply Chain Management (LS) programme is closely aligned with the vision, mission, and strategic objectives of VLU and the Faculty of Commerce (LS.1.1.01). Designed with an application-oriented approach, the programme aims to equip students with foundational knowledge of social sciences related to business and logistics. This approach not only ensures that graduates are ready to take on roles in LS sectors in both domestic and international enterprises, but also fosters a sense of responsibility, a lifelong learning attitude, and adherence to professional and social ethical standards. By providing human resources, the programme contributes positively to societal change in people's lifestyles, mindsets, and working methods through education, research, and community service.

This programme forms a key part of VLU's strategy to become a high-ranking institution in Vietnam's university system, aspiring to be on par with universities in the region in terms of learning environment, scientific research, and technology transfer (LS.1.1.02).

The LS programme was officially established on June 23, 2020, under Decision No. 68/QĐ/VL-CTHDT in Ho Chi Minh City. This programme is designed with a comprehensive set of objectives that encompasses three key domains: knowledge, skills, autonomy, and responsibilities. The LS programme is driven by VLU's educational philosophy focused on holistic student development: "We engage and educate each student holistically, transforming them into individuals capable of lifelong learning, ethical behaviour, and positive influence." Reflecting this philosophy, the LS curriculum is structured around three Programme Objectives (POs), which are further translated into ten Programme Learning Outcomes (PLOs) accomplished through all courses in the programme. These POs and PLOs centre on three key dimensions: knowledge, skills, and autonomy and responsibilities, as shown in Table 1.1.

Programme Learning Outcomes (PLOs) and their Performance Indicators (PIs)

Knowledge:

Graduates will be able to apply foundational knowledge in science, social sciences, and natural sciences, as well as core business knowledge, and specialised knowledge in LS to operate and manage in the fields of logistics, supply chain management, and career development.

PL01 - Apply knowledge of natural sciences, social sciences, environment, and human studies to solve issues related to the field of LS.

- PI1.1 - Apply knowledge of natural sciences to solve issues in LS.
- PI1.2 - Apply knowledge of social sciences, including philosophy, environment, human studies, economics, and management, to solve issues in LS.
- PI1.3 - Apply knowledge of political theory, law, and national security to solve issues in LS.

PL02 - Knowledge of business and management fields

Apply fundamental knowledge of economic activities in planning, organising, managing, and controlling production, business, logistics, and supply chain management activities of enterprises or organisations or in entrepreneurial activities.

- PI2.1 - Apply basic knowledge of economics and management in planning, organising, managing, and controlling production, business, logistics, and supply chain management activities of enterprises or organisations or in entrepreneurial activities.
- PI2.2 - Apply knowledge of business management, legal principles in planning, organising, managing, and controlling production, business, logistics, and supply chain management activities of enterprises or organisations or in entrepreneurial activities.
- PI2.3 - Apply knowledge of information systems, statistics, globalisation, and integrated business economics in planning, organising, managing, and controlling production, business, logistics, and supply chain management activities of enterprises or organisations or in entrepreneurial activities.

PLO3 - Knowledge of LS fields

Apply knowledge of LS in planning, organising, managing, and controlling LS activities in organisations or entrepreneurial activities.

- PI3.1 - Apply knowledge of logistics management in planning, organising, managing, and controlling LS activities in organisations or entrepreneurial activities.
- PI3.2 - Apply knowledge of supply chain management in planning, organising, managing, and controlling LS activities in organisations or entrepreneurial activities.
- PI3.3 - Apply knowledge of supply chain operations in planning, organising, managing, and controlling LS activities in organisations or entrepreneurial activities.

PLO4 - Specialised knowledge

Analyse the activities of organisations or entrepreneurial ventures using specialised knowledge in LS.

- PI4.2 - Analyse the activities of organisations or entrepreneurial ventures using specialised knowledge in LS.
- PI4.2 - Analyse the activities of organisations or entrepreneurial ventures using specialised knowledge in Logistics and Supply Chain Operations.

Skills:

Graduates will demonstrate professional skills in planning, implementing, inspecting, evaluating, innovating, and developing solutions for LS activities within organisations. Additionally, they will have the ability to adapt to changes and integrate globally

PLO5 - Master the use of information technology (IT) skills, specialised software, and foreign language skills to meet practical needs in life and work.

- PI5.1 - Master office IT skills to handle daily tasks, meeting international standards such as MOS or equivalent certifications.
- PI5.2 - Effectively use specialised software to solve problems in the field of LS.
- PI5.3 - Proficiently use English in professional work and communication, meeting level 4/6 of the Vietnamese language proficiency framework or equivalent certifications.

PLO6 - Utilise communication skills and soft skills effectively in organisational and community processes

- PI6.1 - Effectively use teamwork skills to solve problems, promoting self-development and working effectively within an organisation.
- PI6.2 - Effectively use communication skills through various media (oral, written, etc.) to build effective relationships and achieve work tasks.
- PI6.3 - Effectively apply creative, critical thinking, and problem-solving skills to optimise task performance at work.

PLO7 - Professional skills

Master the skills of planning, implementing, inspecting, and evaluating LS activities in organisations.

- PI7.1 - Master the skills of planning, implementing, inspecting, and evaluating LS activities, applying both foundational and specialised knowledge.
- PI7.2 - Master the skills of creating solutions to enhance the efficiency of LS activities in organisations in various contexts.
- PI7.3 - Demonstrate the ability to design LS processes in businesses or organisations.

PLO 8 – Specialised skills

Master the use of quantitative and qualitative tools specific to specialisations of LS in handling organisational tasks.

- PI8.1 - Master the use of quantitative and qualitative tools specific to LS for organisational tasks.
- PI8.2 - Master the use of quantitative and qualitative tools specific to logistics and supply chain operations for organisational tasks.

Autonomy and Responsibility:

Graduates will demonstrate autonomy, entrepreneurial spirit, lifelong learning and career development attitudes, social responsibility, and adherence to professional and social ethical standards.

PLO9 – Adhere to legal regulations and professional ethical standards. Demonstrate personal responsibility and community accountability.

- PI9.1 - Comply with legal regulations in professional activities.
- PI9.2 - Adhere to professional ethical standards to maintain integrity, enhance career and personal reputation.
- PI9.3 - Demonstrate the ability to take personal responsibility and community accountability.

PLO10

Exhibit a professional, serious attitude, a sense of discipline, a willingness to learn, and a continuous improvement mindset to adapt to work and life.

- PI10.1 - Exhibit a professional, serious attitude, and a sense of discipline in work and life.
- PI10.2 - Demonstrate a continuous improvement mindset and a willingness to learn to enhance adaptability to work and life.

According to the Proposal No. 34-22/TTr/Khoa Thuong Mai, issued in Ho Chi Minh City on May 27, 2022 (LS.1.1.03), the LS programme has been improved to achieve the following purposes:

- Update the programme to meet international standards by benchmarking against the top 100 universities in the world.
- Adjust the programme and develop the curriculum for cohort 28th to align with societal development trends by organising an expanded Faculty Council and consulting with stakeholders.
- Review the programme for Cohorts 27, 28, and 29, and develop the curriculum for cohort 30th to align with the University's vision, mission, and objectives.

Marketing

The Programme Objectives (POs) and Programme Learning Outcomes (PLOs)

Knowledge

PO1 – Graduates will be proficient in planning, organising, implementing, and evaluating marketing activities in businesses and organisations, becoming experts in the field of marketing.

- PLO1 - Apply knowledge of natural science, social science, politics, and law to explain the operation of the economy - politics - society.
 - PI1.1 – Apply knowledge of natural and social science to explain the operation of the economy - politics - and society.
 - PI1.2 – Apply knowledge of politics and law to explain the operation of the economy - politics - society.
- PLO2 - Apply knowledge of economic activities to explain the impact of fields related to business and marketing activities of enterprises.
 - PI2.1 - Apply knowledge of essential marketing, finance, and accounting to explain the impact of these fields on the business and marketing activities of enterprises.
 - PI2.2 – Apply knowledge of management and law to explain the impact of these fields on the business and marketing activities of enterprises.
 - PI2.3 - Apply knowledge of information systems, statistics, globalisation, and integrated business to explain the impact of these fields on the business and marketing activities of enterprises.
- PLO3 - Apply marketing knowledge about customers, management, and marketing tools to plan and organise marketing strategies.
 - PI3.1 - Apply customer knowledge, such as customer behaviour and relationship management, in planning and organising marketing strategies.
 - PI3.2 - Apply management knowledge such as marketing management and marketing strategy in planning and organising marketing strategies.
 - PI3.3 - Apply knowledge of marketing tools such as integrated communications, public relations, marketing research, digital marketing, application design, and sales management in planning and organising marketing strategies.
- PLO4 - Analyse marketing strategies by using specialised knowledge to provide solutions to improve the effectiveness of marketing activities for businesses.
 - PI4.1 - Analyse digital marketing strategies using specialised knowledge about customers, data, and digital marketing tools to provide solutions to improve marketing efficiency for businesses.
 - PI4.2 - Analyse event management strategies using specialised knowledge about customers, human resources, and design methods in event organisations to provide solutions to improve marketing efficiency for businesses.

- PI4.3 - Analyse marketing management strategies using specialised knowledge about brands, products, services, trade marketing, and organisational customers to provide solutions to improve marketing efficiency for businesses.

Skills

PO2 - Graduates will be proficient in both professional and soft skills to develop solutions and strategies that enhance the effectiveness of marketing activities, adapting to changes and global integration.

- PLO5 - Proficient use of appropriate research methods and supporting technology tools to serve business and marketing activities in diverse contexts.
 - PI5.1 - Proficient use of qualitative and quantitative methods and tools to analyse, synthesise, and evaluate data and information about business and marketing activities.
 - PI5.2 – Proficient use of technology and supporting tools such as design and digital marketing in solving various business and marketing problems.
- PLO6 - Proficient use of organisational skills in planning, implementing, testing, and evaluating an organisation's marketing operations
 - PI6.1 – Proficient skills in planning, implementing, testing, and evaluating marketing operations by applying multidisciplinary knowledge from core to specialised.
 - PI6.2 – Proficient in creating solutions to improve the efficiency of marketing operations at the organisation in different contexts.
- PLO7 - Proficient in information technology and foreign language skills to meet the real needs of life and work.
 - PI7.1 – Proficient in office informatics to solve problems in daily practical work and meet office computer skills standards according to international standards MOS or equivalent certificates.
 - PI7.2 – Proficiency in English in professional work and the context of globalisation, meeting foreign language proficiency standards level 4/6 according to the 6-level foreign language proficiency framework for Vietnam or equivalent certificates.
- PLO8 - Effectively apply communication, thinking, teamwork, and independent skills in diverse contexts.
 - PI8.1 - Effectively apply multimedia communication skills in speech, text, and images with relevant parties in a diverse and multicultural environment.
 - PI8.2 - Effectively apply critical and creative thinking to solve various marketing problems.
 - PI8.3 - Effectively apply teamwork and independent working skills to self-develop and perform effectively.

Autonomy and responsibility

PO3 - Graduates will possess autonomy in work, an entrepreneurial spirit, professional ethics, and a lifelong learning mindset to serve personal and community development.

- PLO9 - Demonstrate entrepreneurial spirit and lifelong learning awareness.
 - PI9.1 - Demonstrate entrepreneurial spirit and seize business opportunities.
 - PI9.2 - Demonstrate lifelong learning awareness to work effectively and develop student's career.

- PLO10 - Demonstrate responsibility at work, awareness of compliance with professional, ethical standards, and social responsibility.
 - PI10.1 - Demonstrate professional behaviour, a sense of responsibility at work, and compliance with professional and business ethics.
 - PI10.2 - Demonstrate respect and compliance with state laws and regulations of businesses.

Real Estate

The RE's objectives are clearly defined and outlined in Decision No. 1618/QĐ-ĐHVL dated October 5, 2023. Accordingly, the general objective of the programme is to equip learners with comprehensive knowledge of law, political economy, socio-culture, professional knowledge on project development, project operation management, and business investment RE Business.

PO1 – Learners will have core knowledge of politics - law, social sciences and humanities; Basic disciplinary and interdisciplinary knowledge of economics, business and management sciences; (See PLO 1, 2)

PO2 – Learners will have modern and in-depth knowledge of real estate investment and business finance, market analysis, and operation of RE investment and development companies; real estate service companies; (see PLO 3, 4)

PO3 – Learners will have the ability to apply information technology, synthesise, analyse, plan, and solve problems in real estate investment and business activities (project appraisal, planning, synthesising analytical information). finance, investment decision making, financing in RE business and related industries); (see PLO 3, 4, 6, 7)

PO4 – Learners will develop the ability to communicate effectively in a multicultural environment, the ability to be critical and creative in problem solving, the ability to think multi-dimensionally, proactively and independently in all working positions. in the field of RE business and RE market, contributing to career success; (see PLO 5, 7, 8, 9)

PO5 – Learners will have a sense of responsibility, a scientific and professional learning and working style, and compliance with professional ethics, specially creating the ability for lifelong learning and the spirit of entrepreneurship. (see PLO 9, 10)

Knowledge

- PLO1: To apply knowledge of natural sciences, social sciences, environment, and people to solve problems related to the expertise of the RE industry.
- PLO2: To apply fundamental knowledge of technology, economics, and business to solve situations in RE business operations.
- PLO3: To identify appropriate RE industry knowledge to solve practical problems in investment, business, and management of RE operations.
- PLO4: To identify factors (macro policies, environment, legality, infrastructure, development orientation, financial resources, activities of institutions, etc.) that impact the market and management activities, and business and investment activities of individuals and organisations in the RE sector.

Skills

- PLO5: To effectively apply soft skills and thinking skills to solve professional problems in the RE industry.
- PLO6: To be proficient in using technology and foreign language skills to solve problems in professional activities.

- PLO7: To be proficient in using technology and foreign language skills to solve problems in professional activities.
- PLO8: To integrate process knowledge, technology techniques, information, and skills to effectively carry out RE management, investment, and business activities.

Autonomy & responsibility

- PLO9: To recognise professional, ethical, and legal responsibilities in behaviour and problem solving related to work and life.
- PLO10: To demonstrate a sense of building and developing personal values, entrepreneurial spirit, ability to inspire and a sense of lifelong learning.

All programmes

In accordance with VLU regulations, the programmes must be reviewed and improved to align with the evolving labour market demands, regulatory bodies, and VLU's vision & mission. Stakeholders, including employers, alumni, lecturers, and students are involved in this process. Additionally, annual adjustments are made to course content if there are regulatory requirements according to national policies or university directives.

Additionally, the objectives and learning outcomes of all programmes are designed to meet the requirements of stakeholders. These requirements include:

- At VLU, the development and periodic review of programmes are conducted in accordance with the legal framework of the Vietnamese higher education system, including the *Law on Higher Education No. 08/2012/QH13*, as amended by *Law No. 34/2018/QH14*, and the *Vietnamese National Qualifications Framework issued under Decision No. 1982/QĐ-TTg*. Accordingly, all three programmes are designed and implemented in compliance with these regulations.
- The mission, vision, and core values of the University.
- The needs of employers and learners (combined with feedback from lecturers and experts in the field).

Other personal skills students can acquire after graduation:

VLU aims to educate students holistically, developing lifelong learners who act ethically and make a positive impact. Alongside academic knowledge, the University emphasises key future-ready skills—problem-solving, digital and AI literacy, adaptability, sustainability awareness, and creative leadership—primarily through experiential learning.

Building on this approach, the Faculty of Commerce has embedded these competencies into the LS curriculum to strengthen emotional intelligence and leadership. This prepares LS graduates to succeed in diverse workplaces and pursue career opportunities in logistics and supply chain management in Vietnam and internationally.

Guided by this concept, the Faculty of Commerce has integrated these competencies into the LS curriculum, enabling students to cultivate emotional intelligence and a spirit of leadership. This intentional focus equips LS students with the versatility needed to excel across diverse work environments. With these foundational skills, graduates are prepared for numerous opportunities for career advancement in the dynamic logistics and supply chain management field, both domestically and internationally.

Appraisal:

The qualification objectives of all three programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline.

They embrace academic proficiency, comprehensive employability, as well as the development of the individual student’s personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

1.2 International orientation of the study programme design (Asterisk Criterion)

All programmes

Enhancing English language skills for students is considered an important factor in the internationalisation of all three programmes. The curriculum includes a progression of seven English courses within the general knowledge framework, ranging from English 1 to English 7. These courses equip VLU students with a solid foundation in English knowledge and practical skills applicable in various business environments. Additionally, students at VLU are awarded an English proficiency certificate upon meeting the required standards, which can be achieved through performance in the University’s English proficiency assessment test or by holding an equivalent international English certificate, such as CEFR level B2, IELTS 6.0, TOEIC with 785 (R&L) - 310 (S&W), TOEFL iBT 60, or VSTEP B2. Meeting these criteria is essential for student graduation, ensuring that they possess the necessary English language skills to communicate and collaborate in a multicultural environment and excel in their academic and professional performance accordingly.

Logistic and Supply Chain Management

The LS programme intends to reveal its international orientation through developing students’ multicultural awareness, soft skills, and competencies for global careers. English proficiency is central: students complete seven English levels and must graduate with IELTS 6.0 (or equivalent). The Faculty of Commerce also regularly reviews the curriculum using feedback from students, alumni, internationally experienced lecturers, business partners, and multinational companies to ensure global relevance.

The curriculum is benchmarked against leading international programmes (78% similarity with the University of Texas at Austin and 65% with Georgia Tech). From 2024, students can integrate the FIATA certification into their degree, strengthening international employability and knowledge of global trade and freight forwarding. Also from 2024, students may choose a Regular track or a fully English-taught track (entry requires B1-level English). The English-taught track uses international materials, includes lecturers with strong international backgrounds, supports pathways to certifications like CILS, and is enhanced through guest speakers from international universities and logistics companies.

Marketing

The MK programme integrates internationalisation across curriculum design, teaching materials, English proficiency development, faculty recruitment, and academic exchange. It is

benchmarked against top global marketing programmes and draws on practices from institutions such as Monash University and Hong Kong Polytechnic University. Courses like international marketing, marketing research, strategy, and consumer behaviour use global case studies and internationally sourced textbooks, complemented by local materials. Students complete seven levels of English and must graduate with IELTS 6.0 (or equivalent). Internationalisation is also reflected in staffing: the department prioritises recruiting lecturers with postgraduate degrees from abroad, collaborates with international PhD lecturers, and supports staff development through English training, international conferences, and research activities. For students, the programme promotes cultural competence through guest teaching, international study tours (e.g., Malaysia 2019; Singapore 2024), and the “Marketing Generator” competition, which has attracted international participation.

Real Estate

The Real Estate (RE) programme is internationally oriented and prepares students for the global property market. It aligns its curriculum with ACBSP standards, with most specialised courses meeting these benchmarks, and it is also compared with programmes at leading universities such as Manchester, Queensland, and the National University of Singapore. Core modules focus on global markets, international business models, and comparative legal frameworks, enabling students to analyse market data, understand regulatory systems, and study global investment trends and the effects of major international events.

The programme also emphasises applying global knowledge to Vietnam, with courses comparing the Vietnamese market to ASEAN counterparts and examining foreign investment projects. English is integrated throughout the curriculum through the use of international materials and English-language assignments, and students are encouraged to present their theses in English to enhance employability.

International experts contribute through guest lectures and online seminars, while partnerships with firms such as CBRE and JLL provide internship opportunities, including support for placements abroad. The programme further strengthens its global focus by incorporating advanced technologies, including international databases, GIS tools, Power BI, and AI applications such as PropTech and VR for data analysis and market forecasting.

Appraisal:

The design of all three programmes appropriately takes into account the required international aspects, with respect, too, to its graduates’ employability.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

1.3 Positioning of the study programme

1.3.1 Positioning of the study programme on the educational market

Logistic and Supply Chain Management

When launching LS, VLU conducted surveys of businesses, employers, alumni in the logistics and supply chain sectors, and faculty members to establish a practical foundation for the programme. The business survey covered a diverse range of sectors, including 15 forwarding

companies, twelve warehouse companies, ten transportation firms, seven companies specialising in customs procedures, and several others in express delivery, distribution, agency, packaging, insurance, and educational services. The results revealed that over 70% of these businesses reported a high demand for labour in logistics and supply chain management, with 14% indicating a high demand. On average, each company anticipates needing between one and five new employees over the next three to five years.

A separate survey of 30 alumni revealed that 88 % perceived recruitment demand within the logistics and supply chain management sector. Furthermore, 100% of faculty members teaching LS confirmed the critical need for skilled professionals, stressing the importance of developing a comprehensive programme to meet industry needs.

As mentioned above, LS is benchmarked against programmes from top higher institutions in the US and Europe. With an application-oriented curriculum aligned with international standards, the programme equips LS students with the practical skills needed to work in the global logistics market.

According to a survey conducted by the Ministry of Industry and Trade on 40 out of 59 universities offering logistics programmes, VLU is one of nine universities that integrates international FIATA professional certification, offers English-taught programmes and joint programmes with foreign partner institutions granting the degrees.

Unlike many LS programmes offering a one-size-fits-all approach, limiting students' ability to tailor their education to specific career goals, VLU' LS programme distinguishes itself in the educational market by offering students two distinct specialisations. This allows students to tailor their studies to their specific career objectives, in either the strategic (Management) or operational (Operations) aspects of Supply Chain Management. Management Specialisation covers topics such as inventory management, transportation, import/export management, risk management, and logistics data analysis. Operations Specialisation focuses on the design and operation of logistics systems, global supply chains, logistics project management, and system simulation.

Marketing

According to the Center for Human Resource Forecasting and Labour Market Information in Ho Chi Minh City, the Marketing industry needs 21,600 or more employees per year by 2025. Due to this demand, numerous universities are forced to provide professional education in the marketing field. Compared to other programmes in the same area, VLU's MK programme is still regarded as one of the top offerings in the industry.

Benchmarked with other universities, the programme shows advantages with a competitive programme and appropriate tuition fee. First, the programme offers students three marketing majors: marketing management, digital marketing, and event management. Meanwhile, most other universities only offer one major. This offering allows students to choose their favourite career direction and receive in-depth training. This flexibility also helps the programme reach more learners with training needs, especially with high training needs due to increased push from the labour market. Second, the tuition fee for the standard MK programme at VLU is about 12,550 USD. In comparison, the one for Digital Marketing training at Royal Melbourne Institute of Technology (RMIT) Vietnam is 41,909 USD (MK.1.3.03), University of Economics & Finance HCM is 12,500 USD, and Ho Chi Minh City University of Technology (HUTECH) is 9,300 USD.

Real Estate

Established Real Estate (RE) programmes in countries such as the USA, the UK, and Australia increasingly integrate technology, sustainability, and multinational management trends. To remain competitive, VLU's RE programme incorporates these developments while aligning

with international standards. Across Southeast Asia, RE education is expanding, with Singapore, Malaysia, and Thailand attracting international students, yet significant opportunities remain for programmes adapted to national market needs.

