



ASIIN Seal

Accreditation Report

Bachelor's Degree Programme
Electronic Commerce
Information Systems

Master's Degree Programme
Information Systems

Provided by

International University, Vietnam National University
Ho Chi Minh City – University of Information Technol-
ogy

Version: 25 March 2025

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Cử nhân Hệ thống Thông tin	Bachelor of Science in Information Systems	ASIIN	AUN-QA (ASEAN University Network, FEB 2017)	07
Cử nhân Thương mại điện tử	Bachelor of Science in Electronic Commerce	ASIIN	/	07
Thạc sĩ Hệ thống Thông tin	Master of Science in Information Systems	ASIIN	/	07
Date of the contract: 04.07.2022 Submission of the final version of the self-assessment report: 11.10.2023 Date of the online visit: 15 – 16.11.2023 at: online				
Expert panel: Prof. Dr. Susanne Robra-Bissantz, Technical University Braunschweig Prof. Dr. Ulrich Frank, University of Duisburg Essen Thien Nguyen, SGH Asia Le Quoc Nam, Student at International University VNU-HCM				

¹ ASIIN Seal for degree programmes

² TC: Technical Committee for the following subject areas: TC 07 – Business Informatics/Information Systems.

Representative of the ASIIN headquarter: Daniel Seegers	
Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 07, 2021 Subject-Specific Criteria of Technical Committee 07 – Business Informatics/Information Systems as of December 8, 2017	

B Characteristics of the Degree Programmes

a) Name	Final degree (original/English translation)	b) Areas of Specialization	c) Corresponding level of the EQF ³	d) Mode of Study	e) Double/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Information Systems	Cử nhân/ Bachelor of Science (B.Sc.)		6	Full time	/	8 Semester	132 Credits / 212 ECTS	Annually, September, 2017
Electronic commerce	Cử nhân/ Bachelor of Science (B.Sc.)		6	Full time	/	8 Semester	125 Credits / 199 ECTS	Annually, September, 2018
Information systems	Thạc sĩ/ Master of Science (M.Sc.)		7	Full time	/	4 Semester	60 Credits / 100.5/102.5 /105	Annually, October 2019

³ EQF = The European Qualifications Framework for lifelong learning

For the Bachelor's degree programme Information Systems the institution has presented the following profile on the website:

“Training Bachelor of Information Systems with solid political qualities, a sense of discipline, and professional ethics; receiving basic training and in-depth knowledge of information systems; and meeting the requirements of research, development, and application of information technology in society. They have the ability to build information systems for economic, administrative, and service management; they also have the ability to consult and perform duties as experts in the field of information technology. Graduates of the Information Systems major work in the following positions: programmers, system analysts, researchers, lecturers, project managers,…”

For the Bachelor's degree programme Electronic Commerce the institution has presented the following profile on the website:

“Training Bachelor of E-Commerce with in-depth knowledge and skills in E-commerce to solve current business and management problems. They have the ability to organize and develop information technology applications to support activities of electronic transactions, commerce, e-business, authentication, and safety in electronic transactions. They also have the ability to plan, deploy, and manage e-commerce activities at enterprises as well as at state agencies; research and transfer advanced technologies in IT into e-commerce, especially towards applications, in order to contribute to promoting industrialization and modernization of the country.”

For the Master's degree programme Information Systems the institution has presented the following profile on the website:

“The Master program is built and carried out for the objectives:

- Become a highly-qualified expert to address complex problems and be able to apply theoretical knowledge and learned skills in Information Systems careers.
- Maintain and enhance professional competence by acquiring new knowledge and refining skills.
- Fulfill the needs of society in solving specialized scientific problems in an ethical and responsible manner.
- Demonstrate leadership skills in the workplace and function professionally in a globally competitive world.