Vietnam's RE sector is growing rapidly, creating strong demand for qualified professionals. Despite 20 universities offering RE programmes, the supply of trained graduates remains insufficient, particularly as RE has only been formally recognised as a business sector since 2006. New legal requirements under the Law on Real Estate Trading 2023 further increase the need for professionally trained personnel, positioning VLU to meet a clear labour-market gap. VLU has invested in modern infrastructure, including a real estate transaction simulation room, extensive library resources, and access to industry-standard software. It also promotes international cooperation through seminars, visiting experts, and opportunities for students to engage with global trends. To enhance its competitiveness, the RE programme follows a strategic plan focused on high-quality education, strong business partnerships, internationalisation, technological integration, and sustainable development.

1.3.2 Positioning of the study programme on the job market for graduates („Employability“)

Logistic and Supply Chain Management

Vietnam's logistics sector is witnessing expansion, with over 30,000 registered logistics enterprises by mid-2023, as reported by the Vietnam Logistics Business Association (VLA). Among these companies, more than 5,000 provide third-party logistics services, 89% of logistics businesses are domestic, 10% are joint ventures, and 1% are wholly foreign-owned, including global leaders like DHL, Kuehne + Nagel, DSV, and DB Schenker, which are ranked among the world's top 50 logistics companies. The sector's annual growth rate is averaging between 15-20%, and is accompanied by a surging demand for skilled labour. Currently, the industry requires 20,000 professionals. With Vietnam's full integration into FTAs over the next decade, this demand is projected to increase tenfold.

In response to this demand, the Faculty of Commerce regularly analyses the domestic and regional labour market to identify competency requirements for graduates to design and adjust their study programmes. According to data from the Ministry of Industry and Trade, the number of logistics service enterprises entering and re-entering the market for the first time exceeded 100,000 enterprises in the first half of 2022, indicating a high demand for logistics personnel. At VLU, the LS programme specifically targets the personnel needs of large domestic and international companies operating in logistics and supply chain management sectors. LS graduates from VLU are expected to work in various roles, including production, quality management, sales, procurement, transportation logistics, warehousing, customs, and port management at multinational companies, as well as major seaports in Vietnam.

To create this distinction, the LS programme is designed with an application-oriented approach that integrates international standards, drawing from top global programmes and the expertise of specialised professors. The curriculum and materials are selectively referenced from international sources. With two clear orientations (Operations and Management), the LS programme provides students with essential knowledge blocks to work in the supply chain sector and in the manufacturing environment. The programme's curriculum, which includes coursework in data analysis, problem-solving, and critical thinking, is designed to prepare students for careers in areas such as inventory management, transportation logistics, and supply chain coordination. Through case studies, internships, and other practical learning experiences, students gain hands-on experience that enables them to make an immediate impact in the workplace. Furthermore, graduates of the LS programme at VLU must meet the

University's English requirements, achieving at least IELTS 6.0 or its equivalent (for the cohort of 2022). This ensures they are competitive in the international labour market and prepared to work for major global companies. To maintain high standards, the management and quality assurance for the LS programme is strictly implemented to ensure graduates meet the industry requirements. Specifically, the Faculty of Commerce annually conduct surveys among companies on the responsiveness of graduates to provide a foundation for on-going programme improvement in alignment with business requirements.

Marketing

MK students have diverse career opportunities, both in domestic regions and international working environments. This is reflected in the Faculty's efforts to align the PLOs with the global labour market. Students will be equipped with internationally benchmarked expertise and skills to apply in different positions in the global environment. Therefore, upon graduation, they can take various roles in agencies and businesses, such as sales staff, content creators, digital specialists, event executives, project planners, branding staff, PR staff, etc. Moreover, the MK programme regularly incorporates updated requirements and best practices from various companies into the training activities to ensure that graduates can meet the labour market demand. To make this happen, the Faculty of Commerce holds annual meetings with businesses in multiple fields of the marketing sector, such as digital marketing, event management, and marketing management, to collect insights for curriculum adjustments. Representatives from businesses discuss their requirements at these discussions and the students' present capacity to fulfil these needs.

World Bank (2019) reported that 73% of sampled Vietnamese firms experienced difficulties recruiting employees with leadership and management skills, 54% with socio-emotional skills, and 68% with job-specific technical skills. Based on the report, the Faculty has adjusted the programmes' curriculum to equip students with all required skills as stated above, ensuring the provision of a qualified workforce for the marketing sector. VLU's Marketing department has fostered connections domestically and internationally within the marketing and business communities. VLU's MK programme benefits from collaborations with industry leaders and marketing professionals of both agencies and client companies. This network allows the department to remain relevant and aligned with the evolving demands of the market.

Furthermore, the MK programme at VLU distinguishes itself by having an Advisory Board Council, a distinctive feature among marketing faculties in Vietnam. This Council comprises members from the marketing industry, lecturers, and experts, offering insights that steer the curriculum toward practical relevance and industry applicability. To ensure the students are prepared for the dynamic shifts in the market and evolving marketing practices, the MK programme offers supplementary professional seminars and workshops each semester. Industry experts are regularly invited to these events to equip the students with essential employability skills and provide insights into the latest industry trends, from leveraging data analysis technology to event organisation approaches.

Real Estate

VLU's RE programme plays a critical role in preparing human resources for the industry. To ensure the employability of RE graduates in the labour market upon graduation, the programme has been designed with a focus on the following key factors:

The programme excels in integrating theoretical knowledge with practical skills. Students gain a solid foundation in economics, law, and RE management, complemented by advanced skills such as market analysis, property valuation, and project management. The curriculum also

emphasises the development of soft skills, including communication, negotiation, and teamwork, ensuring graduates develop a comprehensive profile.

A relationship with businesses and the market is one of the programme's key strengths, which establishes its competitive position in the job market. The Faculty of Finance and Banking has developed an extensive network of partners, including RE companies, government agencies, and professional associations. Through internships, specialised seminars, and practical projects, students gain practical exposure to real work environments, enhancing their professional skills and expanding their networks. The RE programme's outcomes are designed based on labour market demand surveys and thorough analysis from the city's labour forecasting centre, as well as faculty research.

Job market analysis indicates positive prospects for graduates of the programme. The Vietnamese RE sector is experiencing strong growth, creating a high demand for skilled professionals. Positions such as RE brokers, project managers, investment analysts, and RE consultants are in high demand. Employment surveys reveal that graduates from the programme enjoy competitive starting salaries and have an employment rate exceeding 90% shortly after graduation. This demonstrates the programme's alignment with actual market needs.

Feedback from employers about VLU's graduates and interns is an indicator of the programme's effectiveness. Employers place a high value on the specialised knowledge and quick adaptability of graduates from VLU. They are particularly impressed by students' technological proficiency and market analysis skills. Alumni also provide positive feedback on how the programme prepared them for real-world jobs, with many achieving career success post-graduation.

1.3.3 Positioning of the study programme within the HEI's overall strategic concept **Logistic and Supply Chain Management**

The LS programme at VLU is designed to equip students with knowledge and skills necessary to work in the ever-evolving logistics industry while also meeting the requirements as stipulated by MOET. This alignment supports the University's development orientation, mission, and vision. The objectives and learning outcomes of the programme are consistently aimed at fulfilling VLU's mission of "Educating people that bring inspirational impact to society," accompanying the University in achieving core values: "Morality, Will, and Creativity". The educational programme seeks to develop each student comprehensively, aiming to create new opportunities and committed to fostering positive and inspiring changes to society. VLU embraces the educational philosophy: "We connect and educate each student comprehensively, turning them into lifelong learners, ethical individuals, and positive influencers." The goal is to "Become one of the most admired young universities in Asia by 2030."

To realise VLU's vision, mission, strategic goals, and educational philosophy, the Bachelor of LS programme is designed to equip students with specialised knowledge, soft skills, creative thinking, research capabilities, lifelong learning spirit, and social responsibility. This also contributes to the strategic goal of becoming a "Multidisciplinary University" and achieving the vision of a "High-Position University" by 2025 of Van Lang University.

"The strategic positioning of the Marketing programme reflects VLU's commitment to sustainable development through the integration of sustainability principles across its curriculum. Core modules such as Marketing Management (72MRKT40033) and Marketing Strategy (72MRKT40303) emphasise responsible decision-making and long-term stakeholder value, while digital and analytical courses, including Digital Marketing (72MRKT40093) and

Data Mining and Analytics (72MISS40233), incorporate data ethics and responsible digital transformation.

Marketing

As a multidisciplinary university, VLU regards the MK programme as one of the strategic pillars within its educational portfolio, directly supporting VLU's mission to be a modern institution at the forefront of social and economic impact. The programme's introduction aligns with VLU's vision to produce highly skilled professionals for the dynamic marketing sector, which plays an increasingly important role in Vietnam's economic development, by responding to labour market demands and the needs of employers and other stakeholders.

Following VLU's educational philosophy of "learning through experience," MK integrates theoretical knowledge with extensive practical engagement. This approach fosters an learning environment for students, lecturers, and industry partners and directly supports VLU's strategic objective of nurturing a practical, experience-based educational ecosystem. The programme facilitates students' internships, real-world projects, and career opportunities through partnerships with marketing firms. These collaborations expand VLU's industry network and enhance its reputation within the business community.

Positioned within the Faculty of Commerce, MK embodies VLU's "Morality, Will, and Creativity" values. It contributes to its mission of "Educating people that bring inspirational impact to society." (as outlined in PLO 9 and PLO 10). By fostering specialised knowledge, creative problem-solving, and a commitment to lifelong learning and social responsibility, the programme aligns with VLU's aim to holistically develop students into ethical, lifelong learners capable of meaningful societal contributions. Furthermore, the programme advances VLU's goals of becoming a distinguished "Multidisciplinary university" and achieving its 2025 vision of becoming "One of the most admired young Universities".

The Department of Logistics and Supply Chain Management has aligned its curriculum with the United Nations Sustainable Development Goals (SDGs) by embedding specific targets within its core specialized courses. Health, Safety, and Environment (71LSCM40213) directly supports SDG 3 (Good Health and Well-being) and SDG 8 (Decent Work and Economic Growth) by establishing rigorous frameworks for labor safety and workplace health risk prevention.

Real Estate

As a multidisciplinary university, Van Lang University (VLU) identifies the RE programme as one of the key strategic objectives aligning with its vision and mission as a modern higher education institution. By offering the RE programme, VLU expands its educational portfolio and strengthens its position as an institution that provides qualified graduates for the evolving real estate sector. This move reflects VLU's responsiveness to national socio-economic development trends, especially given the increasing significance of the real estate sector in Vietnam's economy.

Additionally, the RE programme at VLU is designed to combine theory with practical experience, which aligns with the University's educational philosophy of "learning through experience". This approach enhances the educational quality and strengthens the ecosystem for learners, academics and businesses, a critical strategic objective of VLU. By closely collaborating with real estate companies, the programme creates opportunities for internships and employment for students, while expanding the University's network of partners and boosting its resources and reputation within the business community.

VLU's investment in RE reflects its commitment to innovation and the integration of technology in education. By incorporating the latest real estate technologies into the curriculum, VLU not

only enhances the educational quality but also establishes the position as a forward-thinking higher institution that keeps pace with global technological trends.

Finally, the RE programme plays an important role in achieving VLU's sustainable development goals. By training real estate professionals with knowledge of sustainable urban development and resource management, the University directly supports the creation of a sustainable society, aligning with its long-term vision and social responsibility as a higher education institution.

Appraisal:

The panel applauds VLU and all three programmes for their positioning of the programmes in the educational market, on the job market for graduates and within VLU's overall strategic concept. The panel commends VLU for thoroughly examining the educational market and using the results in establishing its own unique and competitive profile. All three programmes elaborated an educational USP by comparing the programme with national and international relevant universities. The programmes found their competitive profile while staying in line with the demands of the labour market. VLU has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes.

The qualification goals of all three study programmes constitute the core of VLU's strategic goal of becoming a "Multidisciplinary" university. Furthermore, VLU's educational philosophy of "learning through experience," can be found in all three programmes. Moreover, VLU's mission of "Educating people that bring inspirational impact to society" is reflected in the programmes qualification goals. VLU formulated sustainable development goals which are implemented to some extent in the three programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			

2. Admission

Admission requirements (Asterisk Criterion)

Following the Admission Regulations prescribed by the MOET, VLU annually promulgates the Enrolment Scheme and Admission Regulations, in which the admission criteria are clearly defined, including the admission objects, admission conditions, admission methods, and specific criteria for each method. In 2023, the University's admission target groups are published as follows:

1. People who hold a Vietnamese high school certificate or a recognised equivalent foreign diploma;
2. People who have obtained a relevant vocational diploma in the applied major and have been certified to fulfil the requirement of high school level

The University has five admission methods, including:

1. Admission based on the results of the national high school examination in the admission year,
2. Admission based on the high-school academic transcript (either the academic transcript of grade 12 or the average score of the first semester of grade 12 and the academic year of grade 11),
3. Admission based on the results of competency assessment exam conducted by National University of Ho Chi Minh City in the admission year,
4. Combined admission for gifted majors,
5. Direct admission.

For each method, VLU offers specific and clear criteria. Accordingly, the LS and MK programme applies four of the five admission methods in which the applicants consider and select one method that brings them the highest probability of being offered a place in the programme of their interest. Among these four methods, RE only uses method 1, 2 and 3.

Method 1: Admission is based on the results of the national high-school examination.

The University Admissions Council establishes the minimum score thresholds for admission, as outlined by the MOET regulations. These thresholds are based on the total score from a combination of examination subjects and are publicly posted on the University's electronic information portal.

(For other programmes using English, Chinese or French as admission subjects, the University uses the results of the most recent National high-school examination in the admission year or uses the conversion of foreign language certificate scores as prescribed in the Admission Regulation)

In 2023, candidates must achieve a minimum score of 16.00 points to be admitted to the LS programme at VLU. In the same year, candidates must achieve a minimum score of 18.00 points to be admitted to the MK programme at VLU.

The following table shows, what applicants of RE needed to have achieved as a minimum score in different subjects:

A00: Math, Physics and Chemistry	Math, and English	A01: Math, and English	C04: Math, Literature and Geography	D01: Math, Literature and English
16 points	16 points	16 points	16 points	16 points

This requirement is detailed in the Admission Scheme and is also reflected in the Admission Announcement.

Method 2: Admission is based on the high-school academic transcripts.

Candidates applying to VLU through high-school academic transcripts will be evaluated based on their overall academic performance. The University considers either the average score of three subjects in the admission combination from grade 12 or the average score from grade 11 combined with the first semester of grade 12. To qualify, candidates must have a minimum score of 18.00 (in LS and RE) and 20.00 (in MK) detailed in Admission Scheme and a performance rating of Fairly Good or above.

Method 3: Admission is based on the results of the competency assessment exam of Ho Chi Minh City National University.

After Ho Chi Minh City National University announces the exam results, the University will announce the conditions and scores for receiving admission applications on VLU's electronic portal.

Method 4: Direct admission (LS and MK only)

VLU conducts direct admission according to the annual regulations of the MOET, and at the same time, conducts direct admission based on the University's specific criteria for each target group. The University adheres to the regulations regarding the minimum quality assurance threshold set by the MOET and announces the minimum admission scores for various admission methods. The minimum admission scores for each programme must meet or exceed the established threshold. Candidates who meet the requirements will be recognised and accepted by the Admissions Council.

VLU's undergraduate programme admissions usually open in September and October. Applicants need to apply (offline or online) and meet the University's admission criteria according to each admission method and specified time and if successful, the University will send official confirmation letters and update the results on the University's information channels.

All information about admission criteria will also be published on VLU's admission website³ and the website of the Faculty of Commerce.⁴

Counselling for prospective students

VLU annually develops an admissions promotion and communication plan based on the analysis of admission results from the previous year and the projected admissions plan for the following year. This plan includes promotional activities, counselling programmes, communication channels, and media products implemented throughout the year.

To ensure prospective students and their parents receive clear and timely information, VLU updates admissions information and policies regularly through various articles and news on the University's admissions website.⁵ The University also distributes information widely through admission brochures, handbooks, posters, standees, newspaper advertisements, 360 Virtual Tour, and its official website.

VLU organises annual admissions counselling programmes and career orientation sessions for high-school students in Ho Chi Minh city and other provinces. To provide prompt and

³ <https://www.vlu.edu.vn/en/admissions>, last accessed on February 2, 2026.

⁴ <https://www.vlu.edu.vn/en/faculty/the-faculty-of-commerce>, last accessed on February 2, 2026.

⁵ <https://www.vlu.edu.vn/en/admissions>, last accessed on December 10, 2025.

comprehensive support, the University has established admissions offices on each campus, where staff are available to welcome, support, and advise candidates based on their individual needs and strengths. In addition to in-person support, VLU offers a diverse range of communication channels, including a hotline, social media, and email, ensuring assistance is accessible both during and outside office hours. The University also hosts campus tours, career-oriented programmes, summer camps, welcome day, and Open Days, where prospective students and their parents can engage with faculty members and explore the modern campuses and facilities.

The admissions consultation process is designed to be clear and straightforward, avoiding confusion. The consulting team from the University's Admissions Office and the admission team of the Faculty of Commerce as well as the Faculty of Finance and Banking assist and answer questions even outside office hours.

Faculty of Commerce (LS and MK)

Prospective students can reach the admissions office through multiple channels, including the Faculty office (Building A, Room 5.03, 69/68 Dang Thuy Tram, Ward 13, Binh Thanh District, Ho Chi Minh City), hotline (028.7105.9999), email (k.kdtm@vlu.edu.vn), or website (<https://www.vlu.edu.vn/en/faculty/the-faculty-of-commerce>).

The Faculty also participates in various consulting activities organised by the University, including seminars at high schools, consulting tours in the Southern region, and on-campus events. VLU and the Faculty of Commerce ensure that consultation methods are tailored to the specific needs of each target group, providing personalised guidance to prospective students.

Faculty of Finance and Banking (RE)

Students can reach the admissions department through multiple channels, including the Faculty office, hotline, email, or website <https://www.vlu.edu.vn/en/about-us/faculty-institutes>. Moreover, the FFB participates in various admission consulting activities organised by the University, such as admission consulting seminars at high schools, consulting tours in the Southern region, and on-campus admission consulting events at VLU. The consulting information covers key topics, including admission documents, score thresholds, subjects, procedures, tuition fees, study programmes, and job opportunities after graduation.

VLU and the FFB select the appropriate consultation methods based on the specific needs of each target group, ensuring personalised guidance with prospective students on the programme.

Selection procedure (if relevant)

At VLU, the selection procedure for the LS programme is structured and transparent. Prior to each admission round, the University provides detailed information on admission requirements, quotas, procedures, and application guidelines through various media channels. After consideration, candidates can choose to submit their applications online, via email, or in person at the admissions offices. The University's admissions council arranges meetings to finalise the minimum qualifying score, and the selection is merit-based, ranking applicants by score until the quota for each method is filled. The screening process, including verifying the eligibility of applications (ensuring all required information and documents are complete and submitted within the specified period) strictly follows the MOET's regulations and VLU's internal guidelines. Final decisions are made objectively, based on clear, transparent criteria, with admission scores announced in a timely manner.

Admission results will be announced on the University's official website, directly communicated to candidates, and sent via email. Candidates can check their results from anywhere, download, and print their documents from the website.⁶ Successful candidates will receive guidance on enrolment procedures, tuition payment, and the subsequent steps to officially become students of the programme. For applications that do not meet the admission criteria, the University will retain the records and reach out to offer counselling, suggest alternative programmes, or recommend other options to help candidates achieve the best possible outcome based on their circumstances.

The admissions registration system is updated annually to enhance functionality and convenience for candidates. New features include improved search capabilities, easy document uploads, career orientation tests, automatic score calculation, and suggestions for the optimal admission combinations. Additionally, candidates receive automatic notifications once they complete each registration step, streamlining the entire process.

Ensuring foreign language proficiency (Asterisk Criterion)

All programmes

Based on the placement test results, students are placed in one of eight proficiency levels, from Level 0 (GE 0) to Level 7 (GE 7), in VLU's General English (GE) programme. This programme strengthens listening, reading, speaking, and writing skills through continuous assessments and exams (including various forms of assessment such as midterm exams, final exams, and oral assessments). Students complete the GE programme if they have a cumulative average score of 5.0 or higher and to fulfil graduation requirements, they must pass an English exit exam or present a recognised English certificate. Accepted certificates include:

Table 1.3-1 List of accepted English certificates with minimum score (For cohort 28)

CEFR	IELTS	TOEIC	TOEFL iBT	VSTEP
B2	6.0	785 (R&L) - 310 (S&W)	60	B2

This approach ensures that students, regardless of their initial English proficiency, are equipped with the necessary language skills to engage in courses taught by international lecturers and use English language materials during their academic journey.

Logistic and Supply Chain Management

The LS programme equips students with English language skills to engage in courses taught in English or using English materials through a structured English learning roadmap. To facilitate this process, the following approaches have been conducted:

Although the Faculty of Commerce does not require a specific English entry standard, LS students must take an English placement test at the beginning of their first year. The results guide the creation of a tailored English learning path for each student, aiming for an IELTS score of 6.0 or an equivalent upon graduation. Students with recognised English certificates or a degree in English language studies may be exempted from this test.

To further prepare LS students at VLU for global integration and strengthen their English proficiency majoring within the context of the LS sector, the Faculty of Commerce has integrated a majority of teaching and reference materials from international publishers into the LS curriculum.

Logistic and Supply Chain Management and Marketing

⁶ <https://tuyensinh.vlu.edu.vn/ket-qua-tuyen-sinh>, last accessed on December 12, 2025.

The Faculty of Commerce provides additional support for students to practice and improve their English proficiency through Commerce English clubs (CEC), professional sharing sessions with international experts and specialised workshops, all designed to help students overcome language-related challenges they may face during their studies. An illustration is the workshop: "Breaking Down Misconceptions and Prejudice in Learning the English Language" organised by the Faculty of Commerce in 2023. This event attracted lots of participation from students of all courses, providing them with insights and practical tips for learning English, and be motivated to continue their journey of mastering a foreign language.

Real Estate

VLU offers a structured English programme for Real Estate (RE) students in collaboration with the Faculty of Finance and Banking. This compulsory system spans eight proficiency levels across eleven semesters and supports both general language development and sector-specific English skills. Since 2024–2025, the faculty has piloted teaching selected specialised courses partly in English, with at least 10% of assessments delivered in English to strengthen students' linguistic competence while ensuring subject knowledge remains accessible.

Students' progress is monitored through varied assessments, including skills-based tests, midterm and final exams, and oral evaluations. This approach ensures that learners with differing starting levels develop the proficiency needed for academic success and international employability. By graduation, students are expected to meet university language requirements and gain the confidence to operate in global business contexts.

Additional support is provided through English clubs and professional sessions with international experts, helping students overcome challenges and further enhancing their readiness for the international real estate sector. Overall, the comprehensive system equips all RE students with the language skills essential for both professional and academic achievement.