The Master programme has 3 orientations:

- **Master of Research in Information Systems:** providing students with in-depth knowledge of the Information System industry, in-depth scientific research methods; skills in critical thinking, creative thinking; an ability to research independently in order to actively develop and discovery ideas, theories on scientific problems or carry out scientific experiments; an ability to work in research, teaching or other positions in the fields of the Information Systems industry, or can continue with doctoral training program.
- **Master of Studies in Information Systems:** providing students with in-depth knowledge of Information Systems industry and appropriate scientific research methods to be able to independently research; an ability to organize and carry out scientific experiments, work in research and teaching positions; may continue with doctoral training program.
- **Master of Application in Information Systems:** helping students improve professional knowledge and professional operation skills; an ability to work independently and creatively; an ability to analyze, design, deploy an information system; an ability to apply research results into professional information systems. Students can also learn some additional in-depth knowledge and research methods as required to be able to continue to participate in the doctoral training program.“

C Expert Report for the ASIIN Seal⁴

1. 1. The Degree Programme: Concept, content & implementation

Criterion 1.1 Objectives and learning outcomes of a degree programme (intended qualifications profile)

Evidence:

- Self-Assessment Report
- Curriculum per degree programme
- Module handbook per degree programme
- Objective-module-matrix per programme
- Diploma Supplements
- Faculty website
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts refer to the respective ASIIN Subject Specific Criteria (SSC) of Technical Committee 7 (Business Informatics/Information Systems), the objective-module matrix for each degree programme, the corresponding learning objectives and the modules as a basis for assessing whether the intended learning outcomes of the Bachelor's degree programmes in Information Systems (IS) and Electronic Commerce (EC) and the Master's degree programme in Information Systems (ISG) correspond to the competences as outlined in the SSC.

The descriptions of the qualification objectives are comprehensive and include the competencies achieved and the career opportunities available to graduates. Both the IS and EC undergraduate programmes and the IS graduate programme are meticulously structured

⁴ This part of the report applies also for the assessment for the European subject-specific labels. After the conclusion of the procedure, the stated requirements and/or recommendations and the deadlines are equally valid for the ASIIN seal as well as for the sought subject-specific label.

based on the Vietnam Qualification Framework (VQF). The VQF, which is based on the European Qualifications Framework (EQF) and Conceive Design Implement Operate (CDIO), forms the basis for these programmes and shows remarkable similarities.

In line with the EQF, the IS/EC programmes and the ISG programme encapsulate the knowledge, skills, responsibilities and autonomy expected at levels 6 and 7 respectively. This integration aims at a harmonised approach to competence development that recognises global standards and benchmarks.

The VQF's link to the EQF and the CDIO underlines the international perspective embedded in the programme structure, which strives for a solid foundation in line with recognised frameworks. As a result, graduates not only acquire domain-specific expertise, but also possess a skill set that meets international standards, enhancing their competitiveness in the global information systems and e-commerce landscape.

The University of Information Technology (UIT) has described programme educational objectives (PEOs) and intended learning outcomes (ILOs) for all degree programmes under review. While the PEOs are developed based on the vision and mission of the university as well as the respective faculty and are rather general, the ILOs describe in greater detail the competences the students should acquire during their studies. Furthermore, there are regular revision processes in place that take into account feedback by external and internal stakeholders. A major revision, which includes consultations with stakeholders, is intended to occur after the completion of a full graduation cycle. However, it will certainly be conducted after two cohorts have completed full graduation cycles. A minor revision is anticipated every two years.

The experts note that the development of ILOs of the study programmes involves both internal and external stakeholders so that the curricula can be adapted and modified according to the needs of the industry and the graduates on a regular basis. For example, UIT regularly conducts surveys, through which the different stakeholders get the chance to assess the programmes and their main objectives. Based on this feedback UIT adapts the degree programmes if necessary. Internal stakeholders include all of UIT members (students, teaching staff, and non-academic employees), while the external stakeholders include the industry, alumni, the government, and society.

The experts emphasize the commendable connection between UIT's study programmes and the industry. However, they suggest that UIT should strive for greater autonomy and work towards designing the curriculum based on a self-developed vision for their study programmes. The experts encourage UIT to emancipate itself from over-reliance on industry input and to focus on cultivating a unique and independent perspective in curriculum

development. Additionally, they recommend that UIT should consider the international discourse and demands while developing the content, ensuring a broader perspective that aligns with global standards and expectations.

On completion of the Bachelor's degree in IS or EC, graduates will have gained a thorough understanding of their respective fields. The PEOs for both the IS and EC programmes aim to equip students with essential skills and knowledge, albeit from slightly different perspectives.