2.6 Transparency and documentation of admission procedure and decision (Asterisk Criterion)

All programmes

VLU utilises a comprehensive range of strategies to keep prospective candidates for the MK programme. The requirements and admission criteria are announced on communication platforms that the candidates can access the information at ease. Specifically, the initial announcement of admission results is prominently shared on the University's official website⁷ and is communicated to each candidate via email and SMS. Successful candidates receive an Offer Letter in both digital and printed formats. This letter details their admission status and guides preparing their Enrolment Dossiers, including required steps, documentation, pre-information declarations, applicable fees, and deadlines.

To further disseminate this information, VLU leverages social media platforms like Facebook, Instagram, and YouTube to share instructional videos and essential updates. A dedicated hotline is also available to address inquiries related to the admission process. Internally, VLU coordinates its admission and enrolment efforts through comprehensive communication, publicising activities on the University's website⁸ and via email to relevant departments and faculties. Before enrolment, the University organises training and reception activities for

⁷ <https://tuyensinh.vlu.edu.vn/ket-qua-tuyen-sinh>, last accessed on December 10, 2025.

⁸ <https://www.vlu.edu.vn/news/huong-dan-lam-thu-tuc-nhap-hoc-cho-sinh-vien-khoa-29-nhap-hoc-truong-dai-hoc-van-lang-nam-2023>, last accessed on December 10, 2025.

candidates in collaboration with functional departments and faculties to ensure smooth information flow and coordinated efforts across all units, providing timely support to students and parents.

For the public, information about the admission process and related activities is announced through mass media channels: newspapers, radio, and television. By integrating various notification methods, VLU ensures that all vital information about the MK programme admission procedures is thoroughly and promptly communicated to successful candidates and the community.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. The panel applauds the VLU for its counselling for prospective students. Applicants can directly turn to a student counselling service, or to any other helpdesk at the HEI, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and VLU is provided by defined office hours, by telephone and via e-mail. Additionally, VLU ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs. The selection procedure is transparent and ensures that qualified students are admitted. The required language proficiency level and required result in a VLU's language test as well as preparatory language courses ensure that students are able to successfully complete the study programme. The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

3. Contents, structure and didactical concept of the programme

3.1 Contents

3.1.1 Logic and conceptual coherence (Asterisk Criterion)

All three programmes

The programmes demonstrate logical and conceptual coherence through systematically structured curricula that align with both VLU's institutional goals and labour market needs. This alignment is achieved by considering multiple factors:

1. VLU's institutional goals, vision, mission, and educational philosophy;
2. Comprehensive labour market needs assessments, and
3. Benchmarking studies against regional universities offering similar programmes.

The curriculum's systematic progression from foundational to advanced courses directly supports each programme objective as outlined in Criterion 1.

The programme objectives (POs) are systematically translated into Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). The relationship between PLOs and Performance Indicators (PIs) is mapped based on Bloom's Taxonomy (Version 2001). This hierarchical mapping of PO, PLO, and PI in the curriculum design clearly demonstrates how each course contributes to achieving the programme's expected outcomes. By structuring the curriculum in a way that connects each course to specific POs and PLOs, students are guided through a coherent academic path that emphasises practical application as well as lifelong learning.

The courses support achieving PLOs and PIs at three levels:

- I (Introduced): The course supports achieving PLO/PI at the introductory level, where concepts are first presented.
- R (Reinforced): The course supports achieving PLO/PI at a more advanced level than the introductory, providing learners with more opportunities for practice, experiments etc.
- M (Mastery): The course supports learners in achieving PLO/PI at a mastery/proficient level.

Each PI typically includes courses at levels I, R, M, ensuring that students' progress from introductory to mastery levels, building competencies that align with programme outcomes. During the first two years (semesters 1-6), students focus on acquiring knowledge from general and foundational courses that build a solid foundation for their specialised courses. In the third year, students fully concentrate on specialised courses within their chosen field to ensure their learning process. For example, for LS in PLO4, Communication and Negotiation Skills and E-commerce are introduced in the first phase (Level I), followed by International Trade Practices and Contemporary Issues in Supply Chain Management (Level R), and culminating with Supply Chain Relationship Management and Supply Chain Strategy at the mastery level (Level M).

Logistic and Supply Chain Management

Figure 4: Curriculum of Logistic and Supply Chain Management

1. Semester	Course Name	ECTS
	Marxist-Leninist philosophy	4,17
	General Law	2,78
	English 1	4,17
	Computer and ICT Literacy	2,78
	Critical Thinking Skill	2,78
	Microeconomics	4,17
	Compulsory	20,85
	Electives	
	No	
	Total ECTS in the 1. semester:	20,85
2. Semester	Marxist - Lenin political economy	2,78
	English 2	4,17
	Macroeconomics	4,17
	Principle Management	4,17
	Logistics and Supply Chain Management	4,17
	Mathematics C	4,17
	Compulsory	23,63
	Electives	
	No	
	Total ECTS in the 2. semester:	23,63
3. Semester	English 3	4,17
	For Logistics and Supply Chain Management Specialization	4,17
	Communication and Negotiation Skills	4,17
	Money and Finance	4,17
	Business Statistics	
	For Logistics and Supply Chain Operations Specialization	4,17
	Linear Algebra	4,17
	Engineering Statistics	16,68
	Applied Models in Logistics	
	Compulsory	
	Electives	
	No	

	For Logistics and Supply Chain Management Specialization International Business	4,17
	For Logistics and Supply Chain Operations Specialization Supply chain design and logistics system Compulsory	4,17 15,29
	Electives No	
	Total ECTS in the 6. semester:	15,29
7. Semester	History of the Communist Party of Vietnam Warehouse and inventory management Transportation and insurance management Research methodology in operations management Corporate Social Responsibility and Business Ethics English 7 Compulsory	2,78 4,17 4,17 2,78 4,17 4,17 22,24
	Electives No	
	Total ECTS in the 7. semester:	22,24
8. Semester	Innovative start-ups Commercial Law Information System Administration Ho Chi Minh Thought E-commerce For Logistics and Supply Chain Management Specialization Contemporary Issues in Logistics and Supply Chain Management For Logistics and Supply Chain Operations Specialization Scheduling and Sequencing Techniques Compulsory	4,17 4,17 4,17 2,78 4,17 4,17 4,17 4,17 23,63
	Electives No	
	Total ECTS in the 8. semester:	23,63
9. Semester	Internship Report Compulsory	4,17 4,17
	Electives No	
	Total ECTS in the 9. semester:	4,17

10. Semester	No Compulsory	
	Supply chain relationship management	4,17
	Supply chain strategy management	4,17
	Dissertation	8,34
	Electives	8,34
	Total ECTS in the 10. semester:	8,34
Electives:	Supply chain risk management	4,17
	Retail Management	4,17
	Logistics Management in E-commerce	4,17
	Importing and Exporting	4,17
	Supply chain relationship management	4,17
	Supply chain strategy management	4,17
	Dissertation	8,34

LS is reviewed and adjusted regularly based on feedback from industry stakeholders and benchmarking against universities that have similar LS programmes. Since 2021, the programme has been designed with two distinct specialisations to meet specific labour market needs: Logistics and Supply Chain Management and Logistics and Supply Chain Operations. This structure enables students to specialise in either the strategic management of logistics or the operational side of supply chains, equipping them to adapt to evolving industry needs. After completing foundational and core courses, students select the specialisation that best aligns with their career aspirations.

Since the cohort from the year 2022, the curriculum is organised into two groups of knowledge: General Education and Professional Education, comprising 132 national credits. The general education group comprises core courses totalling 48 national credits, accounting for 36.36% of the overall programme. Meanwhile, the professional education group accounts for 63.64% of the total with 84 national credits, encompassing foundation courses, major courses, specialisation courses, along with internships and graduation thesis. This structure allows flexibility for students to tailor their studies based on career interests, with twelve elective credits available to encourage individualised learning paths.

Figure 5: The LS Programme structure of the cohort of 2022

Content	National Credits			Percentage %
	Total	Compulsory	Elective	
General Education Knowledge	48	48	0	36.36%
Professional Education Knowledge	84	120	12	63.64%
Foundational Courses	27	27	0	20.46%

Content	National Credits			Percentage %
	Total	Compulsory	Elective	
Major Courses	27	24	3	20.46%
Specialisation Courses	21	21	0	15,91%
Internship and Graduation thesis/Alternative Courses	9	3	6	6.82%
Total	132	120	12	100%

The programme spans ten semesters, equivalent to 3.5 years with credit distribution as described below:

Figure 6: Credit distribution and structure of LS programme across 3.5 years

Academic year	Total national credits	Credits/semester	Notes
First year	44 credits	12-17 credits/semester	
Second year	46 credits	11-18 credits/semester	
Third year	36 credits	33 credits (2 semesters) + three credits for internship	Third semester is dedicated to an internship (3 credits)
Final half-year	6 credits	6 credits	Students choose either graduation thesis or equivalent alternative courses to ensure graduation requirements are met.

The final semester is dedicated exclusively to either an internship report or a graduation thesis. As per the credit-based training regulations No.1423-QD_DHVL, students are not permitted to register for additional courses during this period. This focused approach helps students achieve optimal results in their final academic requirements.

Marketing

Figure 7: Curriculum of the Marketing Programme

1. Semester	Course Name	ECTS credits
	Marxist-Leninist Philosophy	4.17
	English 1	4.17
	21st Century Skills for Global Citizens	4.17
	Microeconomics	4.17
	Principles of Marketing	4.17
	Compulsory	20.85
	Electives	
	Total ECTS in the 1. semester:	20.85
2. Semester	Marxist-Leninist Political Economy	2.78
	English 2	4.17
	Computer and ICT Literacy	2.78
	Macroeconomics	4.17
	Consumer Behaviour	4.17
	Compulsory	18.07
	Electives	
	Total ECTS in the 2. semester:	18.07
3. Semester	General Law	2.78
	English 3	4.17

	Principle of Management Marketing Design Compulsory	4.17 4.17 15.29
	Electives	2.78
	Total ECTS in the 3. semester:	18.07
4. Semester	Science Socialism English 4 Commercial Law Business Statistics Integrated Marketing Communication Marketing Management Compulsory	2.78 4.17 4.17 4.17 4.17 4.17 23.63
	Electives	
	Total ECTS in the 4. semester:	23.63
5. Semester	History of Vietnamese Communist Party English 5 Principles of Accounting Information Systems Management Marketing Research Digital Marketing Public Relation Compulsory	2.78 4.17 4.17 4.17 4.17 4.17 4.17 27.8
	Electives	
	Total ECTS in the 5. semester:	27.8
6. Semester	Environment and Human English 6 Finance and Money Applied Marketing Research Compulsory	2.78 4.17 4.17 4.17 15.29
	Electives	
	Total ECTS in the 6. semester:	15.29
7. Semester	Ho Chi Minh's Ideology English 7 Creative Entrepreneurship Customer Relationship Management Specialised knowledge 1: Digital Marketing Social Media Marketing Specialised knowledge 2: Event Management Event Marketing Specialised knowledge 3: Marketing Management Brand Management Compulsory	2.78 4.17 4.17 4.17 4.17 Specialised knowledge 3: Marketing Management 4.17 4.17 19.46
	Electives	4.17
	Total ECTS in the 7. semester:	23.63
8. Semester	Corporate Social Responsibility and Business Ethics Marketing Strategy Specialised knowledge 1: Digital Marketing Digital Marketing Project Specialised knowledge 2: Event Management Event Management Project Specialised knowledge 3: Marketing Management Marketing Management Project Compulsory	4.17 4.17 2.78 2.78 2.78 Specialised knowledge 3: Marketing Management 2.78 11.12
	Electives	12.51
	Total ECTS in the 8. semester:	23.63

9. Semester	Internship Report	4.17
	Compulsory	4.17
	Electives	0
	Total ECTS in the 9. semester:	4.17
10. Semester	Compulsory	
	Electives	8.34
	Total ECTS in the 10. semester:	8.34
Electives:	Semester 3	2.87
	Communication and Negotiation	4.17
	Critical Thinking Skill	2.78
	Design Thinking and Creativity for Innovation	4.17
	Semester 7	4.17
	Specialised knowledge 1: Digital Marketing	
	Data Mining and Analytics	4.17
	Brand Management	4.17
	Specialised knowledge 2: Event Management	
	Account and Sponsor Management in Event	4.17
	Event Operation and Management	4.17
	Specialised knowledge 3: Marketing Management	
	Trade and Service Marketing	4.17
	Advertising and Sale Promotion	4.17
	Semester 8	12.51
	International Business	4.17
	E-Commerce	4.17
	Logistics and Supply Chain Management	4.17
	Multicultural management	4.17
	Specialised knowledge 1: Digital Marketing	
	Fundamentals of Website Development	4.17
	Content Marketing	4.17
	Digital Customer Behaviour	4.17
	Specialised knowledge 2: Event Management	
	HRM for Events	4.17
	Risk Management in Event	4.17
	Creative Event Design and Experience	4.17
Specialised knowledge 3: Marketing Management		
B2B Marketing	4.17	
Trade Marketing	4.17	
Product Management	4.17	
Semester 10	8.34	
Dissertation	8.34	
Sales Management	4.17	
International Marketing	4.17	
	TOTAL ECTS credits	183.48 ECTS credits

The MK programme's curriculum is logically organised into two main knowledge blocks: (A) The General Education Knowledge and (B) The Professional Education Knowledge. The Professional Education Knowledge can also be categorised into four specific sub-blocks, namely

1. B1: industry knowledge,
2. B2: Marketing industry knowledge,
3. B3: the in-depth specialisation knowledge, followed by
4. B4: an internship semester and a graduation thesis/ alternative courses.

They are expected to provide the best learning experience for students.

Starting from the general education knowledge block (total 43 credits), students learn knowledge of politics, laws (Marxist-Leninist et al. Law), natural and social science (People and Environment), soft skills (21st Century Skills for Global Citizens, Communication and Negotiation) and language (English), etc. in first year and second year.

B1: During this time, students also study industry knowledge (total 36 credits), covering areas such as economics (Microeconomics, Macroeconomics), management (Principle of Management, Creative Entrepreneurship), and business.

B2: The Marketing industry knowledge block (total 30 credits), offered mainly in the second and third years, equips students with knowledge and skills about the customer (Customer Behaviours, Customer Relationship Management), marketing management (Marketing et al.), and marketing tools (Marketing research, Integrated Marketing Communication, Digital Marketing).

B3: In the 3rd year, the focus shifts to specialisation Knowledge (total 14 credits per specialisation); MK students can choose one of three specialisations: digital marketing, event management (Event Marketing, Account and Sponsor Management in Event), and marketing management (Brand Management, Product Management).

B4: Students complete a mandatory internship at the end of the third year, followed by a graduation thesis or two alternative courses in their final semester, depending on their eligibility. The cumulative knowledge and skills acquired from previous programme courses prepare students to complete their internship and graduation requirements.

Figure 8: The MK Programme structure

Knowledge Block	National Credits			Percentage %
	Total	Compulsory	Elective	
A. General Education Knowledge	43	41	2	32.6%
+ Politics, Law	13	13	0	9.8%
+ Natural and social sciences	2	2	0	1.5%
+ Skills & Languages	28	26	2	21.2%
B. Professional Education Knowledge	89	71	18	67.4%
B1. Industry knowledge	36	33	3	27.3%
+ Economic	15	15	0	11.4%
+ Management	12	12	0	9.1%
+ Business	9	6	3	6.8%
B2. Marketing industry knowledge	30	30	0	22.7%
+ Customer	6	6	0	4.5%
+ Marketing management	6	6	0	4.5%
+ Marketing tools	18	18	0	13.6%

Knowledge Block	National Credits			Percentage %
	Total	Compulsory	Elective	
B3. Specialised knowledge	14	5	9	10.6%
Specialised knowledge 1: Digital Marketing	14	5	9	10.6%
Specialised knowledge 2: Event Management	14	5	9	10.6%
Specialised knowledge 3: Marketing Management	14	5	9	10.6%
B4. Internship and Graduation thesis/Alternative Courses	9	3	6	6.8%
Total	132	112	20	100%

The MK programme also has courses designed with two conditions to ensure course coherence and logical progression.

The Marketing curriculum includes 112 compulsory national credits (39 courses) and 20 elective national credits (6-7). Details of elective courses are as follows:

- Skills group (2 national credits): Students choose one out of three courses: Communication and Negotiation, Critical Thinking Skill, Design Thinking and Creativity for Innovation) – to enhance their desired skill sets.
- Basic knowledge (3 national credits): Students choose one out of 4 courses from different programmes: International Business, E-Commerce, Logistics and Supply Chain Management, Multicultural Management). This helps students expand their knowledge to different areas of business and management.
- Specialised knowledge (9 national credits): Students choose three out of five courses for each major, allowing them to delve into specialised knowledge in their direction to create their unique strengths.
- Graduation thesis/ alternative courses (6 credits) Students choose a graduation thesis or two alternative courses, depending on their strengths in academic research or application-oriented learning.

These elective options provide flexibility and personalisation, equipping students with the knowledge and skills to excel in their chosen field. By enhancing each student's strengths, the MK programme aims to increase students' employability upon graduation.

Real Estate

Figure 9: Curriculum of the Real Estate Programme

1. Semester	Course Name	ECTS
1 st	Philosophy of Marxism and Leninism	4.17
	General Law	2.78
	21st Century Skills For Global Citizens	4.17
	English 1	4.17
	Microeconomics	4.17

	<i>Total ECTS in the 1. semester:</i>	<i>19.46</i>
2. Semester 2 nd	Marxist – Leninist Political Economy	2.78
	Environment and Human	2.78
	Critical Thinking Skill	2.78
	Computer & ITC literacy	2.78
	English 2	4.17
	Macroeconomics	4.17
	<i>Total ECTS in the 2. semester:</i>	<i>19.46</i>
3. Semester 3 rd	Scientific Socialism	2.78
	Applied Mathematics for Business	4.17
	English 3	4.17
	Principle of management	4.17
	Basic Marketing	4.17
	<i>Total ECTS in the 3. semester:</i>	<i>19.46</i>
4. Semester 4 th	Principles of Accounting	4.17
	Ho Chi Minh's Thought	2.78
	English 4	4.17
	Principles of Finance	4.17
	Principles of Real estate	4.17
	<i>Total ECTS in the 4. semester:</i>	<i>19.46</i>
5. Semester 5 th	<i>Compulsory</i>	
	Applied Statistics for Economics and Business	4.17
	History of Vietnamese Communist Party	2.78
	English 5	4.17
	<i>Electives (choose 3 in 6)</i>	<i>12.51</i>
	Financial Markets and institutions (elective)	
	Commercial Banking (executive)	
	Research methods (elective)	
	Feng Shui Science (elective)	
	Individual Financial Planning (elective)	
Entrepreneurship (elective)		
	<i>Total ECTS in the 5. semester:</i>	<i>23.63</i>
6. Semester 6 th	Business Ethics	4.17
	Real Estate Market	4.17
	English 6	4.17
	<i>Total ECTS in the 6. semester:</i>	<i>12.51</i>
7. Semester 7 th	Real Estate Law	4.17
	English 7	4.17
	Real Estate Economics and Public Policy	4.17

	Property technology	4.17
	Total ECTS in the 7. semester:	16.68
8. Semester 8th	Real Estate Business	4.17
	Real Estate Market Analysis	4.17
	Estate Finance and Investment	4.17
	Real Estate Marketing	4.17
	Management of Real Estate Assets	4.17
	Total ECTS in the 8. semester:	20.85
9. Semester 9th	Industry Experience Program	4.17
	Total ECTS in the 9. semester:	4.17
10. Semester 10th	Compulsory	
	Real Estate Appraisal	4.17
	Electives (Choose 1 in 3 groups)	12.51
	Real Estate Management (1)	
	Real estate project management (elective 1)	4.17
	Residential Property Management (elective 1)	4.17
	Commercial Property Management (elective 1)	4.17
	Real Estate Investment (2)	
	Tax Planning & Business Decisions (elective 2)	4.17
	RE Financial Analysis (elective 2)	4.17
	Real Estate Valuation (elective 2)	4.17
	Real Estate Business (3)	
	Real Estate trading Organisation (elective 3)	4.17
	Real Estate Brokerage (elective 3)	4.17
Real estate business Negotiations (elective 3)	4.17	
	Total ECTS in the 10. semester:	16.68
11. Semester 11th	Thesis	8.34
	Or choose 1 in 3 groups	
	Real Estate Management (1) – Choose 2 in 6	8.34
	Tax Planning & Business Decisions (elective 2)	
	RE Financial Analysis (elective 2)	
	Real Estate Valuation (elective 2)	
	Real Estate trading Organisation (elective 3)	
	Real Estate Brokerage (elective 3)	
	Real estate business Negotiations (elective 3)	
	Real Estate Investment (2) – Choose 2 in 6	8.34
	Real estate project management (elective 1)	
	Residential Property Management (elective 1)	
	Commercial Property Management (elective 1)	
	Real Estate trading Organisation (elective 3)	
Real Estate Brokerage (elective 3)		
Real estate business Negotiations (elective 3)		
	Real Estate Business (3) – Choose 2 in 6	8.34

	Real estate project management (elective 1)	
	Residential Property Management (elective 1)	
	Commercial Property Management (elective 1)	
	Tax Planning & Business Decisions (elective 2)	
	RE Financial Analysis (elective 2)	
	Real Estate Valuation (elective 2)	
	Total ECTS in the 11. semester:	8.34
	Total ECTS credits in the whole programme	176,53 ECTS credits

According to the correlation between courses and the programme's learning outcomes, 30.92% of courses focus on building knowledge, 41.37% on developing skills, and 27.71% on shaping attitudes.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

Logistic and Supply Chain Management

The programme is named "Logistics and Supply Chain Management". Students who complete this programme are awarded a degree of "Bachelor of Logistics and Supply Chain Management". The naming of the LS programme and degree strictly adheres to the regulations set forth by the MOET in Vietnam, as outlined in various legislative documents such as the Law on Higher Education No. 08/2012/QH13 and the amended Law on Higher Education 2018, No. 34/2018/QH14 (Articles 6 and 38). It also aligns with the Prime Minister's Decision No. 1982/QĐ-TTg, which approves the VNQF (Article 1), as well as Circular No. 24/2017/TT-BGDĐT dated October 10, 2017, which classifies education and training levels at the undergraduate level (the LS programme code is 7510605).

Marketing

Upon completing the MK programme, graduates will be awarded a bachelor's degree in marketing by the President of VLU using the diploma format provided by the MOET. The programme's name and degree in Marketing (with code 7340115) strictly adhere to the MOET regulations, including the Higher Education Law and the Prime Minister's Decision on issuing the National Education System's Education and Training Directory (2017 & 2022). The name of the MK programme is entirely in line with global educational trends, aligned with the VNQF, and is suited to the content and objectives outlined in the programme.

Real Estate

The naming of the RE programme and degree strictly adheres to the regulations set forth by the Ministry of Education and Training (MOET) in Vietnam, as outlined in various legislative documents such as the Law on Higher Education No. 08/2012/QH13 and the amended Law on Higher Education 2018, No. 34/2018/QH14 (Articles 6 and 38). It also aligns with the Prime Minister's Decision No. 1982/QĐ-TTg, which approves the Vietnam National Qualifications Framework (Article 1), and Circular No. 24/2017/TT-BGDĐT dated October 10, 2017, which provides the classification of education and training levels at the undergraduate level (with RE listed under the group of business and management disciplines, code 7340116).

3.1.3 Integration of theory and practice (Asterisk Criterion)

Logistic and Supply Chain Management

The LS programme is designed to impart theoretical knowledge as well as develop practical experience and skills that students can apply directly in a professional setting. In each course, lecturers integrate theory with practice, allowing students to strengthen their understanding through real-world applications.

There are courses that demonstrate this integration in the programme. For instance, the course "Application Models in Logistics" (71SCMN40293) introduces students to foundational knowledge about supply chain systems and challenges them to build and test models used in actual industry settings within a guided laboratory environment. This hands-on experience enables students to directly connect theoretical frameworks to practical scenarios, bridging the gap between learning and real-world application. Similarly, the course "Internship Report" (71LSCM40313), is designed as a bridge between classroom learning and professional experience. Through this course, students apply the theoretical foundations acquired during their studies three-month internship at a company, where they complete a comprehensive report as part of their assessment. In their final year, students undertake a "Graduation Thesis" (71LSCM40326), spending four months collecting real-world data. With the guidance of their lecturers, students apply research methodologies and tools to produce a substantive thesis, synthesising their theoretical knowledge and practical skills in a final project.

The LS programme also incorporates the use of specialised software, including MS Office, ARENA, SPSS, Super Decision, Lingo, and Arduino, ensuring that students gain hands-on experience with tools highly valued in the logistics field.

In addition, the majority of the faculty's academic staff have practical work experience (see also chapter 4.1.4).

Marketing

The MK programme wants students to engage with and apply theoretical concepts to practical tasks, preparing them for the demands of their future careers.

In the first year, MK students primarily engage with theoretical courses, typically part of the general education and foundational industry knowledge. In each course, lecturers integrate theory with practice, allowing students to deepen their understanding through real-world applications. For example, courses such as 21st Century Skills for Global Citizens, Critical Thinking, English, etc., are designed with theoretical and practical hours.

In the second and third years, while courses in marketing industry knowledge and specialised knowledge remain predominantly theoretical, they consistently incorporate practical elements tailored to students' capabilities. This Integration is facilitated through diverse teaching and assessment methods, such as discussions, case studies, presentations, and projects, as detailed in the course specification (Marketing research, Marketing management, etc). Lecturers often use practical examples so students can quickly grasp complex knowledge and reinforce their understanding through activities such as discussing situations, taking tests, giving presentations, or doing group projects.

The specialised project course is also entirely practice oriented. Mainly, students are guided to develop a comprehensive and feasible marketing plan for a business. In each major, students are organised to visit and learn how businesses build and implement an actual marketing project. Students are asked to apply the knowledge and skills learned to gradually build and implement a marketing strategy for an actual company. At the end of the term, students must submit a plan and presentation with the evaluation of lecturers.

At the end of the third year, students undertake a mandatory ten-week internship at a business and prepare a report to present relevant theoretical bases, analyse the current situation and propose marketing solutions for that company. This is an opportunity for students to synthesise

the knowledge they have learned and apply it in practice in business. In addition to faculty assessments, the hosting business evaluates the student's internship performance.

In the final year, students can undertake a graduation thesis (6 national credits), allowing them to develop their research skills and finding solutions to marketing-related challenges within businesses. Under the guidance of their lecturers, students employ research methodologies and tools to produce a comprehensive thesis, which serves as a culmination of their academic journey. This project requires them to synthesise their theoretical knowledge and practical skills, creating a substantive work reflecting their marketing proficiency.

Beyond classroom learning, the MK department regularly organises extracurricular activities such as seminars led by industry experts (e.g. Forum event innovation, Digitalising sales processes in digital marketing, Marketing Generators competition).

Real Estate

The RE programme intends to provide students with comprehensive knowledge and practical skills. Courses such as Principles of Real Estate, Real Estate Market, and Real Estate Market Analysis are supplemented by hands-on practices such as field trips, internships at companies, and simulation projects. Students are encouraged to apply theory to real-world scenarios through case studies, specialised seminars, and workshops led by industry experts in courses like RE Business, RE Market Analysis, and RE Investment Finance. The graduation thesis course particularly serves as an in-depth research module that combines learned theories with real estate industry practices, enabling students to consolidate foundational knowledge and hone research, data analysis, and critical thinking skills.

Besides structuring theory and practice in an interwoven manner, the curriculum is designed to progress from foundational to advanced courses across the academic years. In the first year, students are equipped with fundamental knowledge. In the second year, they gain access to general business and management knowledge. In the third year, students focus on advanced modules in real estate, in which theoretical content is systematically linked with practical application. These specialised courses typically comprise two credits of theory and one credit of practice. After learning theoretical frameworks from their lecturers, students engage in practical assignments, such as writing an essay or completing a business project.

3.1.4 Interdisciplinary thinking

All three programmes

The three programmes at VLU aim to develop interdisciplinary thinking through curricula that includes general education, foundational sector courses, and flexible specialisation options. All three programmes have courses in related fields in their curriculum: The LS programme in Marketing, E-commerce, Trade Business, and International Business. Marketing has courses in Corporate Social Responsibility and Business Ethics, Economics (Microeconomics and Macroeconomics), Finance and Accounting, Commercial Law, Management, Entrepreneurship, Business Statistics, and Information Systems. Real Estate has courses in Management, Entrepreneurship, Statistics, and Information Systems. To foster interdisciplinary thinking, LS students are given opportunities to attend workshops, seminars, and engage in collaborative projects hosted by VLU and the Faculty of Commerce, which do not belong to the curriculum.

3.1.5 Ethical aspects

All programmes

To uphold academic integrity, the University has developed and implemented a comprehensive system of regulations on learning ethics. This includes specific guidelines to address issues on plagiarism and examinations, reinforcing the ethical aspects of students' learning process. Within these regulations, guidelines for internships and graduation these not only strictly prohibit plagiarism but also provide detailed instructions on proper citation methods and academic standards. Furthermore, examination regulations clearly outline the ethical principles that students must follow, along with specific disciplinary measures for intentional violations. This commitment to academic ethics is reinforced with a positive learning environment and supporting documentation, notably anti-plagiarism regulations and scientific research integrity, as outlined in Decision No. 169/QD-DHVL.

Moreover, with the core values of 'Ethics – Will – Creativity', VLU emphasises ethics across various programmes, including sponsorship activities and volunteer work designed to enhance students' ethical awareness. Through these initiatives, students are encouraged to cultivate a profound understanding of ethical responsibilities beyond the classroom, preparing them to be conscientious professionals in their future careers.

Logistic and Supply Chain Management

In alignment with the development goals of VLU and societal needs, the LS programme has established ethical aspects, which are reflected particularly in the third category of learning objective "Autonomy and Responsibility" (see chapter 1.1):

- PLO9: Graduates are expected to comply with legal regulations and professional ethical standards, demonstrating both personal responsibility and a sense of community responsibility
- PLO10: Graduates exhibit industrial manners, seriousness, high discipline, a progressive attitude, and a lifelong learning mindset to enhance adaptability to work and life circumstances.

To ensure graduates meet these ethical standards, each course within the programme incorporates at least one learning outcome related to the ethical aspects (Autonomy-Responsibility). Additionally, the professional ethics is embedded throughout the programme's courses. For example, the course "Corporate Social Responsibility and Business Ethics" teaches students to increase their understanding of social and business ethics issues, learn how to evaluate different approaches, make informed decisions, and apply ethical principles in business contexts.

Marketing

Ethics is a central focus of the MK programme, as reflected in PLO 10 with the orientation "Demonstrate responsibility at work, awareness of compliance with professional, ethical standards, and social responsibility," specifically through the following two PIs:

- PI 10.1 - Demonstrate professional behaviour, a sense of responsibility at work, and compliance with professional and business ethics.
- PI 10.2 - Demonstrate respect and compliance with state laws and business regulations

Many courses within the programme are designed to support students in achieving this PLO. The programme also includes courses addressing ethical issues such as general law, commercial law, environmental and human rights, corporate social responsibility, and business ethics. These courses are designed to instil the standards of ethics and enhance students' social responsibility

Real Estate

Ethical aspects of the RE programme are clearly and thoroughly conveyed in the PLOs, particularly in PLO9 and PLO10, which all students must achieve by graduation. These outcomes are further integrated into specific courses such as General Law, Real Estate Business Law, and Business Ethics, which lay a solid foundation in ethical and legal principles relevant to the industry. Through case studies and group discussions, students are encouraged to analyse and resolve real-world ethical issues in the field of real estate. During internships and project work, lecturers guide students in applying ethical principles to their work, and the graduation thesis requires students to address ethical issues related to their research topics.

3.1.6 Methods and scientific practice (Asterisk Criterion)

All programmes

The programmes have embedded scientific methods and research practices across all four years of study. This structured approach ensures that students acquire research competencies progressively and coherently, with each phase building on the foundations established in the previous one. The curriculum is designed to integrate scientific thinking, analytical methods, and applied research practice in a consistent, developmental sequence.

	Logistic and Supply Chain Management [Marketing	Real Estate
Phase 1 – Foundations of Scientific Thinking and Reasoning (Year 1)	Students are introduced to the fundamental principles of scientific thinking and academic standards through core modules		
Phase 2 – Developing Basic Research Skills (Year 2)	training in applied research tools and methodological tools		
Phase 3 – Application and Analysis of Scientific Methods (Year 3)	applied research, integrate the research knowledge acquired in the previous stage with specialised knowledge		
Phase 4 – Independent Research and Dissertation (Final Year)	represents the culmination of scientific training, where students demonstrate independent research capability		

Logistic and Supply Chain Management

Phase 1 – Foundations of Scientific Thinking and Reasoning (Year 1)

During the first year, students are introduced to the fundamental principles of scientific thinking and academic standards through core modules such as Critical Thinking and Principles of Management. These courses enable students to develop logical analysis, critical reasoning, and the ability to apply economic and managerial concepts to interpret real phenomena. Assignments and essays require academic citations and evidence-based arguments, establishing an early foundation for later research-oriented work.

Phase 2 – Developing Basic Research Skills (Year 2)

In the second year, students receive structured training in applied research tools and methods through modules including Business Statistics, Operations Research, Quantitative Methods in Management, and Supply Chain and Logistics System Design. These courses strengthen modelling capabilities, data analysis skills, and empirical reasoning. Students learn to identify research questions, define analytical variables, work with data for evaluation and decision-

making, and prepare academically compliant technical reports. This phase creates the necessary groundwork for the Research Methodology in Operations Management module in the third year.

Phase 3 – Application and Analysis of Scientific Methods (Year 3)

The third year emphasises applied research within the discipline. Modules such as Research Methods in Operations Management, Social Responsibility and Business Ethics, and Contemporary Issues in Logistics and SCM equip students with advanced analytical and academic skills. Courses on modelling, simulation, scheduling techniques, and multi-objective decision-making train students in quantitative methods commonly used in both industry and academic contexts. In the Graduate Internship Report, all students are required to apply research methods to real organisational settings, defining problems, collecting data, analysing processes, and proposing improvement solutions. This ensures that every student attains essential competencies in applied research.

Phase 4 – Independent Research and Dissertation (Final Year)

In the final year, students may choose to complete a Graduation Thesis or two equivalent alternative modules. The thesis option requires independent scientific research, either in partnership with enterprises or conducted in departmental laboratories. Alternative modules focus on applied strategic and analysis, ensuring alignment with programme learning outcomes. To support participation, the department has strengthened training through seminars, workshops, and communication activities that emphasise the value of thesis research and foster academic orientation.

Marketing

The programme has implemented a competency development framework that ensures students are introduced to scientific methods early and supported as they advance toward increasingly complex academic tasks. This approach is reinforced through training, collaboration, and institutional support measures designed to cultivate a sustainable academic culture.

A central component of this framework is the structured four-stage scientific training roadmap, which spans ten semesters and gradually increases the level of academic complexity.

In Stage 1, during the first year, students are introduced to the fundamentals of critical thinking, academic logic, and research awareness. The Principles of Marketing module contains an early introduction to marketing research, including data types, research design, and the interpretation of research reports. Alongside this, modules such as Critical Thinking Skills and Consumer Behaviour equip students with the ability to evaluate evidence, form coherent arguments, and analyse observed behaviour—laying the foundation for scientific reasoning.

Stage 2, situated in the second year, focuses on equipping students with methodological tools essential for scientific inquiry. Courses in Business Statistics, Marketing Research, and Applied Marketing Research provide structured training in quantitative methods, research design, sampling techniques, and academic report writing. Students learn to apply statistical software, conduct small-scale research projects, and engage with academic literature, supported by English modules to enhance their ability to read and understand scholarly texts.

In Stage 3, during the third year, research competencies are progressively integrated into specialised modules. Students apply the tools learned in earlier stages to analyse digital customer data, interpret market trends, and justify strategic decisions using empirical evidence. Project-based modules—such as Digital Marketing Project, Marketing Management Project, and Event Management Project—require students to employ scientific methods such as market analysis, A/B testing, and data-driven evaluation in real or simulated industry contexts.

Stage 4 represents the culmination of scientific training, where students demonstrate independent research capability. The Internship Report requires each student to identify a practical issue within a host enterprise and analyse it using academic models and empirical methods. The Dissertation/Thesis, assessed by a scientific committee, further strengthens individual research competence and reinforces academic integrity. Importantly, even students who do not choose the dissertation must complete at least one individual research paper that meets academic requirements.

Complementing this curricular structure, the programme organises regular workshops for both lecturers and students to enhance research competencies, covering topics such as academic integrity, proposal writing, data analysis (CB-SEM, PLS-SEM), and the use of AI in research. Collaboration with the University Library further supports students by providing access to international academic databases, Turnitin services, and structured training in database utilisation.

The programme additionally promotes a research culture through targeted communication activities related to the dissertation process and through participation in scientific conferences and academic competitions. These initiatives have resulted in a steadily increasing number of students choosing and defending theses, reflecting the strengthening research culture within the programme.

Real Estate

To expand students' understanding of research methodologies and keep them informed about empirical studies, the programme provides several supplementary activities. These activities include hosting international researchers for seminars and conferences held at the university, where students can engage with and gain insights from these experts. Additionally, the programme organises research paper competitions at both programme and university levels, encouraging students with an interest in research to participate. These initiatives are designed to improve students' knowledge of research practices and foster active involvement in the academic research community.

Phase 1 – Foundations of Scientific Thinking and Reasoning

In this phase, students are introduced to critical thinking, logical analysis, and scientific reasoning. They learn to use mathematical models and economic concepts to understand and interpret real-world phenomena. Through assignments and essays that require academic citations and argumentation, they begin building the foundation for later research skills. The knowledge acquired includes the input–output model and the general model of linear programming problems, while the skills developed focus on critical thinking and problem-solving. Courses in this phase include Critical Thinking in semester 1 with two credits, Microeconomics in semester 1 with three credits, Macroeconomics in semester 2 with three credits, and Applied Mathematics in Business in semester 3 with three credits.

Phase 2 – Developing Basic Research Skills

In the second phase, students gain the professional knowledge and practical skills needed to conduct a research report. They develop an understanding of data analysis, statistics, hypothesis testing, and other statistical methods, as well as research methods, scientific research processes, planning, problem analysis, evaluation, and scientific writing. They also become proficient in quantitative data analysis software such as SPSS and R, and further strengthen their critical thinking, creativity, and sense of research ethics. The phase includes Applied Statistics for Economics and Business and Research Methods, both offered in semester 5 with three credits each.

Phase 3 – Application and Analysis of Science in the Discipline

During the third phase, students integrate the research knowledge acquired in the previous stage with specialised knowledge in the real estate field. They apply this expertise to produce scientific work in the form of essays, projects, internship reports, and ultimately a graduation thesis. Their knowledge expands to include business theory, market analysis theory, principles of finance and real estate investment, and the presentation of scientific reports. They develop skills in summarising and comparison, data mining, calculation, presentation, data analysis, synthesis, and processing, while cultivating attitudes of honesty and integrity. Courses in this phase include Real Estate Business, Real Estate Market Analysis, and Estate Finance and Investment, each offered in semester 8 with three credits, as well as the Graduation Thesis in semester 11 worth six credits.

3.1.7 Examination and final thesis (Asterisk Criterion)

All programmes

At VLU, the examination system follows the University's training regulations, ensuring that students are assessed through a combination of formative and summative assessments. Each course is assessed through a combination of at least 02 components: formative assessments and a final score. Formative assessments may include class attendance, assignments, presentations, regular tests, mid-term exams, while the final score, which accounts for no less than 40% of the overall grade, is mandatory. In practice-oriented courses such as projects, internships, or graduation theses, the assessment is based on a single component score. These assessments are designed to continuously monitor students' progress, ensuring that the intended learning outcomes (CLOs) are met throughout the programme.

The respective faculty holds regular meetings to guide lecturers in selecting assessment methods that align closely with the CLOs. Details of these assessment methods and plans are clearly outlined in the course syllabus. These include attendance, process assignments, presentations, quizzes, comprehensive final exams, or final projects, as specified in the course specifications of each course.

Evaluation scales or rubrics are designed to accurately assess student learning outcomes. These forms, tailored to align with the course's assessment standard and criteria established by instructors, ensure validity, reliability, and fairness in the evaluation process.

Exam content is structured based on standards of knowledge, skills, autonomy, and responsibility (as outlined in corresponding CLOs) with specific scoring scales that promote fairness among all students and clear assessment levels for each method. Once drafted, exam content is reviewed and approved by the department heads and the Board of Faculty before being officially implemented. To protect the integrity of the process, all exam questions and answer keys are kept confidential in accordance with the University's regulations. All exam information is clearly outlined in the course specifications, announced at the beginning of the course, and updated through the E-learning system.

Logistic and Supply Chain Management

For final-year students, student can choose to write a graduation thesis or take two replacement courses. To be eligible for taking the graduation thesis, LS students must achieve a minimum score of 6.0 of all courses, and their specialised courses must have a cumulative GPA of 7.0 or higher (on a 10-point scale) to ensure the quality of their study plans. They must complete their Graduation Thesis within four months, after which it is evaluated by a council,

including members proposed by the Department Heads. The graduation thesis is evaluated based on the process and criteria specified by Van Lang University with specific criteria. There is always one supervisor by the University and the other supervisor works in an enterprise. The passing score for the thesis is consistent with other courses, set at five out of ten. If a student does not achieve this score, the thesis evaluation council will permit them to revise their thesis based on feedback provided by the committee within a specified time frame, typically one month. If the thesis still does not meet the required standard, students will need to register for a new thesis or take alternative courses in a subsequent semester.

Marketing

Graduation thesis is an optional component of the graduation plan, carrying a weight of six credits. To be eligible for this thesis, students must achieve a minimum score of 6.0 in all courses, and their specialised courses must have a cumulative GPA of 7.0 or higher (on a scale of 10) to ensure their capability to complete the thesis. Important information regarding the thesis, including the guidelines and syllabus details, is disseminated to students through orientation sessions and via email. These communications clearly outline the assessment methods and expectations. Students must adhere to regulations on presentation, structure, and content, with assessment criteria focusing on logical consistency, including problem identification, review of related research, development of a suitable research model and methodology, a presentation of research findings, appropriate conclusions based on research results, and suggestions for future research.

The passing score for the thesis is consistent with that of other courses, set at five out of 10, and evaluated by a council. The thesis will be evaluated through several criteria such as Introduction of the issue, objectives, research scope, Theoretical basis/literature review, Research Methodology, Analysis of results and solutions/policy implications, Conclusion, and Presentation. The final thesis grade is determined as the average score given by the council members.

Real Estate

RE students must complete a 16-week graduation thesis before completing their programme. To be eligible for a graduation thesis, students must complete all previous subjects and gained a cumulative average score of 5.0 (10.0 point-scale).

Students are required to follow the guidelines (which are communicated to students at the start of the course) regarding thesis presentation, structure, and content. The evaluation criteria emphasise logical coherence, clear problem identification, a thorough literature review, the development of an appropriate research model and methodology, the clear presentation of research findings, conclusions and suggestions for future research.

The evaluation of the graduation thesis is conducted by a supervising lecturer and a three-member council including a chairperson, a committee member, and a secretary. The supervising lecturer's evaluation is based on criteria including the student's conduct, attitude, and the quality of the thesis content. The council evaluates students through a public defense session, focusing on aspects such as the clarity of the presentation, the quality of the content, and the student's ability to respond to questions.

The final grade is the average scores given by the council and their supervising lecturer. Results and feedback are announced to individual students after the defense. Students who do not pass their graduation thesis must redo the thesis within the timeframe specified by the Dean of Faculty or register for substitute courses. The outcome of the graduation thesis reflects the students' ability to apply their knowledge and research skills in executing scientific work, demonstrating their fulfilment of the Programme Learning Outcomes (PLOs)

Appraisal:

The curriculum of LS adequately reflects the qualification objectives of the study programme. The contents of the courses are balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills. The panel applauds the MK and RE programmes for their logic and conceptual coherence. In the course of the visitation, it became clear that the contents of the courses consistently reflect the strategic orientation of the study programmes MK and RE. The programme objectives (POs) are systematically translated into Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). They clearly meet the requirements of the job market (see also chapter 1.3.2). Additional electives enhance the graduates' employability.

Even though the logic and conceptual coherence of MK and RE is exceedingly good, the panel likes to give the following recommendation: all three programmes should enlarge the number for electives, for more individual choices in the course of the programme. The panel **recommends** Real Estate integrating more local planning knowledge into the curriculum, including land use and zoning laws, urban development strategies, and community planning practices, to ensure students gain practical knowledge relevant of the local market and regulatory environment. The degrees and programme names correspond to the contents of the curricula and the programme objectives.

The panel saw that there was ample evidence for practical course content in all three programmes. Therefore, the panel states that theoretical questions are, where possible, explained by means of practical examples. However, especially in the MK programme, the theoretical base was not as well developed as it could be. However, the criterion was achieved to a high standard in the RE programme. The RE programme systematically integrates theory and practice across all stages of the curriculum. Foundational courses such as Principles of Real Estate and Market Analysis are paired with practical experiences like field trips, internships, and simulation projects, ensuring students apply concepts in real-world contexts. In advanced courses, theory is reinforced through case studies, seminars, and workshops led by industry professionals, creating a strong link between academic knowledge and practical application. However, the panel **recommends** the RE programme integrating theory and practice more through a capstone project.

However, the panel found no evidence that any of the three programmes sufficiently foster interdisciplinary thinking. What VLU currently considers interdisciplinary remains too narrowly focused within the fields of Commerce, Finance, and Banking. For example, elective courses offered to students are primarily variations of business-related subjects, which do not expose them to fundamentally different perspectives or methodologies. This limited scope restricts students from developing broader analytical skills and the ability to integrate knowledge from diverse academic domains—skills that are increasingly essential in complex professional environments. Therefore, the panel strongly **recommends** allowing students to choose courses from a broader set of courses offered by VLU and international partners, such as law, environmental studies, psychology, or technology, to strengthen true interdisciplinarity. Exposure to these areas would enable students to approach business challenges from multiple angles, fostering creativity and critical thinking and ensure achieving of VLU mission. Additionally, lecturers should embed interdisciplinary content within their own courses by incorporating case studies or projects that draw on insights from other fields, such as urban planning in RE courses. This approach would ensure that interdisciplinary thinking becomes an integral part of the learning experience rather than a peripheral option.