For the IS programme, graduates are intended to become highly-qualified IS engineers with specialized knowledge in system analysis, design, problem-solving, and analytical reasoning. In contrast, the EC programme aims to produce highly-qualified EC engineers, emphasizing a strong foundation in areas such as online business systems, marketing, and electronic payment.

While IS graduates focus on the latest achievements in Information Systems and technical knowledge, EC graduates specialize in organizing and transferring advanced technology for E-commerce applications. Both programmes share commonalities, including training managers for planning and managing activities relevant to their respective fields.

The ISG programme is strategically designed to produce highly qualified experts adept at addressing complex issues in the Information Systems field. Emphasising continuous learning, the programme ensures graduates stay current with evolving industry trends. Ethical problem-solving is integral, aligning with societal needs and fostering responsible scientific solutions.

In addition to technical expertise, the programme aims to cultivate leadership and management skills for success in a globally competitive landscape. The Intended Learning Outcomes encompass a range of skills, from applying fundamental and advanced knowledge to conducting scientific research, effective communication, and understanding societal contexts.

To support flexible learning and facilitate appropriate direction selection, the IS Graduate programme is designed with three orientations:

- Master of Research in IS: Providing in-depth knowledge of the IS industry, scientific research methods, critical and creative thinking skills, and the ability to independently conduct research, fostering ideas and theories or carrying out scientific experiments. Graduates can pursue careers in research, teaching, or continue with a doctoral training programme.

- Master of Studies in IS: Equipping students with profound knowledge of the IS industry and scientific research methods, enabling independent research, scientific experiment organisation, and potential continuation into a doctoral training programme.
- Master of Applications in IS: Enhancing professional knowledge and operational skills, fostering independence and creativity. Graduates gain the ability to analyse, design, and deploy information systems, applying research results in professional contexts. This orientation also accommodates additional in-depth knowledge and research methods for potential participation in a doctoral training programme.

In summary, the ISG programme is a holistic approach to developing professionals who combine technical prowess with ethical responsibility, adaptive learning, and leadership acumen. Ready to make impactful contributions, graduates are equipped with versatile skills tailored to the dynamic Information Systems domain.

In the experts' opinion, the intended qualification profiles all three programmes are clear, plausible and allow students to take up an occupation, which corresponds to their qualification. They learn that the graduates of UIT are much sought after in the labour market. The industry representatives emphasize the high quality of the graduates of all three programmes under review and students as well as graduates are satisfied with and well aware of their good job perspectives. Therefore, the experts gain the impression that the graduates are well prepared for entering the labour market and can find adequate jobs in Vietnam.

In summary, the experts conclude that, in formulating the intended learning outcomes for the three degree programmes, the university has followed the Subject-Specific Criteria of the ASIIN Technical Committee 07 for Business Informatics/Information Systems. The experts confirm that the educational objectives and learning outcomes of the two Bachelor's degree programmes correspond to level 6 of the EQF and that the educational objectives and learning outcomes of the Master's degree programme correspond to level 7 of the EQF. They aim at the acquisition of specific competences and are described in a brief and concise way. They are well-anchored, binding and easily accessible to all stakeholders.

Criterion 1.2 Name of the degree programmes
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Evidence:

- Self-Assessment Report
- Diploma Supplements

Preliminary assessment and analysis of the experts:

The experts confirm that the English translation and the original Vietnamese names of all programmes under review correspond with the intended aims and learning outcomes as well as the main course language (Vietnamese).

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curriculum per degree programme
- Module handbook per degree programme
- Objective-module-matrix per programme
- Diploma Supplements
- Student handbooks
- Faculty website
- Discussions during the audit

Preliminary assessment and analysis of the experts:

All programmes under review fall under the jurisdiction of the Faculty of Information Systems (FIS). The undergraduate programmes are overseen by the Department of Undergraduate Studies, while the postgraduate programme is under the purview of the Department of Graduate Studies. These departments oversee the consistency and quality of the learning process. The curricula are strategically crafted to guarantee students' attainment of the ILOs.

The curricula of the three study programmes under review are reviewed by the experts in order to identify whether the described programme objectives and learning outcomes can be achieved by the available modules. Course descriptions as well as overviews and competence-subject matrices matching the general learning objectives and the module contents were provided for a thorough analysis.