Ethical implications for example those of economical or juridical ways of thinking and acting are appropriately communicated. However, the panel saw room for improvement and **recommends** integrating ethical reflections about usage of AI tools and data protection concerns. The panel stated all three programmes, that students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the modules/courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. Overall, the panel **recommends** the MK and LS programme strengthening the organisation and academic rigour of the final-thesis process across all three programmes. While students demonstrate, particularly through their theses, that they are capable of conducting scientific work and achieving the programmes' qualification objectives, the panel identified several areas where the structure and processes surrounding the final thesis should be improved. The panel recommends lecturers providing students with a list of possible thesis topics to offer clearer guidance and ensure transparent expectations. Distinguishing between more theoretical and more practice-oriented topics would further support students in selecting an appropriate academic pathway. In addition, the workload of supervisors should be adjusted to reflect the responsibility and time required for high-quality thesis supervision. For the MK programme, the two alternative courses that students may take instead of a thesis should be revised to include a stronger scientific component. In the LS programme, the thesis should be replaceable by a capstone project to enhance applied research skills. In both programmes, a quality-based procedure should be established to determine which students are eligible to write a thesis, replacing the current "first come, first served" approach. As an additional option, a theoretical review assignment could be introduced to allow more students to work academically at a lower complexity level.

With regard to examinations, the panel **recommends** expanding the use of case-based assessments to better evaluate students' ability to apply theoretical knowledge to practical scenarios.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		MK, RE	LS		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)					
3.1.3*	Integration of theory and practice (Asterisk Criterion)		RE	MK, LS		
3.1.4	Interdisciplinary thinking				X	
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk Criterion)

Logistic and Supply Chain Management

Projected study time	10 semesters (equivalent to 3.5 years)
Number of credits (national credits and ECTS credits)	132 credits (Vietnamese) = 183.48 ECTS
Workload per credit	50 hours/credit point Theory: 15 hours in class, with additional time for other activities. Practice: 30 hours in class, with additional time for other activities. Practical experience: 45-60 hours of practice.
Number of modules/courses	53
Time required for processing the final thesis/project and awarded credits	12 weeks (6 credits)
Number of contact hours	2115

The LS programme (Cohort 28) lasts for ten semesters (equivalent to 3.5 years) with a total of 53 courses and 132 credits. This includes one semester for completing the graduation thesis, which carries a total of six credits. Each academic year consists of three semesters, each lasting approximately four months with no summer break. Students can register for up to 19 credits per semester. However, in the third semester, they can register for a maximum of twelve credits. The structure of the LS programme facilitates the implementation of the curriculum and supports students in achieving the identified learning outcomes.

Marketing

Projected study time	10 semesters (equivalent to 3.5 years)
Number of credits (national credits and ECTS credits)	132 credits (Vietnamese) = 183.48 ECTS
Workload per credit	50 hours/credit point Theory: 15 hours in class, with additional time for other activities. Practice: 30 hours in class, with additional time for other activities. Practical experience: 45-60 hours of practice.
Number of modules/courses	44 courses (not including Internship Report and Graduation Thesis)
Time required for processing the final thesis/project and awarded credits	15 weeks (6 credits)
Number of contact hours	2385 (not including Internship Report and Graduation Thesis)

The MK programme consists of 132 credits (each credit is calculated as equivalent to 50 hours of normative learning, including time for lectures, guided lessons, self-study, research, field trips, exam preparation, examination, and tests, according to Circular 17/2021/TT-BGDĐT, dated 22/6/2021), spread over ten semesters within the timeframe of 3.5 years. Each academic

year includes three official semesters. Notably, the internship is scheduled for the 9th semester, providing students with practical experience in a real-world business environment. Following the internship, students undertake their graduation thesis in the 10th semester, allowing them to synthesise their learning and research skills on a substantial project.

The MK programme is logically arranged over the years: Students focus on general education knowledge and foundational knowledge relevant to the industry and sector in the first year. In the second year, students further develop their knowledge in the field of marketing. In the third year, students choose one of the specialisations in Digital Marketing, Event management, or Marketing management and study related courses. Additionally, the third semester of the third year is dedicated to an internship at a business; finally, in the final year, students can choose to complete a thesis or two alternative courses.

Real Estate

Projected study time	11 semesters (equivalent to four years)
Number of credits (national credits and ECTS credits)	130 credits (Vietnamese) = 181 ECTS
Workload per credit	01 credit point = from 15 to 30 hours (15 teaching hours in class, 30 hours for self-study)
Number of modules/courses	60 courses
Time required for processing the final thesis/project and awarded credits	16 weeks (270 hours) (6 credits)
Number of contact hours	2385 (not including Internship Report and Graduation Thesis)

The total credit load for the course is 130 credits, excluding career-oriented topics, community activities, and modules on national defense education and physical education (see Table 3.4). The curriculum is divided into eight blocks: (1) General Education Knowledge, (2) Basic Knowledge in Business and Management, (3) Basic Knowledge in Real Estate Industry, (4) RE Industry Knowledge, (5) Complementary Knowledge, (6) Advanced Complementary Knowledge, (7) In-Depth Knowledge, and (8) Internship and Graduation Thesis. The programme starts with 46 mandatory credits of general education, covering essential subjects such as Economics, Introduction to Law, and Applied Mathematics in Economics. These courses lay a solid foundation for students, equipping them with fundamental knowledge and analytical skills important for advanced study.

The professional education block consists of 84 credits, including 66 mandatory credits and 18 elective credits. After completing 121 credits, students can register for a graduation internship (3 credits) with industry companies, giving them early exposure to real-world work environments and helping them connect academic knowledge with professional practices.

3.2.2 Study and exam regulations (Asterisk Criterion)

Study regulations

VLU has implemented the credit-based training regulations aligning with the university-level training guidelines set forth by MOET. These regulations cover general regulations related to the programme, curriculum, training organisation, assessment of learning outcomes, graduation certification, and other regulations for students.

General Regulations: Students must fully participate in teaching and learning activities as per the announced plan at the beginning of the semester. Any changes to the schedule or classrooms will be announced in advance through the university's official channels

(<https://online.vlu.edu.vn/>). Students must comply with the University and Faculty rules and regulations throughout the learning and examination process.

Recognition of Academic Results and Credit Transfer from Other Programmes: Students with accumulated academic results from another education level, training sectors, or programmes; or other institutions may have their credits recognised and transferred to the programme they are enrolled in at the University. The maximum transferable credit volume is no more than 50% of the minimum study volume of the programme. All recognised and transferred course scores will be reviewed by the Faculty. For VLU students who wish to study abroad, or for international students participating in exchange programmes at VLU, the University applies a credit conversion system in line with the European Credit Transfer and Accumulation System (ECTS). According to this system, VLU credits are converted into ECTS as follows:

- 1 VLU credit = 50 hours x 50 minutes = 2,500 minutes
- 1 ECTS credit = 30 hours x 60 minutes = 1,800 minutes

Therefore, one VLU credit = $2,500/1,800 \sim 1,39$ ECTS in Germany, Belgium, Romania, Hungary, UK. Accordingly, LS programme converting to ECTS credits (Germany): 183.48 ECTS

Review Process: The faculties review requests for credit recognition and transfer based on comparison of learning outcomes, content, study volume, assessment methods, and quality assurance conditions. The dossier is then sent to the Academic Affairs Department for the President's approval. Credit recognition and transfer can be at various levels:

- Recognition and credit transfer for individual courses.
- Recognition and credit transfer for groups of courses.
- Recognition and credits of entire study programmes.

Examination Schedule and Format:

In terms of testing and assessment, VLU has established a system of regulations governing the examination process, including exam organisation, question setting, grading, and score management to ensure objectivity, fairness, and transparency in student evaluations.

In accordance with the study plan announced by the Academic Affairs Department, the Heads of department submit specific exam format proposals for each course to the Testing and Assessment Center and the Academic Affairs Department no later than 21 days before the first course exam. The course lecturer is responsible for creating the examination content that accurately reflects both the course content and objectives. The examination must ensure comprehensiveness, assessing both fundamental knowledge as well as students' ability to apply knowledge and critical thinking. The draft exam will undergo review and approval by the Department head/vice head to ensure objectivity, fairness, and alignment with the programme's content. Once approved, the exam content will be strictly confidential until the exam date.

Exam Participation Conditions:

To be eligible to sit for examinations, students must not be subject to any academic or disciplinary action and must have fulfilled all tuition payment requirements.

Exam Organisation and Evaluation:

Final exams are organised in designated exam rooms. Students must arrive 30 minutes early for verification procedures. They use university-provided exam accounts to log into the CTE system. Students arriving more than 15 minutes late will not be allowed to take the exam and will be marked absent. Exam questions are confidential, and proctors announce the exam password at the start time. Students are not allowed to bring unauthorised materials or electronic devices into the exam room. Final exam results are posted within seven days of the exam date and are published on the University's website ([Online.vlu.edu.vn](https://online.vlu.edu.vn/)).

Violation Handling: Students violating exam regulations may face point deductions, re-examination, or suspension depending on the violation severity. Cheating will be strictly punished, potentially leading to expulsion.

Re-Evaluation and Complaints: Students can request re-evaluation of their exam within three working days after results are announced. Complaints are handled through a specific link (<https://forms.office.com/r/MKy7RJTLCE>) by the Examination Center, with responses within ten days from the exam date of the re-evaluated course.

Recognition of Academic Results: Students' academic results are evaluated after each semester or academic year based on the performance in the courses they have taken, and the scores achieved according to specific criteria. The total credits of courses that students fail in a semester or an academic year, as well as the total credits of courses that students pass, are calculated to determine the semester GPA, annual GPA, or cumulative GPA.

Grade Conversion: Regulations on converting grades between different scales (10-point scale, letter grade scale, and 4-point scale) are mentioned in the academic regulations. The grades of each course on the 10-point scale are converted to the 4-point scale and rounded to two decimal places to calculate the semester GPA, annual GPA, and cumulative GPA.

Minimum passing conditions for a course: Students must achieve a minimum score of 5.0 on a 10-point scale to pass a course. Specifically, the course grade is calculated based on the components of continuous assessment and the final exam. The passing grade is the cumulative score of these components, with a minimum requirement of 5.0/10 to be considered a pass. A score below 5.0 is considered a failure, and the student will need to retake the exam or the course.

Course grades are calculated by multiplying each component score (out of 10) by its respective weight, converting the result into the 4-point scale, and assigning a letter grade. Semester, yearly, and cumulative GPAs are calculated on the 4-point scale and rounded to one decimal place, with classifications outlined below:

Figure 10: Student Classification Based on GPA (4-point scale)

Classification	GPA on 4-point scale
Excellent	From 3,6 to 4,0
Distinction	From 3,2 to under 3,6
Good	From 2,5 to under 3,2
Average	From 2,0 to under 2,5

Graduation Requirements: To be eligible for graduation, students must meet the following conditions: completing all required courses and accumulate enough credits according to the programme; achieving a cumulative GPA of at least "average" or above; obtaining a National Defense and Security Education certificate and pass Physical Education courses; meeting the programme's output standards; not being under criminal investigation or under academic suspension at the time of graduation consideration; having complete student records as required by the University and the MOET; submitting a graduation request if the student meets graduation requirements at least one year earlier than the designed programme duration, or if they are eligible but wish to graduate later.

3.2.3 Feasibility of study workload (Asterisk Criterion)

The curricula are developed in compliance with the regulations of the MOET, meeting the requirements of the VNQF, and is reviewed and approved by the respective Faculty Council.

The programme's feasibility is demonstrated by the distribution of the respective amounts of credits evenly across ten semesters (for LSCM and Marketing) or eleven semesters (for RE). Each academic year consists of three semesters, each lasting approximately 10-15 weeks per semester, including both teaching and assessment periods. To maintain quality and ensure course completion, the University establishes the minimum and maximum number of credits that students can register per semester. After the end of each semester, eligible students will take the final exam according to the University's plan. Moreover, the University provides opportunities for students who have not passed a course to retake the exam once, as detailed in criterion 3.2.2. This helps students to complete the programme as planned. The University and Faculty closely monitor students' learning progress through various measures. An attendance tracking system has been implemented, limiting the number of absences allowed for students on each course. Additionally, after each semester, the Faculty collaborates with the Academic Affairs Department to compile students' academic results and identify those who need academic support.

3.2.4 Equality of opportunity

VLU strictly adheres to Vietnamese Education Law, guaranteeing equal learning opportunities for all students without discrimination based on gender, religion, nationality, etc. This commitment is reflected in the University's policies on admissions, scholarships, and other student support services. VLU's scholarships are adjusted according to the University's regulations to provide opportunities for students with financial difficulties to pursue their studies and improve their skills. Specific groups eligible for support include students from low-income families, orphans, and those with excellent academic achievements. It should be noted that VLU operates as a private university, meaning that compliance with government regulations is ensured primarily through internal resources, with only limited support from the Ministry of Education and Training (MOET).

VLU tries to foster an inclusive and equitable academic environment that celebrates diversity and ensures equality for all stakeholders, including students, lecturers, and partners. Guided by an Equality, Diversity, and Inclusion Policy and Non-Discrimination and Anti-Harassment Policy, we prioritise respect and value for individuals of all backgrounds, ensuring a culture free from discrimination or harassment based on race, gender, sexual orientation, religion, or any other protected characteristic. These principles are integral to the University's international strategies, promoting a respectful, diverse, and thriving global community.

To ensure accessibility for students with disabilities, VLU has implemented the following measures:

- Wheelchair-accessible staircases and handrails are installed at each building to ensure safe and easy access for wheelchair users.
- Each library has a designated private space near the entrance for easy access, with a receptionist nearby to provide assistance when needed. Braille signage is also available for students with vision impairments.
- Security staff across all campuses are trained to offer enthusiastic help and support to disabled students.

Appraisal:

The structures of the programmes support the smooth implementation of the curricula and help students to reach the defined learning outcomes. The programmes consist of courses and assigns credits per course on the basis of the necessary student workload. Practical

components, if existent, are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. Even though Vietnam did not ratify the Lisbon Recognition Convention, the recognition of degrees and periods of study at other HEIs is regulated; the recognition of periods of practical work – insofar intended – is also clearly defined. The final grade is supplied with an ECTS grading table.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

Addendum for initial accreditation (if the programme has already been completed once) and re-accreditation: when reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate.

The HEI has established clear policies to ensure gender equality and non-discrimination. Students with disabilities receive appropriate support measures, including extended time and adjusted formal requirements for coursework and examinations. In addition, students in special circumstances—such as single parents, international students, individuals with a migration background, or those from non-academic households—are offered targeted assistance.

While these policies and support structures are well documented, the panel observed that the actual implementation and visible outcomes did not fully reflect the level of diversity suggested by the written provisions. Therefore, the experts see room for improvement. The panel **recommends** taking more active steps to attract a more diverse student body by adopting inclusive recruitment strategies and fostering an environment that visibly welcomes and supports students from a range of cultural and socioeconomic backgrounds.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

3.3.1 Logic und plausibility of the didactical concept (Asterisk Criterion)

All programmes

Guided by VLU's educational philosophy of 'Through experiential learning, training comprehensive people, capable of lifelong learning, ethical, influential and bringing positive change to the community', the programmes implement a student-centred approach emphasising experiential and practical learning methods. The programme's teaching and assessment methods are scientifically and purposefully designed to ensure students not only

master theoretical knowledge but also develop essential practical skills, ensuring the achievement of CLOs and thereby contributing to attaining PLOs.

Teaching methods are diversified, including both in-class instruction and self-study through the e-learning system. Lecturers provide learning materials on an E-Learning platform, allowing students to self-study before attending class. During face-to-face lessons, lecturers facilitate review, practice exercises and group discussions. E-learning is integrated for some topics, allowing students to review materials independently, which enhances self-paced learning. Case studies are used to demonstrate how theoretical concepts apply in real-world logistics and supply chain situations, making the material more practical and relatable. Group discussions, exercises, and presentations foster collaborative learning, helping students improve communication, teamwork, and problem-solving skills, which are important in professional settings. The RE programme incorporate industry knowledge and specialised courses role-playing, case analysis, and debates. Additionally, VLU has integrated new teaching methods, including blended learning and flipped classrooms model to foster the autonomy and independence of learners. Co-lecturing is also employed in several courses. Each semester, teaching methods are evaluated and adjusted based on students' feedback to ensure they align with course content and student needs.

3.3.2 Course materials (Asterisk Criterion)

All programmes

The preparation and development of learning materials for the programmes are thoroughly implemented by the Faculty in accordance with VLU's regulations. The regulations on the compilation, selection, appraisal, approval, and use of textbooks, lectures, and reference materials at VLU are issued under Decision No. 2040/QD-DHVL-DT dated December 31, 2022 (LS.3.3.04). These regulations emphasise the following requirements: alignment with the objectives and content of the programme, ensuring knowledge and skill standards, meeting the learning outcomes of each course; balancing theory and practice; suitability to current practical applications and incorporating the latest knowledge; and including review questions, discussion guidelines, or practical application exercises at the end of each chapter.

Faculty of Commerce

The Scientific Council of the Faculty of Commerce must approve material lists annually to ensure educational relevance and students' access to the latest resources. It is mandatory that all course materials are published within the five recent years. For example, in 2024-2025 school year, the course materials must be published since 2019 latest. In addition, new materials are consistently supplemented and introduced online through students' email by the library.

Faculty of Finance and Banking

For the RE programme, it is the Faculty of Finance and Banking, the RE Programme Department, and the VLU Library, who conduct periodic reviews (at the beginning of each academic year).

3.3.3 Guest lecturers

All programmes

At VLU, visiting lecturers play an important role in many aspects such as designing and refining curricula and course content; developing test banks and evaluation tools; driving scientific research and fostering international partnerships; and expanding opportunities for interactive, real-world learning experiences in classrooms. Their active participation supplements theoretical teaching, as lecturers often invite visiting experts to deliver specialised lectures,

offering students industry insights and diverse perspectives. These contributions inspire students with global trends and practical knowledge, equipping them with the skills, competencies, and mindset necessary to excel in a competitive, interconnected world.

Logistic and Supply Chain Management

The Faculty also collaborates with several international academic partners, including Metropolia University of Applied Sciences in Finland, Universiti Teknikal Mara in Malaysia, Nueva Ecija University of Science and Technology in the Philippines and Ming Chuan University of Taiwan. These partnerships are used to invite guest speakers from abroad, allowing students to benefit from international perspectives, academic expertise and global industry insights.

Marketing

The Faculty of Commerce invites guest speakers from a wide range of companies, including Likima Company, Momo E-wallet, Vietnam Event Group, Onfest Agency, Brandlove Academy, PNJ, Five Star Academy, Ba Thuc Food, 3LAU SORE, the Vietnam E-commerce Association (VECOM), Schoolab, Anheuser-Busch InBev Vietnam, Amazon Singapore, EASY EDU, HOLOLAB Co., Ltd., Language for Life, AstraZeneca, TOPCV, an Import–Export Logistics Company, 1990 Agency, TOPICA & NATIVEX EdTech Group, Hoa Thien Phu Pharmaceutical Joint Stock Company, DELL Southeast Asia and Trung Nguyen Coffee. Their participation enriches student learning with professional insights across multiple business disciplines.

The talks address a broad range of themes relevant to modern commerce education. New students in Logistics and Commerce are welcomed through orientation programmes designed to support their transition into university life, while International Business students explore future career directions. The speakers also highlight digital transformation, covering super apps, technological innovation in event management, and the digitalisation of sales processes within marketing. Students receive updates on e-commerce developments, multicultural adaptation skills and distribution channel management in competitive markets.

Additional sessions explore globalisation and Industry 4.0, professional English competencies, and practical understanding of agency and production house operations. Career development is strengthened through pathfinding workshops, a large Career Fair Day and practical training in customs declaration and import–export logistics. Marketing perspectives, digital-age business strategies, insights from the Vietnam Online Business Forum and scientific research through the BE-NALYTIC competition further broaden academic exposure.

The programme also includes CV and cover letter writing sessions, discussions on corporate social responsibility in e-commerce, advisory meetings for choosing majors and ceremonies recognising students, all complemented by general workshops supporting academic and personal growth.

Real Estate

For the RE programme, guest lecturers contribute to students' learning experiences. These experts are invited based on their extensive professional experience in the real estate sector, bringing both theoretical knowledge and practical insights from their daily work. Many are senior managers or consultants at real estate firms, providing students with updated case studies, the latest market trends, and essential practical skills for career success (RE3.3.07). With their research experience, guest lecturers also help students develop skills in research, data analysis, and scientific writing. Additionally, the programme invites experts from related fields such as culture, politics, and urban planning. Guest lecturers come from FIDT Joint Stock Company, TPI Land Joint Stock Company, Five Star Academy or Knight Frank (Vietnam)

Property Services. On average, guest lecturers account for approximately 20–30% of the teaching staff involved in the programme, particularly from real estate companies and related professional organisations

3.3.4 Lecturing tutors

Even though there is the concept of undergraduates or Master's degree holder or even PhD holders, who are lecturing tutors (called Teaching assistants at VLU), none of the three programmes installed this kind of help.

There is an official document⁹ explaining about the roles Teaching Assistants (TA) at VLU. They are basically lecturing tutors because they are VLU's students who directly support lecturers in both classroom settings and/or online through the E-learning platform. If necessary, TAs may also assist outside the University upon the lecturer's request and guidance. TA's key responsibilities include: (1) Assisting lecturers in guiding students with assignments, projects, practical exercises, experiments, and reviewing to prepare students for periodic tests and final exams as per the lecturer's requirements; (2) Assisting lecturers in providing study materials to students as required, ensuring compliance with information confidentiality and copyright regulations regarding the lecturer's materials; (3) Guiding students on how to use learning support tools; (4) Assisting lecturers in addressing students' queries related to the course; (5) Managing group discussions and in-class discussions; (6) Acting as a secretary for feedback, evaluations, and recording grades during presentations; (7) Assisting lecturers with attendance, and data entry; (8) Performing other tasks within the scope of academic work as assigned.

Selected TAs must meet the following standards: Be an undergraduate student at VLU, graduate students, or doctoral candidates studying and researching at Van Lang University. Have a cumulative GPA of at least 7.0 in the most recent semester, a first-time exam score of at least 8.0 in the course registered for TA, and a conduct score of at least 65 in the most recent semester (on a 10-point scale). Have skills in using information technology: office software (Word, Excel, PowerPoint); teaching and learning applications, internet, online learning platforms (e-Learning); MS Teams. Be dynamic, have communication skills, the ability to convey and express clearly and understandably; have group management skills. Have a sense of responsibility, eagerness to learn and diligence. Additionally, depending on the specific course, training units may require additional language proficiency and/or other standards suitable for the training.

Appraisal:

The didactical concepts of the study programmes are described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. The panel **recommends** the LS programme constant updating the literature in the course descriptions. Furthermore, the panel **recommends** all three programmes enriching the courses in the third and fourth year by going beyond the use of textbooks alone.

⁹ „Regarding: Issuing the Regulations on Teaching Assistant work at Van Lang University.“ No.: .../QD-DHVL-DT, From August 2021

In the Logistic and Supply Chain Management, guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. The offers of lecturers in the MK and RE programme go beyond this benchmark and exceed the criterion, because guest lecturers are regularly invited, their contribution forms an integral part of the study programmes' didactical concept. They come from a variety of occupations, which enhances students' chances of employment thanks to the profound insights they gain.

The panel **recommends** integrating student tutors in accordance with the VLU tutoring concept. The main reason for this recommendation is that these tutors would address the shortage of PhD holders at VLU. Therefore, these tutors should have completed at least a degree on a Master level (or an equivalent Diploma/Magister) in a relevant field. They should demonstrate research capability—such as proficiency in research methods and tools, with publications being optional but advantageous depending on the discipline. In addition, tutors should have completed basic pedagogical training and receive further preparation from VLU professors to handle assigned teaching tasks. Their proficiency in the language of instruction must also be appropriate for the role.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		MK/RE	LS		
3.3.4	Lecturing tutors				X	

3.4 International outlook

3.4.1 International contents and intercultural aspects (Asterisk Criterion)

Logistic and Supply Chain Management

The programme equips students with the knowledge and skills necessary for success in a global environment. Benchmarking against international institutions like the University of Texas at Austin and Georgia Institute of Technology ensures the programme aligns with global trends and best practices. The use of foreign textbooks, referenced in course specifications, further enhance the international scope of the curriculum, exposing students to diverse perspectives and methodologies.

Several courses within the LS programme address international topics, providing students with an understanding of global issues, practices, and cultural diversity. Key examples include International Freight Forwarding and Customs Declaration (71SCMN40223), LS (71SCMN40373), International Business (71BUSI30023), Communication and Negotiation Skills (71MANA40193), Critical Thinking (71PHIL20012), and more. These courses integrate international case studies, global reputations and real-world scenarios to help students develop problem-solving skills within an international context, enhancing students' understanding and abilities to address issues in LS within the context of an integrating economy. The programme also includes courses that are connected with global environmental challenges and other intercultural dimensions such as the People and Environment (71ENVH10012), Corporate Social Responsibility and Business Ethics (71BUSI20033), and

Commercial Law (71LAWS20413), highlighting regional cultural characteristics and ethical codes.

VLU further strengthens the international orientation through events like the SLOG Challenge, an annual international competition where students collaborate with peers from different countries to exchange cultural insights and share knowledge. These experiences cultivate cross-cultural communication skills and build networks that are vital for students to succeed in global workplaces. Additionally, the programme also connects students with research and industry insights through the International Conference on Logistics and Industrial Engineering (ICLIE). This event, which links students and faculty with the latest trends and networking opportunities, broadens career horizons. Collaborative research and publication efforts with foreign professors also contribute to the programme's global integration, exposing students to advanced academic standards and practices.

These international and intercultural elements are designed to prepare students for global careers. By integrating international content, fostering intercultural competencies, and providing opportunities for practical application, the LS programme ensures that graduates are equipped to navigate and excel in international environments. Students gain not only technical expertise but also the cultural intelligence needed to adapt to diverse professional settings, positioning them as competitive candidates in the global job market.

Marketing

The MK programme integrates international and intercultural dimensions into the curriculum: The programme has been benchmarked against international institutions, including Monash University (Australia) and The Hong Kong Polytechnic University, ensuring alignment with global standards. The curriculum is regularly updated to reflect emerging global trends and themes. Courses such as Multicultural Management (71BUSI40063) and International Business (71BUSI30023) equip students with in-depth knowledge of cultural diversity and international marketing practices, fostering adaptability in global workplaces. An element of the programme's development involves incorporating international textbooks. This guarantees that students are introduced to the most recent theories, trends, practices, and case studies in marketing, providing them with global insights into marketing practices. The primary textbooks and reading materials from abroad are the cornerstones of teaching methodologies. Additionally, national and local textbooks are utilised to ensure contextual relevance.

Recognising the importance of English in a globalised business environment, the programme emphasises language training. Students must complete a comprehensive series of general English programmes, from foundational to advanced levels, encompassing seven levels of English instruction, as outlined in the English language standard mandate for Bachelor-level students. This training equips students with the ability to communicate and collaborate in the global business environment. English language requirements are also clearly shown in the Programme objective PI 7.2 - Proficiency in English in professional work and the context of globalisation, meeting foreign language proficiency standards level 4/6 according to the 6-level foreign language proficiency framework for Vietnam or equivalent certificates. These standards can be met either by passing the University's English proficiency assessment test or by holding an equivalent international English certificate, such as CEFR level B2, IELTS 6.0, TOEIC with 785 (R&L) - 310 (S&W), TOEFL iBT 60, or VSTEP B2. Fulfilling these criteria is a graduation requirement, ensuring that students have the necessary English language skills to work in a multicultural environment and achieve excellence in their academic and professional endeavours.

The programme encourages active participation in international study tours and collaborative initiatives. For instance:

- In 2019, students participated in a study tour in collaboration with University of Kuala Lumpur UniKL, designed to enhance students' understanding and appreciation of diverse cultures and the dynamics of global marketing.
- In the 2023-2024 academic year, students attended a study tour in Singapore to study Brand design course at the Orita Sinclair School of Design, enhancing their intercultural competence and global outlook
- According to the plan, in the 2024-2025 academic year, the Faculty will cooperate with Stamford University to organise a study tour in Thailand, helping students improve their digital marketing skills and practice pitching skills.
- As was said in chapter 3.3.3 Marketing incorporates many guest lecturers into the programme.

Real Estate

The RE programme incorporates international content into its curriculum to prepare students for the global real estate industry. Courses such as RE Markets, RE Business Law, and RE Project Management, integrate global perspectives, while the course Real Estate Investment equips students with knowledge and skills necessary to navigate the real estate industry in a global context. Additionally, the RE programme emphasises the use of English-language materials sourced from the world's top 200 universities, allowing students to access international resources.

The study programme uses both Vietnamese and English as a medium of instruction and teaching materials preparations. English training for the students in the regular programme is an important and compulsory component, accounting for 10 % of the programme. By equipping students with English skills and especially familiarising RE students with real estate content in English, the University and the FFB expect that they can excel in working in many different working environments, both domestically and internationally, after graduation.

To further enhance the international dimension of the programme, twelve out of 29 lecturers in the RE programme have international experience. The team is led by the department chair who has international academic and professional experience in real estate. Additionally, the Faculty also encourages lecturers to incorporate examples and case studies from various countries in Southeast Asia, Europe, and the US into their teaching. For example, in the course Real Estate Economics and Public Policy, students learn how case studies, global data and statistics using the textbook *Urban Economy: Real Estate Economics and Public Policy*. This is a new textbook for core courses in urban economics and real estate economics on global Real Estate. By integrating case studies and practices from various countries, the RE programme fosters students' intercultural communication skills and broadens their understanding of global real estate markets. This international focus enables students to:

- Analyse diverse business models and strategies.
- Compare and contrast real estate practices across regions.
- Develop a nuanced perspective of cultural and economic factors influencing global real estate.

3.4.2 Internationality of the student body

All programmes

Even though there are no international students (see statistical data in Further development of the programme), who study the programmes (MK has at least two students from 2020 till now), there are initiatives to attract foreign students.

VLU offers hundreds of scholarships annually to international students and students studying at the University.¹⁰

Logistic and Supply Chain Management

From Cohort 30 onwards, the programme is designed to be taught entirely in English and includes the issuance of a FIATA certificate. This is a step for attracting international students to participate in the programme.

Marketing

Launched in 2020 by the MK Department, the Marketing Generator competition is an initiative. In 2024, the competition attracted 27 international students from various countries, such as the United States, China, the Philippines, Taiwan, South Korea, Thailand, England, and Australia (MK.3.4.07). This platform enables students to collaborate with peers from different cultural backgrounds, demonstrate their marketing skills on an international level, and gain practical experience in cross-cultural teamwork. These experiences enhance students' global competencies and prepare them for diverse professional environments.

Real Estate

As a new launched programme in 2021, the RE programme at VLU has yet to admit international students to pursuing full degrees. However, the Faculty of Finance & Banking has hosted 137 international exchange students from countries such as Singapore, Korea, and Japan, fostering an intercultural learning environment. These students, coming from partner universities, engage in short-term exchange programmes that enrich the educational and cultural experiences of both local and visiting students.

Along with these efforts, the RE Programme is also working to enhance the international composition of its student body. Strategies include promoting the programme at international education fairs and developing scholarship programmes specifically for international students. These activities aim to make the programme more accessible and attractive to students from different countries, thereby increasing its international appeal.

3.4.3 Internationality of faculty

Logistic and Supply Chain Management

Most of the faculty members in the LS programme hold advanced degrees, including Master's and Doctoral qualifications, and have studied in countries such as Taiwan, Germany, Australia, and Thailand. Thanks to their extensive training and practical experience, these lecturers can update their knowledge and stay informed about global education regarding LS sector, understand global trends and realities, and provide students with access to events happening worldwide. While the number of foreign lecturers directly teaching in the LS programme is currently limited, the faculty regularly invites foreign experts as guest lecturers to share their knowledge with students during the training process, enriching students' learning experiences with global perspectives.

Marketing

The programme tries to internationalise its Faculty by prioritising the recruitment of lecturers with Master's and Doctoral degrees from foreign institutions. This recruitment approach requires international academic credentials alongside proficiency in both Vietnamese and English.

Real Estate

Currently, many RE lecturers have international study or work experience, having been associated with institutions like the Fulbright Economics Teaching Programme (Center for Business & Government, Kennedy School of Government, Harvard University), the Master

¹⁰ <https://www.vlu.edu.vn/en/admissions/scholarship/undergraduate-scholarship>, last accessed on February 4, 2026.

Programme at Helsinki Metropolia UAS, and Hochschule für Technik und Wirtschaft Berlin. Four of seven full-time lecturers have graduated abroad and three out of four part-time lecturers.

3.4.4 Foreign language contents

All programmes

All three programmes comprise courses taught (at least partly) in English. Furthermore, they incorporate international textbooks and reference materials into specialised courses. All lecturers participating in teaching English hold a Master's degree and are trained in English teaching or gain a TESOL (Teaching English to Speakers of Other Languages) certificate, ensuring language instruction.

Logistic and Supply Chain Management

The LS programme employs both Vietnamese and English as languages of instruction. Starting from Cohort 2024, VLU has introduced in addition to the standard Vietnamese-language programme, an English-taught programme that provides students with an internationally recognised FIATA certificate.

Marketing

All English lecturers hold a Master's degree and are trained in English teaching or gain a TESOL (Teaching English to Speakers of Other Languages) certificate.

Real Estate

The programme includes seven courses in the general education block that are taught entirely in English, comprising approximately 12% of the total courses in the programme.

Appraisal:

In the three programmes, international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. However, the panel saw room for improvement for the Logistics and Supply Chain Management and **recommends** integrating more international professional content, participating in practical training (internships) in international companies.

The panel stated that the current international composition of the student body does not yet align with the programme's intended profile. While some initiatives to foster internationalisation are already in place, they are not sufficiently targeted to achieve the desired outcome. The panel therefore **recommends** developing and implementing more goal-oriented measures to attract and support an international student population, encourage VLU student body to collaborate international student unions / organisations.

The international composition of the faculty—with teachers from different countries and staff who bring substantial international academic and professional experience—supports the development of students' international competences and skills, and the measures taken so far are appropriately goal-oriented. However, the panel **recommends** taking additional steps to further enhance the internationalisation of the faculty.

The panel noted that the students' level of English proficiency is not yet sufficient to ensure achievement of the VLU mission. This may be partly due to an insufficient number of foreign-language courses within the curriculum and/or quality level of language training. The proportion of foreign-language courses and the use of English-language materials do not

currently correspond to the qualification objectives of the study programmes. The panel therefore **recommends** a) reviewing the design and effectiveness of the existing English courses, as the current outcomes—particularly students’ limited ability to speak English—are not adequate; b) increasing the use of English-language materials and introduce a regulation ensuring that a minimum proportion of course content and/or courses is delivered in English.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		X		
3.4.2	Internationality of the student body			X	
3.4.3	Internationality of faculty		X		
3.4.4	Foreign language contents			X	

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All programmes

Students hone and improve soft skills such as management and teamwork through extracurricular activities and networking events while facilitating connections between Van Lang students, the university, enterprises, and the wider community.

Logistic and Supply Chain Management

To further enhance communication and public speaking skills, as well as cooperation and conflict resolution abilities, students engage in courses such as **Creative Entrepreneurship (71CREN30053)**, **Critical Thinking (71PHIL20012)**, and **Communication and Negotiation Skills (71MANA40193)**. In specialised courses, students participate in diverse learning activities including presentations, group discussions, role-playing exercises, and problem-solving tasks. Through presentations, students develop their public speaking confidence, presentation techniques, organisational abilities, and communication skills. Group discussions provide opportunities for students to enhance their teamwork capabilities, active listening skills, and ability to respect diverse perspectives, while simultaneously improving their critical thinking and problem-solving competencies.

Marketing

The programme also focuses on preparing soft skills for students through courses such as 21st Century Skills for Global Citizens, Communication and Negotiation, Critical Thinking Skill, Design Thinking and Creativity for Innovation, providing students with the necessary skills to adapt to the evolving change of the marketing market. Through other activities on campus, such as class discussions, presentations, and teamwork activities, students can practice communication and public speaking skills, expressing their ideas, conflict-handling skills, and report writing skills. Specifically, students can develop practical skills needed for their future careers (such as communication in a team, time management, conflict management, etc) throughout their internship periods in real-work settings.

Real Estate

To align with the PLOs, courses such as 21st Century Skills for Global Citizens, Critical Thinking Skills, and Study Skills are designed to strengthen students’ communication, public

speaking, teamwork, and conflict resolution abilities. These soft skills are also integrated into specialised courses using various teaching methods and tools. For example, communication and public speaking skills are embedded in the "Real Estate Brokerage" course, where students practice through presentations and group work to analyse real investment projects, enhancing their communication and public speaking abilities. Cooperation skills are developed in the "Real Estate Business Negotiations" course through group projects and extracurricular activities organised by the faculty and VLU, such as practice sessions on negotiation, market surveys, and roadshows, where students work together to solve real-world issues in the real estate sector.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. However, the panel encourages the programmes to go beyond the current scope and **recommends** enriching course content to further strengthen students' multidisciplinary competences and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

Logistic and Supply Chain Management

To ensure alignment with current job market demands, the curriculum undergoes continuous updates based on feedback from industry leaders and employers. By combining academic knowledge with practical skills, the programme boosts the employability of graduates, (see Programme Objectives in chapter 1.1) preparing them to meet the challenges of a competitive professional environment.

Marketing

The MK programme ensures that students meet job requirements after graduation. To exemplify this, the programme has collected feedback from employers when building and improving its curriculum. This approach ensures that the programme is updated promptly according to employers' needs and the latest trends in the marketing sector. Courses in the programme are designed to combine theory and practice; students are provided with theoretical knowledge ranging from basic to advanced levels, along with skills and attitudes that facilitate their adaptation to various environments (see more at criterion 1.3, 3.1.3, 3.5). Students are trained to acquire both basic and advanced knowledge of Marketing (such as Marketing Strategy, Integrated Marketing Communications, Marketing Research, and Digital Marketing), as well as skills in creating and implementing marketing plans (including Marketing Management, Event Organisation, and Public Relations), and soft skills (such as Critical Thinking...). Notably, project courses (Marketing Management Project, Digital Marketing

Project, Event Management Project) allow students to practice marketing planning for real businesses.

All three programmes

A key component of the programme is the internship experience (three months for LS and MK), which exposes students to real work environments in both multinational and local companies. During these internships, students apply their theoretical knowledge to practical scenarios, gain training in methods, work skills, and organisational skills, and reflect on their experiences through written reports.

Beyond academic knowledge, VLU prioritises essential soft skills that empower students to work confidently in the real-world working environments. These skills are problem-solving, digital skills, artificial intelligence literacy, adaptability, sustainable development awareness and a spirit of creative leadership. All are cultivated through experiential learning activities, ensuring VLU's students are equipped with vital tools for students' enduring achievements in an ever-evolving professional landscape

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all their courses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

4.1.1 Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)

All programmes

All three programmes consistently adheres to the MOET's regulation of a 1:25 lecturer-to-student ratio, which is the maximum ratio between students and lecturers in Universities for the Business and Management sector.

Logistic and Supply Chain Management

Currently, the LS programme has 21 full-time academic staff and six visiting lecturers from other universities, businesses, and cooperative training centres, totalling 27 academic staff as of March 2024. The ratio in the LS programme for cohort 2024 at 1:12.

Marketing

As for March 2024, the MK department specifically includes 53 full-time lecturers and 18 visiting lecturers. All lecturers have been educated at higher education institutions, either internationally (in Australia, the U.S., Taiwan, or the UK) or domestically. In the 2022-2023 academic year, this ratio in the MK programme stands at 1:15

Real Estate

The RE programme has 23 full-time academic staff and six visiting lecturers from other universities, businesses, and cooperative training centres, totalling 29 academic staff as of March 2024.

	Logistic and Supply Chain Management	Marketing	Real Estate
Full-time teaching staff	21	53	23
Part-time teaching staff incl. visiting/adjunct lecturers	6	18	06
Total number of teaching staff	27	71	29
Among them:			
Teaching staff with professional experience	27		29
Teaching staff with international experience			11
Number of professors	0		
Number of associate professors	1	01	
Number of assistant professors			
Number of senior lecturers			
Number of lecturers		70	29
PhD holders	6	08	6
Master degree holders	21	62	23
Guest lecturers	6	18	6

	Logistic and Supply Chain Management	Marketing	Real Estate
Total number of supporting administrative staff	5	4	2

4.1.2 Academic qualification of faculty (Asterisk Criterion)

All programmes

VLU has a strict and transparent process for lecturer recruitment. The requirements for lecturers of all programmes align with the University's regulations, including the following criteria:

- For full-time lecturer applicants, all candidates are required to have a Master's degree in a relevant field. Candidates with a Ph.D. will have an advantage. Additionally, applicants are required to have achieved an English proficiency level of IELTS \geq 5.5 according to the University's standards, proficiency in office software, and relevant applications. Lecturers must also possess teaching and research abilities, consulting skills, and the ability to connect with stakeholders. Beyond these criteria, the faculty highly values candidates with knowledge and experience in the relevant sector, resource management, and research competence.
- For visiting lecturers or experts from businesses teaching professional practice, a minimum of a Bachelor's degree is required, while theory-focused courses require a Master's degree or higher. Visiting lecturers from large enterprises with extensive experience and qualifications from top universities, both domestically and internationally, are prioritised for selection.

The recruitment process involves several steps, starting with submitting applications and an initial screening. Candidates interviewed by the Faculty Management Board must deliver a demo lecture related to their field of expertise. The lecture is assessed based on teaching style, skills, and effectiveness. The Faculty Management Board evaluates the demo lecture; after that, the Dean makes a recruitment recommendation, which is then submitted to the University's Recruitment Council. The Recruitment Council conducts a final interview and issues a decision to recruit the candidate. For visiting lecturers and experts (both domestic and international), the FFB and the RE Department adhere to VLU's regulations through a systematic invitation process to screen and select qualified lecturers with the relevant experience that meets the University's requirements. The invitation process also involves collaboration among stakeholders (including the faculty, departments, and the Academic Affairs Department), ensuring that the University can recruit qualified candidates.

VLU supports the continuous professional development of each faculty member. The University offers financial support for lecturers pursuing Doctoral or higher degrees, covering expenses related to participation in domestic and international conferences, and facilitating research projects with other Universities. Faculty members are further empowered to publish their research in journals, with institutional backing to ensure success.

To enhance teaching and research capabilities, the University regularly organises internal training programmes focused on innovative teaching methods and research skills. Additionally, faculty members are granted extended leave to dedicate time to academic pursuits, research, or active engagement in industry-related activities.

The Faculty evaluates the professional qualifications of lecturers through various channels, such as class observation, lecturer self-assessment at the end of the year, and students' feedback of lecturers after course completion via course surveys. Based on these evaluations, the Faculty reviews salary adjustments or provides constructive feedback to lecturers and

applies forms of rewards or disciplinary actions in accordance with the University's lecturer evaluation process. This systematic approach ensures continuous improvement and excellence in teaching quality at VLU.

4.1.3 Pedagogical / didactical qualification of faculty (Asterisk Criterion)

Lecturers participating in teaching at the Faculty of Commerce must meet the standards set by VLU and the regulations of the MOET, as outlined in criterion 4.1.2. A mandatory requirement for all lecturers, whether full-time or visiting, is the possession of a teaching certificate, which ensures their didactical qualification. For full-time lectures without teaching experience, VLU provides a structured development pathway, including one year as a lecturing assistant (including Lecturing Assistant 1 and Lecturing Assistant 2), where they gain essential classroom experience before transitioning to the official main lecturer role.

Full-time lecturers are continuously encouraged to enhance their professional and pedagogical qualifications. They participate in internal training courses (both online and face-to-face) organised by the University, covering topics such as on teaching methods, assessment methods, and curriculum design to ensuring lecturers remain updated with modern teaching practices and maintain high standards in the teaching approach. Beyond the university's internal training programmes, the faculty organises teaching methodology seminars, including topics like flipped classroom implementation. These sessions allow lecturers to exchange knowledge and experience while learning from field experts.

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

For instance, in 2023, the faculty organised several professional workshops to enhance teaching quality. The "Digital Transformation Seminar" in July equipped faculty members with the latest educational technology updates. In September 2023, two key workshops were conducted: "Active Teaching Methods," which focused on improving student engagement, and "Developing Detailed Syllabi for New Curriculum Programs," which guided lecturers in aligning course content with educational objectives. In November 2023, the Faculty conducted the 'Gamification in Teaching' workshop, guiding lecturers on using games to enhance classroom engagement and create a more dynamic learning environment.

To ensure continuous improvement, the faculty holds professional meetings where teaching experience are shared, and feedback is provided to refine the curriculum and enhance teaching methodologies. Furthermore, classroom observations are conducted each semester, allowing lecturers to receive constructive feedback on their teaching methods, ensuring the relevant pedagogical approaches are implemented.

Faculty of Finance and Banking (Real Estate)

To achieve enhancing the expertise and teaching competence of its faculty members, the VLU and the FFB regularly organise various activities, including:

- Holding knowledge and experience-sharing sessions through monthly internal meetings at the faculty level.
- Conducting regular class observations and peer observations to assess the actual teaching performance of lecturers and provide constructive feedback. These observations allow lecturers to share strengths and areas for improvement, enabling the faculty to gather insights into refining and enhancing the training curriculum.
- Providing short-term and long-term training courses and workshops designed to update faculty members on professional knowledge and skills, especially in the context of digitalisation.