Both bachelor's degree programmes are designed for 4 years and offered as full-time study programmes. To complete the IS programme, students must complete at least 132 credit points (equivalent to approximately 212 ECTS points). The EC programme comprises 125 credit points (equivalent to approximately 199 ECTS points). Students are expected to complete each study programme within four years. Each programme includes compulsory and

elective modules to allow the students to adapt the focus of their studies to their interests. The experts state that the number of elective courses is rather small and in future adaptations should rather increase than decrease. The curriculum is constructed systematically to allow the students to gain a deeper knowledge through parallel courses and pre-requisite courses.

The IS and EC programmes share a significant portion of their curriculum during Stage 1, encompassing 56 credits over two semesters. This foundational stage introduces students to programming, calculus, linear algebra, and essential concepts in E-commerce, providing a solid base for both disciplines. Moving into Stage 2, which comprises 69 credits, the programmes diverge into specialized tracks. The IS track delves into areas such as information system analysis, databases, and web application development, while the EC track focuses on topics like e-commerce project management, digital marketing, and electronic payment systems. Despite the distinct specializations, both programmes maintain a consistent structure, emphasizing practical skills alongside theoretical knowledge. Stakeholder involvement ensures the curricula's relevance, preparing graduates to excel in the dynamic fields of Information Systems and Electronic Commerce.

Both programmes offer two options for completion: either by undertaking the thesis course or by completing a range of thesis interchangeable modules, both of which are worth 10 credits. During the audit, the experts asked the programme coordinators about the students' preferred choice. It appears that most students opt for the thesis. Despite its under-utilisation, the experts consider that maintaining the option of bypassing the thesis does not contribute to the students' educational experience, as the involvement in a thesis fosters independent research project skills. Consequently, they are asking the UIT to formally remove this option from the curriculum to ensure greater consistency in students' education.

The recent updates to the programmes, well-documented in the report, reflect significant changes over the past years. In 2017, the IS programme expanded ILOs, merged modules, and adjusted credits to meet industry needs. The EC programme followed suit in 2018, introducing new modules like Basic Marketing. 2019 saw political theory adjustments in both IS and EC programmes. 2020 brought joint changes, merging Physical Education modules and revamping the framework. By 2022, standardised naming of modules and credit refinements were implemented. The IS programme introduced new elective modules, while the EC programme rebranded "Basic Marketing" and added modules like Mobile Commerce. These adaptations showcase a commitment to staying current and responsive to industry and educational trends.

The curriculum of the IS graduate programme features three different routes which all sum up to 60 credits in total:

The Master of Application route within the Information Systems Graduate Programme offers a comprehensive curriculum spanning four semesters. In Semester 1, students delve into essential courses such as Philosophy, Scientific Research Methodology, Advanced Database System, and Advanced Enterprise Resource Planning. Complementing these are General Elective Modules in Mathematics and non-credit English courses.

Advancing to Semester 2, students encounter a diverse array of General Elective Modules, including E-Business, Blockchain Technology, E-Commerce Technology, Information Theory, and more. These modules explore cutting-edge topics like Big Data Analytics, Cloud Computing, and Deep Learning, providing a broad and contemporary skill set.

Semester 3 introduces a mix of General Elective Modules and Specialized Elective Courses, covering leadership, decision support systems, strategic IT management, information safety, and more. Additionally, Scientific Research Courses guide students in advanced projects, including research on information systems, data analysis, and information systems management.

The final semester, Semester 4, culminates in a comprehensive thesis, allowing students to showcase their expertise and contribute to the academic discourse. Throughout the programme, a strategic blend of theoretical and practical modules ensures graduates are well-prepared for leadership roles in the dynamic field of Information Systems.

The curriculum of the Master of Studies follows closely its counterpart, the Master of Application, with a small difference. In the Master of Studies, an elective course worth 3 credits is reallocated to the dissertation component. As a result, the Master's thesis has a weighting of 15 credits, which is different from the 12 credits assigned to the Master of Application's thesis. This change emphasises the greater emphasis on research within the Master of Studies programme.