- Provide training courses focused on teaching methodologies, assessment techniques, quality assurance, and participation in socio-economic seminars led by experienced professionals.
- Encouraging and supporting lecturers in national and international academic competitions to enhance their professional knowledge and gain practical, real-world experience.

4.1.4 Practical business experience of faculty

Logistic and Supply Chain Management

When recruiting and inviting lecturers, the Faculty of Commerce prioritises those with practical professional experience and who have worked in businesses related to their teaching courses, such as Logistics, Commerce, Marketing, Business Administration, etc. Recruiting lecturers with real-world experience enriches the teaching content and delivery methods, especially when combining theoretical knowledge with real-world examples. These lecturers have extensive industry connections, which can be beneficial in introducing students to professionals and creating job opportunities. In addition to full-time lecturers with practical experience in relevant fields, the faculty also organises special sessions featuring guest speakers who have worked or are currently working in businesses to share their practical insights about the labour market with students.

Marketing

The Faculty has a team of lecturers with industry experience, particularly in Marketing, Digital Marketing, Commerce, and Business Administration. Many faculty members have held senior positions across diverse sectors including FMCG, insurance, finance, real estate, jewellery, and automotive industries. Others bring specialised expertise from marketing agencies, with backgrounds in market research, event organisation, communications, and digital marketing to the classroom.

Therefore, lecturers integrate real-world examples and case studies drawn from their professional experience; Course content is regularly updated with contemporary industry trends and challenges; Theoretical concepts are illustrated through practical, real-life situations, particularly in Marketing courses; and Students learn about the latest digital transformation trends and technologies. Faculty members leverage their professional networks to create opportunities for students; Students gain access to industry professionals through faculty connections; Enhanced job placement opportunities through industry relationships.

Real Estate

100% of lecturers in the RE programme have worked in businesses with practical professional experience (such as investment, business, analysis, market research, ...). As a result, they can bring extensive professional experience from the real estate industry, ensuring a connection between academic theory and practical application:

- Approximately 50% of the lecturers have 5-7 years of experience in RE investment, providing insights into financial planning, project evaluation, and asset management.
- About 30% of the lecturers have worked in domestic real estate companies, holding positions such as business specialist, market analyst, or sales managers, contributing practical knowledge of market operations and sales strategies.
- About 20% of the lecturers have a background in RE market research, gained through consulting firms or research institutes, enhancing students' understanding of data-driven decision-making and market trends.

The faculty also includes part-time lecturers with diverse expertise, including: a team of visiting lecturers working in other higher educational institutions and a group of senior members holding key management positions in RE companies, RE employers, and independent consultant experts. This allows them to stay up to date with the latest market trends and impart practical knowledge to students.

These diverse experiences enable lecturers to provide real-world examples, design meaningful assignments and projects based on actual situations, and use specific case studies in their teaching. They also organise project site visits and supervise students on field trips to provide them with real-world experiences as well as supervising students during their internships at businesses, which collectively prepare students for future careers in RE finance. These lecturers also serve as a vital bridge between students and enterprises, creating numerous opportunities for students to secure internships in actual professional settings.

4.1.5 Internal cooperation (Asterisk Criterion)

All programmes

Internal cooperation within the Faculty is facilitated through regular meetings involving the Faculty Board, lecturers, and staff. These include:

- Meetings with the Board of Presidents: held at the start and end of each academic year, the Faculty Board meets with the University Board and other departments to discuss programme implementation.
- Faculty meetings: Organised at the beginning of each academic year or semester to coordinate training and teaching plans with participation of all lecturers and administrative staff. These meetings cover essential topics such as designing detailed syllabi, organising domestic and international conferences, conducting professional training, engaging in scientific research, supervising student research projects, and collaborating on publications.
- Regular meetings of the Department: held each semester to discuss and agree on issues related to the training programme, course content, and assessment methods. These meetings ensure consistency and overall quality. For courses involving multiple lecturers, the Department meets to coordinate the syllabus content, which is then submitted to the Dean for approval before it is presented to the Board of President.
- Internal meetings/ Group discussions: Faculty members and staff participate in internal meetings to discuss and propose optimal solutions when issues arise. These meetings also serve as a platform for lecturers to share their experiences on teaching methodologies, assessment methods, and other related activities, fostering mutual learning and improving the teaching quality of the LS programme. Lecturers in each subject group also collaborate by attending and observing each other's classes to provide professional suggestions aimed at improving teaching methods and content. They work together to regulate the process of course evaluation, build syllabi, and plan the implementation of the curriculum, ensuring no overlapping course contents. This close internal cooperation among lecturers has contributed to achieving the educational objectives of the Faculty's programmes
- In addition, lecturers frequently communicate via platforms such as Zalo, MS Teams, or Email to coordinate and ensure that there is no overlap in course content across different classes.

On a broader scale, VLU annually organises meetings with all lecturers to keep them updated on achievements and announce new action plans. These events include the Officials and Employees Conference, University Anniversary (March 10), Opening Ceremony, End-of-Year

Ceremony, Team-building activities, etc.. These events provide opportunities for all lecturers to stay updated on the accomplishments and upcoming action plans of the University. Through this structured and consistent approach to internal cooperation, the Faculty ensures programme delivery, continuous improvement, and alignment with institutional goals.

4.1.6 Student support by the faculty (Asterisk Criterion)

Student Support is provided by both lecturers and administrative staff through comprehensive academic advising, consultancy, and course-related guidance. Students can access support through two primary channels:

- Direct consultations: Students can seek assistance during working hours from Monday to Saturday at the Faculty Office where administrative staff are available to provide information regarding the curriculum and programme structure. Additionally, students can meet directly with lecturers after each class to discuss any course-related issues. Otherwise, they can come to the Faculty Office to meet the lecturer on duty that day for further support.
- Indirect consultations: Students can also reach out via the Faculty's phone number (Faculty of Commerce: 028.710.992.61; Faculty of Finance and Banking +84.2871099262), the Faculty email (FC: k.kdtm@vlu.edu.vn; FFB: k.tcnh@vlu.edu.vn), or the individual email addresses of lecturers, which are shared at the beginning of each course.

Additionally, each class has one lecturer who serves as an academic advisor to support students throughout their study at the University. The academic advisor provides guidance related to course, study plans, and support for any difficulties encountered during the learning process. Academic advisors are required to meet with their assigned classes at least twice per semester to communicate training plans and regulations of the University as well as gather feedback on service quality.

The Faculty assigns lecturers to support students throughout the process of conducting scientific research projects and completing graduation theses. Lecturers not only assist in orienting students on topic selection, research methodologies, and solving specialised issues but also guide them on methods of data collection and analysis. Furthermore, these lecturers provide constructive feedback and suggestions for improvement during the project's completion. In addition, they regularly monitor and supervise the students to ensure that the work is completed on schedule.

Information regarding student support channels is annually published via the University/Faculty's websites, Students' handbook. All lecturers will provide their contact information to students during the first lesson, allowing students to reach out via email, phone, or by scheduling a consultation.

Appraisal:

The structure and number of the faculty correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the panel **recommends** increasing PhD holders, professors, associate professors in the faculty while the workload and teaching load for PhD writers working at the University should be adjusted. The academic qualifications of the faculty correspond to the requirements and objectives of the study programme. VLU verifies the qualifications of its faculty members through an

established procedure, and targeted measures for their further professional development are implemented. Nevertheless, the panel **recommends** the programmes to strengthen its efforts by increasing scientific publication activities within the faculty, establishing strong partnerships for staff training, and expanding national and international cooperation opportunities that enable VLU faculty members to pursue doctoral studies. It could be worth revising internal VLU policies on faculty development, building continuous HR planning and capacitating youngsters in scientific career.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. VLU verifies the qualifications of the faculty members by means of an established procedure. The University ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The panel applauds all three programmes for the Practical business experience of faculty. The faculty members have above-average business experience and use them in their teaching activities. The panel commends the programmes for their internal cooperation. The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, courses are conducted cooperatively.

The panel was impressed by the Faculty's student support, which is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are even available for the students outside the specified office hours as well. The students are "fully content" with the support they receive. However, even though the student support is exceeding, the panel saw that more and more students were accepted into the programme in the last years while the admin staff was not increased. Therefore, the panel **recommends** adjusting the administrative staff to the bigger number of students. Furthermore, the panel **recommends** adjusting the administrative staff to the larger number of students and increasing the professionals for mental help. The panel would like to **recommend the RE** programme hiring more staff and/or attracting external counsellors, who helps the students writing scientific papers.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

4.2.1 Programme Director (Asterisk Criterion)

At VLU, the management of academic programmes follows a two-tier model, combining both University-level and Faculty-level management to ensure efficiency and specialisation.

At the University level, all programmes are managed by the Academic Affairs Department. This Department is responsible for developing regulations on programme development, programme development orientation, and guiding procedures for the Faculties in constructing and reviewing teaching programmes. Additionally, the Academic Affairs Department is tasked with submitting course specifications to the University President for approval.

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

At the Faculty level, all programmes are managed by the Faculty Management Board, which includes the Dean, Vice Dean, and Heads and Deputy Heads of Departments. Programme management decisions are made collectively, ensuring a unified and strategic approach.

The responsibilities involved in managing an academic programme encompass several key tasks to ensure alignment with educational goals. These tasks include:

- Developing and periodically reviewing the curriculum to meet industry standards and academic requirements, ensuring the programme remains relevant and up to date.
- Overseeing the implementation of teaching methods and evaluation processes to maintain learning outcomes by the programme management board.
- Coordinating with faculty members for effective course delivery, student support, and assessment practices is also crucial.
- Monitoring and reporting on progress using Key Performance Indicators (KPIs) to track outcomes and make necessary adjustments.

These efforts collectively support a programme that meets the faculty's strategic objectives and promotes academic excellence.

The Dean of the Faculty is responsible for overall supervision and management, including the following specific tasks:

- General supervision of all faculty activities.
- Overseeing all academic programmes within the Faculty.
- Responsible for building a cohesive team of lecturers and staff while ensuring effective management.
- Managing administrative tasks such as rewarding, monthly activity reports aligned with KPIs.

The duties and responsibilities The Vice Dean, as well as the Heads and Deputy Heads of Departments, have clearly defined roles outlined in Regulations on duties and authorities of positions in the Faculty.

To operate the programme, the Faculty Board collaborates with many units in the University including:

- Academic Affairs Department: to support academic and student management.
- Accounting Department: to assist with budget management.
- Administration and Human Resources Management Department: to support recruitment and personnel management.

- Student Affairs Center: to handle student-related issues.
- Student Success Center: to connect with companies, organise internships, and keep the programme updated on industry trends
- Library: to provide learning and research materials.

The management and supervision of the implementation of the programmes are systematically conducted through regular and ad-hoc meetings among the Faculty management Board, lecturers, support staff, and students. These meetings ensure multi-dimensional interaction and timely feedback from stakeholders, enhancing management efficiency and programme quality.

Faculty of Finance and Banking - Real Estate

At the programme level, the RE programme management is overseen by the head of the department, who holds the primary responsibility for coordinating and managing the academic aspects of the programme. Specifically, the department head has the following duties:

1. Programme Development Strategy: Collaborating with the Faculty's Scientific Council to devise a long-term strategy for the programme, including defining educational objectives, learning outcomes, and aligning the curriculum with the demands of the RE market.
2. Programme Detail Development: Leading the process of developing and updating course specifications to ensure the curriculum remains interconnected and up to date
3. Quality Management: Establishing and maintaining a quality assurance system for the programme, which includes gathering feedback from students, lecturers, and employers to continually improve the quality of education.
4. Resource Coordination: Working with relevant departments to ensure the programme has adequate resources, including lecturers, facilities, and learning materials.
5. Industry Connection: Building relationships with RE businesses and professional associations to ensure the programme meets industry needs.
6. Academic Management: Planning the teaching schedule for the academic year and each semester, appropriately allocating workloads for faculty members, and ensuring that teaching is conducted according to schedule and meets quality standards

Given the dynamic nature of the RE sector, the Head of the Department is also responsible for closely monitoring market trends, organising specialised seminars, and integrating new technologies into the curriculum. Organising field trips and developing a system to assess practical skills through simulation projects are also key responsibilities, helping students gain closer access to real-world career experiences.

4.2.2 Process organisation and administrative support for students and faculty

VLU provides a comprehensive administrative support system for both students and lecturers at the University and Faculty levels, ensuring teaching and learning experiences.

VLU has implemented a variety of activities to support students throughout their academic journey, from enrolment to graduation. The support programmes include:

- Academic Support: The University provides academic counselling and guidance through advisors; Support administrative tasks directly at the VHUB one-stop office or online channels available at VHUB (<https://vhub.vanlanguni.edu.vn/>), the training portal at Online (<https://online.vlu.edu.vn/>), and the e-learning platform at eLearning (<https://elearning.vanlanguni.edu.vn/>). In addition, the Student Advisor and Academic Advisor system provide guidance and support to students throughout their learning process.

- Psychological Counselling Support: VLU offers psychological counselling services through both online and in-person appointments, helping students overcome psychological barriers and develop their personalities. Counselling sessions can be scheduled online.¹¹
- Student Affairs Support: The University evaluates and supports students through extracurricular activities and various support services, ensuring continuous development during their studies.
- Extracurricular Activities: The University organised more than 945 events in the 2022-2023 academic year, including forums, seminars, and cultural, sports, and community service events to develop students' skills and human values.
- Financial Support Policies: The University allocates over 20 billion VND annually for disadvantaged students and 40 billion VND for students with excellent academic achievements.
- Career Support: The University assists students in finding jobs through activities such as corporate semesters, graduation internships, and connections with over 1,000 employers via the website: <https://ejob.vanlanguni.edu.vn/>.

These support activities are designed to ensure that students can develop comprehensively, from professional skills to life skills, meeting their needs and satisfaction. At the Faculty of Commerce, administrative staff, student affairs staff, and lecturers support students' learning needs. Student affairs staff and lecturers assist students in their studies, provide guidance, and offer timely support when students face difficulties through direct (1-on-1) consultations. VLU has a support staff team for students and lecturers to meet the needs of training, research, community service, and study programmes. Support staff are selected through an appropriate process, with clearly defined responsibilities and authorities. VLU facilitates the professional development and activities of the support staff, organising training activities to meet their professional development needs through annual training sessions.

Appraisal:

Panel praises the programme director for the coordination of the activities of everyone involved in the programme, ensuring that the programme runs smoothly. The panel saw evidence that the programme director successfully takes initiatives to promote the systematic development of the study programmes in a manner which includes all relevant groups. However, the panel kindly **encourages** the programmes not to adjust or reduce course content solely because students may perceive it as less or more demanding. Instead, the panel **suggests** the University that student feedback be gathered not only on workload, but also on the substance and academic value of the course content, to ensure that high-quality learning outcomes are maintained while still addressing students' needs in a balanced way. The participation of student representatives in the programmes' development would strengthen such connectivity and integrity.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The University offers the administrative staff opportunities for continuous professional development. While nearly all aspects of the criterion are fulfilled, one point is not

¹¹ See <https://www.picktime.com/vluthamvan>, last accessed on February 6, 2026.

yet met: students are currently not included in the decision-making process. Therefore, the panel **recommends** establishing a structured mechanism to involve students in the ongoing process of updating the curricula.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty				X	

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)

All programmes

VLU considers international cooperation as a key strategic direction for the University's long-term development. The University annually engages in diverse collaborative activities with domestic and international partners. These activities take various forms, involving international and national conferences, seminars and academic exchanges, training sessions, forums, talk shows, discussions, exhibitions, and student exchange programmes with other higher educational institutions and educational organisations worldwide. Such initiatives enhance the quality of education and research at VLU while fostering cultural exchange and global integration. As of October 2023, VLU had signed a total of 16 domestic and 161 international MOUs/MOAs with universities and research institutes. In addition, VLU maintained collaborations with 246 domestic organisations and businesses, along with 51 international partners.

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

The Faculty of Commerce identifies academic cooperation with domestic and international partners as a strategic priority. By establishing and strengthening cooperative relationships with universities, research institutes and academic organisations, the Faculty aims to improve the training quality and provide students with opportunities for academic exchange. Collaboration with partner institutions follows the University's regulations on partnerships. Currently, the Faculty participates in eight academic partners with MOUs and MOAs, and 28 without MOUs and MOAs. Key partnerships among these include the collaborations with Ho Chi Minh City University of Technology (Vietnam), NKUST University (Taiwan), and Thammasat University (Thailand). These collaborations focus on exchanging documents and scientific publications, organising the international SLOG challenge competition, holding the ICLIE international scientific conference, and conducting Vietnamese -Taiwanese cultural exchange activities.

- Collaboration activities between the Faculty of Commerce and its partners includes:
- Development and conduct of academic and professional training programmes in the areas of Business, Information Technology and Engineering Technology.
- Exchange of academicians for the purposes of value-added study, training and research.
- Exchange of students for enhanced learning, training and research.

- Development of joint academic programme at undergraduate and postgraduate levels.
- Joint research and teaching activities.
- Exploration of other potential collaborative opportunities benefits both institutions in academic, social, and cultural domains.

In the future, the Faculty will continuously develop and expand its international cooperation network by maintaining existing relationships and establishing new connections. The goal is to create numerous opportunities for academic exchange, learning, and professional development for both faculty members and students, through activities such as academic exchanges, international internship programmes, scientific conferences, and interdisciplinary research projects. The Faculty will prioritise cooperation relationships with the potential to enhance training and research capabilities and provide practical benefits, contributing to raising the Faculty's reputation and position in the context of increasingly international integration.

Faculty of Finance and Banking - Real Estate

At the faculty level, the FFB has established numerous partnerships in both academia and practice. Academic partners include a network of domestic and international universities (e.g., Asia University). The objective is to enhance the quality of education and research in the RE sector, promote the internationalisation of the training programme, expand collaboration networks, and create opportunities for students and lecturers to exchange experiences and contribute to the development of Vietnam's RE industry through knowledge and experience gained from both domestic and international higher education institutions (HEIs).

The RE programme has formed partnerships with:

- The Vietnam Real Estate Association and Real Estate Training Associations;
- Student and lecturer exchanges with Nong Lam University, University of Finance and Marketing, and University of Natural Resources and Environment;
- Curriculum development with advisory support from the Vietnam Real Estate Training Institute.

Collaborating with institutions, universities, and professional associations, the Faculty participates in activities related to curriculum development and policymaking to foster growth in the real estate market. With corporate partners, the Faculty designs experiential learning and hands-on training for students. Businesses contribute to teaching and help shape the content of courses. In return, the Faculty provides businesses with trained, job-ready personnel, either during the final years of study or immediately after graduation.

Through partnerships with these HEIs, the RE programme benefits in multiple ways, such as:

- Curriculum improvement, by integrating international knowledge, adapting teaching to market trends, and benchmarking both content and training quality;
- Teaching method enhancement, by incorporating approaches learned from partners;
- Research quality improvement, by increasing both the quantity and quality of joint research projects.

As of October 2024, the Faculty and Industry had established MOUs/MOAs with one domestic university or educational institution and two international partner institutions.

4.3.2 Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

The Faculty of Commerce maintains active collaborations with 23 business partners with MOUs and MOAs, and 24 business partners without MOUs and MOAs across various sectors,

including manufacturing, services, social services, finance and economics, and maritime industries. These collaborations in the industry bring many benefits: allowing the Faculty to timely grasp market needs to adjust the programme accordingly, offering students opportunities for practical training through internship programmes, and allowing students to connect with businesses, thereby broadening their opportunities of getting a job after graduation.

By collaborating with businesses, the Faculty not only benefits students but also enhances educational quality. Specifically, the Faculty annually gathers feedback from corporate partners through curriculum reviews and evaluations of intern performance so that the Faculty can adjust and improve teaching programmes to better align with labour market needs and expectations. Additionally, incorporating industry feedback into the curriculum review process has led to updates in course content, including new content on digital skills and modern technology. This aims to equip students comprehensively with the essential skills and knowledge throughout their academic journey at the University, enabling them to adapt and succeed in their careers upon graduation.

To keep students updated with the industry's latest trends, the Faculty frequently organises experience-sharing sessions and specialised workshops with business professionals and experts in the Marketing sector. In the 2023-2024 academic year, these events have drawn student participation. They not only provide students with access to the latest trends but also equip students with an understanding of the demands and challenges of the actual work environment - lessons that build their confidence as they start their future careers.

Faculty of Finance and Banking - Real Estate

The RE Department has established a collaboration network with numerous businesses, including 22 enterprises such as Savills Vietnam, TPI Land, and HD Bank. These partnerships offer students internship opportunities and job prospects after graduation. The collaboration agreements encompass various areas, such as student internships at companies involved in RE business, financial support for the RE sector in Vietnam (e.g., Savills, Hoàng Quân Group, HD Bank), the development of the RE program, and investment/cooperation in real estate management software and IT applications. All these agreements are formalised in written contracts that clearly define the scope, objectives, and responsibilities of all parties involved. This collaboration plays a role in shaping and implementing the RE curriculum. Specifically, it helps enhance programme content to meet labour market demands, provides practical opportunities for students, and expands career networks, allowing students to connect with domestic and international real estate professionals and networks. Collaborative activities, such as specialised workshops, joint research projects, and mentoring programmes, directly contribute to the development of students' professional knowledge and soft skills. Furthermore, the participation of external organisations and businesses in teaching or assessment is quality controlled by VLU to ensure that all quality standards are met through a strict internal quality control process. As of October 2024, the RE Programme had signed MOUs/MOAs with 20 domestic enterprises and two international partner companies.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills. The panel **recommends** the RE

programme developing a comprehensive strategy to strengthen and expand its academic network. Joining the Royal Institution of Chartered Surveyors (RICS), an internationally recognised professional and academic body, would enhance the programme’s profile and alignment with global standards. In addition, membership in the Association of Pacific Rim Universities (APRU) would provide opportunities for collaboration, research exchange, and international visibility.

The panel applauds the three programmes for their Cooperation with business enterprises and other organisations, which is actively promoted (for example by annual curriculum review meetings, frequent experience-sharing sessions and specialised workshops and collaborative activities with industry partners). Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (joint research, programme development with enterprises, collaboration on software/IT applications, structured internships with business partners in commerce and real estate sectors, industry experts and partner organisations contributing to teaching and assessment, controlled through internal quality assurance), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)

University

The University offers comprehensive facilities to support research, study, teaching, and management activities. The total floor area of VLU’s buildings serving educational purposes is 110,812 m2, mainly located in Ho Chi Minh City, across the four campuses.

The University currently has three main auditoriums for organising University events such as conferences, workshops, webinars, etc. There are 366 classrooms and lecture halls of various capacities, along with 1,192 computers (excluding laptops) spread across 31 multimedia computer labs connected to the network for teaching, learning and scientific research purposes, and 100 practice rooms/labs/simulation rooms (as of March, 2024). All rooms (classrooms, seminar rooms, practice rooms, and library) at the University’s campuses are equipped with projectors, screens, network sockets, wireless microphones, and air conditioning.

Logistic and Supply Chain Management

The programme, benefits from one dedicated practice room for training and research activities. The Department of Logistics and Supply Chain Management has successfully operationalized two new laboratories as of July 2025. The Automation & Robotics Lab provides a high-tech

environment for students to practice with industrial robotic arms and AI-integrated sorting modules, directly supporting courses like IoT and automated systems. Complementing this, the Programming & Logistics Optimization Lab offers a specialized computing space for big data analytics and mathematical modeling using industry-standard tools like Gurobi and AnyLogic. These facilities bridge the gap between theoretical modeling and practical application, ensuring that all students—who are now required to complete either a Graduation Thesis or a Capstone Project—have the necessary infrastructure to conduct rigorous scientific work. This advancement addresses the feedback provided during FIBAA's recent visit, for which the Department remains deeply grateful, as it has provided the opportunity to significantly improve the program's research and technological alignment. Additionally, lecture halls, classrooms, multifunctional rooms, sports areas, practice rooms, and laboratories are accessible during working hours, ensuring convenient and unrestricted use of facilities. Students facing academic challenges are supported through various services.

All computers are connected to a local area network (LAN) and the Internet with high-speed connectivity. The Wi-Fi network is fully covered across all campus areas, creating open learning spaces. Students are provided with accounts to use personal devices to connect to the network, allowing them to study and stay connected with the university anytime, anywhere.

Marketing

Following the professional workshop on “Gamification in Teaching” organized in November 2023, the Faculty of Commerce has gradually implemented gamification approaches in several Marketing courses to enhance student engagement and interactive learning. The workshop provided lecturers with guidance on integrating game-based elements into teaching activities, such as quizzes, role-playing exercises, simulation tasks, and group-based competitions.

After the training, lecturers began incorporating these gamified activities into classroom practice, particularly in courses that emphasize practical problem-solving and marketing simulations. In addition, digital tools and interactive platforms have been used to support real-time participation and collaborative learning.

The Faculty also continues to monitor and improve these teaching practices through professional meetings and classroom observations, allowing lecturers to share experiences and refine the use of gamification to better support student learning outcomes.

4.4.2 Access to literature (Asterisk Criterion)

University

The university library has a designed space to meet the diverse needs of students. The information service area includes information kiosks, a new document display area, a computer access area, quick access points, and automated book borrowing and return stations. There is also a space for study exchange. Students can access two types of materials: offline and online resources.

The library offers 24,362 printed book titles, 44 printed journal titles, 5,084 endogenous documents, four databases, and one linked data network. All materials are readily available to learners.

Logistic and Supply Chain Management

The library provides extensive reference resources to support the LS programme. It currently offers 641 printed book titles and eight printed journal titles relevant to the field.

Marketing

The library provides a comprehensive range of reference resources specifically curated to support the MK programme. The collection includes 723 printed book titles and 9 printed journal titles.

Real Estate

The library offers a dedicated collection of specialised resources designed to support the RE programme. This collection includes 311 printed book titles and seven printed journal titles, providing students with essential material spanning foundational theories, industry practices, and contemporary developments in RE studies.

All programmes

The programmes are further supported by one linked data network, Stinet – Scientific and Technical Information Network. The programmes are supported by four major databases—Web of Science, SpringerLink, IEEE, and OECD/Construction Publishing. The library’s digital holdings further enhance accessibility, offering 20,585 eBook titles and 36,546 e-journal titles, ensuring extensive coverage of topics related to property markets, urban development, construction, finance, and legal frameworks.

Appraisal:

The panel applauds VLU for its teaching rooms and labs, which are equipped with state-of-the-art technology. The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access (see chapter 3.2.4. Equality of opportunity). Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available. For special contents of the curriculum (e.g. business games, role-playing games (see chapters 3.1.1 and 3.5), VLU possesses appropriate rooms which possess the specific technical components needed.

The library’s opening hours adequately reflect and accommodate students’ needs. Access to print literature, journals, and digital media—including electronic resources and databases—is fully ensured. All literature specifically required for the study programmes is available in the library and is regularly updated.

However, the panel wishes to highlight that the four currently available databases (Web of Science, SpringerLink, IEEE, and OECD/Construction Publishing) primarily provide access to published literature and secondary scientific information. While these resources effectively support literature-based research, they do not offer sufficient access to databases containing raw, primary, or statistical data on social, economic and cultural trends, which are essential for conducting more advanced empirical and data-driven research across the programmes. To strengthen the research capacities of students and faculty, the panel therefore **recommends** expanding access to additional databases that provide structured raw data (social, economic and other relevant to specialisations) and subject-specific primary datasets.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

4.5.1 Career counselling and placement service

To support career counselling and job placement services for students, the University has established the Student Success Center. This dedicated unit implements a wide range of activities to assist students in career development. Since 2020, the University has built partnerships with over 2,500 businesses, offering 14,000 job opportunities annually to students across the University. Among these, 620 companies operate in the Marketing sector, and 60 companies in the LS sector. The Student Success Center is responsible for coordinating training activities, career counselling programmes, job support services, and workshops to develop essential career skills for the students.

Career Counselling Services:

Since 2020, the University has provided 18 annual career counselling sessions, featuring over 40 speakers who are industry experts from the seven main academic clusters at VLU. These sessions serve more than 15,050 students annually. In addition to group sessions, the University emphasises personalised, one-on-one counselling sessions, allowing students to have direct interactions with experts in interview techniques and career advice. This service is designed to help students gain self-awareness, explore their career potential, and identify suitable career paths while still studying at VLU.

Job Support Services:

The annual Student Job Fair named VLU's Job Fair offers numerous internship and job opportunities (LS.4.5.01). This allows students and alumni to directly interact with employers and businesses, explore vacant positions, and stay updated on hiring trends. Each year, VLU organises more than 40 career counselling sessions (42 sessions in the 2021-2022 academic year, 87 sessions in the 2021-2022 academic year), and two Job Fairs with the participation of over 200 businesses online and 30 businesses offline. These events offer more than 5,000 job opportunities for VLU students annually, contributing to an average graduate employment rate of 95%. The University also maintains digital platforms, such as the E-Job website and the E-Job Facebook group (8,600 members) dedicated to students and alumni to provide information about job and internship listings and to facilitate networking and career discussions.

Additional Services:

Beyond direct career counselling and job support services, the University also organises webinars on CV writing, interview skills, salary negotiation, career skill workshops, and mock interviews with businesses. For fourth-year students, career skills are taught through the "Soft Skills 4 – Career Skills" course. The University also uploads the online course materials "CV Writing and Interview Techniques" on its eLearning platform for students to access at any time. These services help students build confidence, prepare for the competitive job market, find suitable job opportunities, and build a career.

Real Estate

RE workshop series: Every semester, the Faculty/Department organises seminars on the latest trends in the RE market, new legal regulations, and technologies transforming the

industry. These seminars not only provide up-to-date knowledge but also create networking opportunities for students with industry experts.

Since mid-2024, VLU has invested in and assigned the Faculty of Finance and Banking to operate a RE transaction simulation room. Here, students can practice RE investment finance, negotiation, property valuation, and transaction management in a highly realistic simulated environment. The Faculty of Finance and Banking encourages students to enhance their professional skills by allowing them to earn and convert professional certifications such as RE Brokerage, RE Project Management, or Property Valuation towards their final thesis requirement.

4.5.2 Alumni Activities

University

The alumni network of VLU consists of 26 generations of graduates. It was established to foster connections with different generations of VLU students, providing mutual support in both personal and professional aspects of life and career. The network creates job opportunities for students and serves as a bridge between alumni and the University, contributing to the development of VLU in various fields such as teaching, learning, applied research, and community activities. The Van Lang University Alumni Liaison Committee has established and developed communication channels for alumni such as a website, fan page, and community groups to facilitate interaction, communication, and dissemination of information about alumni activities.

Annually, VLU and Faculties invite alumni to participate in various programmes such as annual traditional alumni reunions, the University's anniversary celebration, Vietnamese Teachers' Day, cultural and artistic exchanges, sports activities, and feedback sessions on academic programmes. Additionally, alumni also participate in practical and meaningful support activities such as offering scholarships, providing job placements, facilitating internships, and conducting experience-sharing sessions with current students.

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

The faculty is also dedicated to connecting alumni with students to provide career guidance and professional experiences. Communication with alumni occurs via email, phone, and Facebook. The Faculty's Facebook page currently has over 6,700 members and is managed by the Faculty Management Board. Alumni are invited to the Faculty's Orientation Ceremony to share advice and career choices with current students on a yearly basis. This annual activity is planned to strengthen relationships with alumni and contribute to the development of the faculty.

Faculty of Finance and Banking (Real Estate)

The Faculty annually invites its alumni to participate in a variety of events designed to maintain connections and foster ongoing engagement. During the Annual Reunion, alumni are welcomed back to celebrate milestones, such as the University's anniversary and Vietnamese Teachers' Day, while also taking part in cultural and sports activities. In addition, the Faculty organises experience-sharing sessions in which alumni meet with current students to discuss their academic journeys, offer insights into the curriculum, and share perspectives on potential career paths. These activities help strengthen the relationship between alumni, students, and the institution, creating a supportive and interconnected academic community.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

The panel applauds VLU and the programmes for their alumni activities, which are planned on a long-term basis, performed regularly, and are actively used for assessing and evolving the programme. Sufficient staff and resources are available for this purpose.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			

4.6 Financing of the study programme (Asterisk Criterion)

VLU operates with full financial autonomy, allowing the Board of Administrators to develop strategic plans and allocate resources. Each year, the University plans its revenue sources and expenditure allocations to ensure adequate financial resources for all activities. These plans are based on comprehensive analyses and projections formulated by the University's Accounting Department under the oversight of the Board of Administrators.

Regarding revenue sources, VLU's revenue is derived from various channels, with the largest share coming from tuition fees. These fees are determined by the number of courses students enrol in each semester. Notably, the University's revenue from tuition fees has increased over the years. Additional income is generated from scientific research, technology transfer, service activities, financial operations, and other sources such as grants and sponsorships, as stipulated by law and outlined in the University's 2020 Organisation and Operation Regulations. Before 2017, the University's total revenue increased steadily by 8 to 10% annually. Since the 2018 academic year, the growth rate has surpassed previous years, ranging from 40 to 50% annually.

In terms of expenditure allocation, VLU formulates an annual expenditure plan based on thorough reviews, evaluations, and insights from the previous academic years' revenue structures. This plan, developed in accordance with approved estimates and financial accounting regulations, ensures that expenditures are allocated appropriately, economically, and efficiently, supporting all University activities and operations.

In alignment with the expenditure allocation, the Faculty of Commerce at VLU, which includes the LS programme, receives an annual operational budget. The financial management of this budget is a collaborative effort between the Faculty of Commerce and the University, ensuring consistent quality in educational services. At the end of each academic year, the Faculty finalises payments and submits a financial report to the University. This report provides VLU with insights into the faculty's expenditures, aiding in budget control and planning for the next academic year.

Appraisal:

The university has convincingly described how income related to the programme ensures that each cohort of students starting within the accreditation period can complete the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

5.1 Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)

At VLU, the quality assurance system operates at two main levels: the University level and the Programme level. At the University level, VLU has established a Quality Assurance Council, which includes the President, Vice Presidents, representatives from various faculties, and department heads. Founded in 2011, the Quality Assurance Department (QAD) plays a role in: Setting strategic goals for quality assurance in education; coordinating quality assurance activities across faculties; and overseeing the overall quality assurance activities at the university level. The Training Department also contributes by developing tools, managing programme implementation, and organising regular meetings, workshops, and evaluations to assess the effectiveness of all academic programmes. At the faculty level, since 2016, each faculty has established its own Quality Assurance Unit comprising faculty leaders, lecturers, and support staff. This unit collaborates closely with the QAD to review and enhance their academic programmes, ensuring implementation of quality assurance activities within the Faculty.

The quality assurance of each programme involves collaboration among multiple stakeholders. The Dean holds the final decision on quality assurance issues and reports directly to the University's Board of Presidents. The Head of Department is responsible for ensuring the quality of their programme. Lecturers implement quality assurance for the content they teach, addressing challenges and proposing improvements. Students and Employers provide feedback on the quality of programmes through surveys and other feedback mechanisms such as E-surveys or the i-Graduate International Student Barometer and Student Barometer (ISBSB), a globally recognised tool for assessing international student experiences. The results from the international i-graduate survey at VLU in 2023 showed a 91% student satisfaction rate.

The quality assurance system of VLU's academic programmes focuses on two key factors: (1) ensuring quality in the development and continuous improvement of study programmes and (2) ensuring quality in teaching activities. The University has also established a comprehensive feedback collection system, with frequency ranging from weekly, monthly, and semesterly, gathering feedback from both internal and external stakeholders regarding all university activities. This detailed information is presented in criterion 5.2. Stakeholder feedback serves as a vital information channel for VLU and faculties to continuously improve and enhance the quality of the programmes and support services.

The University applies the PDCA (Plan-Do-Check-Act) cycle in all quality assurance activities, in compliance with the regulations of the MOET. This allows the programme (including learning outcomes, course content, teaching methods, and assessment methods) to be regularly reviewed and updated in alignment with market trends. The programme's curriculum must be approved by the Faculty Council and the University's Board of Presidents before being implemented.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

Periodically, after each semester, the University collects students' feedback on lecturers' teaching activities in terms of preparation, teaching content, methods, and assessment. The survey results are compiled by the University and sent to faculty leaders as data for evaluating teaching quality. At the end of the academic year, the University collects learners' opinions on several contents related to their study programmes including objectives and learning outcomes, the distribution of modules, teaching quality of lecturers, programme organisation and learner support. The survey results are considered by the faculty in the process of reviewing and adjusting the programme.

The University also conducts student surveys on the system of facilities, service quality, and supporting staff to ensure teaching and learning activities. Faculty and staff collaborate to review the findings and brainstorm action plans to enhance the programme in various aspects, including teaching methods, boosting service quality, adjusting course workloads, and upgrading facilities. Especially, VLU participated in the global i-Graduate ISBSB survey in 2023. Over 90% of students expressed satisfaction with the University's academic programmes, campus life, and support services, surpassing both regional and global benchmarks. The LS programme also joined the survey and recorded an impressive 89% overall satisfaction rate. MK and Real Estate had a rating over 90% in the same survey.

To ensure transparency and encourage student participation in the quality improvement process, the University organises "Student Dialogue" session, led by the President. These sessions present evaluation results, discuss implemented measures, and provide a platform for direct feedback from students.

5.2.2 Evaluation by faculty

In addition to collecting feedback from students, VLU regularly seeks lecturers' opinions on Faculty and University activities. This process has two main aspects:

1. Lecturers are involved in evaluating and continuously improving based on feedback gathered from survey forms and direct contributions during faculty meetings, aimed at reviewing learning outcomes and teaching programmes. Additionally, during departmental meetings, lecturers can provide feedback on the courses they are teaching, including content, teaching, and assessment method
2. Lecturers assess the quality of facilities, classrooms, laboratories, policies, and support services provided by the University that impact their teaching processes

The survey results are compiled by the relevant functional units and feedback is provided to the related departments to implement quality improvement measures.

5.2.3 External evaluation by alumni, employers and third parties

University

VLU also collects feedback from alumni one year after graduation. Constructive feedback from alumni is important for future quality improvements of the programmes when many of the survey questions are designed to find out how the programme is aligned with current industry demands. However, since the MK programme just graduated its first cohort in 2024, the survey will be conducted in 2025.

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

Annually, as part of the programme review and improvement plan, the Faculty invites external stakeholders, including employers, experts, and alumni, to contribute their opinions on the relevance of the LS programme. This feedback supports the integration of new content and ensures the curriculum's alignment with labour market needs. In addition to direct feedback collected through workshops, the University also gathers opinions from alumni and employers about the curriculum through survey forms. Feedback from graduates provides us with additional information on employment status and the extent to which acquired knowledge and skills are applied in practical work situations. This information is important for the Faculty Board when implementing improvements to their study programmes. Based on survey results and stakeholder feedback, the QAD develops an annual quality improvement plan. The plan identifies specific improvement actions to be undertaken during the academic year aimed at enhancing the quality of the curriculum, support services, and other activities within VLU.

Faculty of Finance and Banking (Real Estate)

The RE programme undergoes a comprehensive evaluation through the involvement of external stakeholders, including alumni, employers, and industry experts in the RE sector. These stakeholders contribute insights to the programme. This evaluation process is conducted regularly through surveys, interviews, and specialised workshops to gather feedback and recommendations for improvement. After gathering feedback through surveys, workshops, or other channels, the results are compiled and processed by the responsible units. These findings are then sent to the Faculty to review and update the curriculum. The QAD is responsible for compiling the feedback and producing a general report for the entire University.

5.3 Programme documentation

5.3.1 Programme description (Asterisk Criterion)

University

The University produces brochures and promotional materials about all three programmes, which are available at the admissions office or through various communication channels, such as online newspapers, Zalo, Facebook, and the University's fan page. Interested parties can also obtain further information through direct consultation at the University or via online communication channels.

Students of all three programmes have access to VLU's online learning database throughout their studies (<http://thuvienso.vanlanguni.edu.vn>) and VHUB of VLU (link: <https://vhub.vanlanguni.edu.vn/>), for frequently asked questions (FAQs) related to their studies in the programme and conveniently contact their designated Academic Advisors for prompt and appropriate support. The instructions on how to access these channels are explicitly demonstrated to first-year students on the Orientation Day and recorded on the VHUB Portal for future reference

Logistic and Supply Chain Management

All information regarding the LS programme is disseminated through the following websites:

- <https://www.vlu.edu.vn/en/faculty/the-faculty-of-commerce>
- <https://www.vlu.edu.vn/en/academics/majors/logistics-and-supply-chain-management>

Course syllabuses and lecture slides are regularly updated and archived on the E-learning system, and at the Faculty's office. Lecturers and students can access these materials via the Lecturer/Student Portal Information System (<https://elearning.vlu.edu.vn>).

Other relevant programme materials, such as teaching and learning resources, University regulations, exam schedules, and timetables, are also published on VLU's digital portals (<https://online.vlu.edu.vn>).

Marketing

All information regarding the MK programme is disseminated through the Faculty's official website (https://www.vlu.edu.vn/en/academics/majors/maketing_en). This includes general details about the MK programme, such as the programme code, training duration, degree awarded upon graduation, key features of the programme, learning outcomes, teaching and assessment methods, career prospects for MK students, as well as contact information.

The programme documentation is available in both hard-copy and soft-copy formats, maintained by the Academic Affairs Departments and the Faculty's office. Course syllabuses and lecture slides are regularly updated and archived on E-learning system (as stated in criterion 3).

Other relevant programme materials, such as teaching and learning resources, University regulations, exam schedules, and timetables, are also published on VLU's portals (<https://online.vlu.edu.vn>) and distributed as printed handouts to students by academic year.

Real Estate

All information regarding the RE programme is disseminated through the Faculty's official website, link: <https://www.vlu.edu.vn/en/faculty/the-faculty-of-finance-banking>. This includes general details about the RE programme at VLU, such as the programme code, training duration, degree awarded upon graduation, key features of the programme, learning outcomes, teaching and assessment methods, career prospects for RE students, as well as contact information.

The FFB presents information about the RE programme using programme specifications and course syllabuses prescribed by the University. This information is regularly updated and made available through the University's official website, ensuring easy access for students and stakeholders (Link: <https://www.vlu.edu.vn/en/academics/majors/real-estate>).

The programme documentation is available in both hard-copy and soft-copy formats, maintained by the Academic Affairs Departments and the Faculty's office.

5.3.2 Information on activities during the academic year

The academic activities of VLU throughout the academic year like research, international cooperation, conferences, admissions, news, sustainable development initiatives, and various events are regularly communicated via

- the university's official website (<https://www.vlu.edu.vn/en>),
- the University's Facebook page (<https://www.facebook.com/truongdaihocvanlang>),

Logistic and Supply Chain Management

Aside from online platforms, faculty and department meetings also serve as platforms for disseminating important information regarding programme development, accreditation, admissions, scientific research, and the planning of new academic year activities. Examples include academic competitions such as the LS competition on Logistics and Supply Chain challenges (<https://slogchallenge.com>), or international scientific research conferences (<https://iclie-vlu.com>). Information is also shared through the Logistics Club via its Facebook page (<https://www.facebook.com/Logisticsvlu>).

During orientation session, first-year students are introduced to general academic regulations, support services, and contact methods of various units for assistance. These efforts aim to help students navigate university life.

Faculty of Commerce (Logistic and Supply Chain Management and Marketing)

The Faculty of Commerce's Facebook has their own homepage (<https://www.facebook.com/khoathuongmaivlu>; <https://www.vlu.edu.vn/en/faculty/the-faculty-of-commerce>), the Faculty's email (k.kdtm@vlu.edu.vn) helps further to disseminate information.

At the end of each academic year, the faculty prepares a report summarising all activities conducted throughout the year. Following this, a review meeting is held for all Faculty members to evaluate completed initiatives as well as those that were not accomplished. Consequently, action plans for the upcoming academic year, along with detailed individual action plans, will be proposed, confirmed, and documented for acknowledgment by the faculty members.

Faculty of Finance and Banking (Real Estate)

In the Real Estate programme, there are the following information outlets:

1. Website of the Faculty of Finance and Banking: <https://www.vlu.edu.vn/faculty/khoa-tai-chinh-ngan-hang>
2. Fan page of the Faculty of Finance and Banking: <https://www.facebook.com/TCNH.VLU.6>
3. Real Estate Club: <https://www.facebook.com/profile.php?id=61560485114923>

At the end of each academic year, the Faculty of Finance and Banking also prepares an annual report summarising programme activities, teaching and learning outcomes, research activities, and student engagement. The report is reviewed during faculty meetings to evaluate completed activities and to develop action plans for the following academic year.

Appraisal:

A quality assurance and development procedures, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. However, the panel realised that students are not part of the Quality Assurance.

Therefore, they **recommend** the University integrating students into the respective committees to plan and assess the quality assurance and development procedures. It should be done under safety and open-dialogue regulations from the VLU administration side.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations). The panel applauds VLU and the three programmes for their press relations and network communication, which are actively maintained. In its annual report the HEI presents a summary of the activities of the academic year. However, the panel **recommends** the three programmes increasing the English content on the homepage to make an even better impression in line with the internationalisation goals of VLU and attract more international students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year		X			

Quality profile

HEI: Van Lang University, Vietnam

Bachelor programmes:

1. Bachelor Of Logistics and Supply Chain Management
2. Bachelor of Marketing
3. Bachelor of Real Estate

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market		X			
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		X			
1.3.3	Positioning of the study programme within the HEI's overall strategic concept		X			
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		MK, RE	LS		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		RE	LS, MK		
3.1.4	Interdisciplinary thinking				X	
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		MK, RE	LS		
3.3.4	Lecturing tutors			X		
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents				X	
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)		X			
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X			
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities		X			
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year		X			