In contrast, the Master of Research takes a different approach, with 7 credits allocated to compulsory courses in the first semester. The hallmark of the Master of Research is the substantial allocation of 53 credits to the dissertation, spread across semesters 2, 3 and 4. This research-centred route prioritises extensive scholarly enquiry, setting it apart from the more coursework-focused Master of Application and Master of Studies pathways.

While acknowledging the commendable emphasis on research within the Masters of Research, the experts point out that its curriculum exemplifies an overall low proportion of business/management related courses in all three programmes. Due to the possibility of choosing own electives the experts suspect that it might be possible to study the master program with hardly any information system moduls. Recognising the importance of not only entrepreneurial endeavours but also consultancy roles in information systems and

electronic commerce, the experts advocate an increase in business/management as well as information systems related courses in the curricula.

The internship in both bachelor's degree programmes is conducted through collaboration with companies or other external institutions. Taken full-time, the internship usually lasts three months which is valued by the students as this allows them to apply the skills they learned in the programmes in a real working environment. The students point out that the university is very supportive in finding placements for the internship and always encourages them to gain as much practical experience as possible. The university has established useful guidelines for these internships and every student has one advisor at the company and one at the university to ensure that the work contributes to achieving the programme's learning outcomes. The assessment methods to evaluate this phase is comprehensive and includes a written report and a presentation of their results in front of a panel of two lecturers. The evaluation takes into account the aspects work plan, discipline, teamwork, programme implementation, and activity report. However, the students express the wish to be exposed to even more practice during their studies, for example by extending the duration of the internship. They believe that the immersion in different company processes during the internship is essential for holistic project management, which improves their preparation for the labour market. This view is confirmed by industry during the audit interviews, with representatives confirming their use of internships as a talent scouting tool, often culminating in permanent employment.

Despite general satisfaction with the uptake of work experience and a well-established system, the experts remain concerned about the overall workload of students. While acknowledging that internships are partially remunerated, experts argue that the credited workload doesn't truly reflect the student's efforts. In line with both student and industry preferences for extended placements, the experts recommend recalibrating the work/credit ratio for this course.

Given that UIT is an international university where programmes are partly taught, learned and communicated in English, the experts have discussions with the programme coordinators and students of all three programmes to explore ways of improving students' English language skills. The programme coordinators make it clear that students on all programmes have the opportunity to participate in the English Study Club offered by the Language Centre. In addition, the programmes are available in different versions, which vary in the quality of the lecturers and, consequently, the language of presentation. While the standard programme is taught in Vietnamese, the Advanced Education version and the High Quality Education programme are taught in English. However, during the audit, the experts found a high level of English proficiency in all three programme versions, which they were very satisfied with.

Finally, the experts ask how the teaching staff and the prospective employers evaluate the soft skills of the students. They learn that the students from UIT are particularly resilient in many respects: both in terms of competition and in terms of their perseverance. In spite of this, the industry representatives also underline that specific soft skills as entrepreneurship could still be improved. This matches the experts overall observation that not too many business and management related courses are currently included in the curriculum. The experts recommend to strengthen the soft skills of the students through designated coursework or integration into existing coursework, in particular entrepreneurship.

After reviewing the study plans and module descriptions of all three degree programmes under review, the experts conclude that the curricula enable students – besides the mentioned small restrictions – to achieve the intended learning outcomes of the programmes and that they are in line with both the SSC of the Technical Committee Business Informatics/Information Systems. The experts also confirm that the programmes are regularly reviewed and changes are made if requested by the stakeholders.

International mobility

UIT has indicated that there is currently no international mobility, i.e. there are no incoming or outgoing students. The main opportunity for students to experience a different academic environment is through UIT's internal mobility, which allows students to take elective courses from other programmes within UIT. The data show that students in both Bachelor programmes rarely choose to participate in external mobility. Interestingly, there is a high demand from students in other programmes to attend elective courses within the bachelor programmes, indicating the value placed on the content of these programmes.

While the experts note that some lecturers have initiated cooperation with foreign universities resulting in existing mobility programmes, they ask the students about their interest in studying abroad. Overall interest appears to be modest, and further investigation reveals that some students who express a desire to go abroad are deterred by a lack of confidence in their English language skills. Despite their proficiency, these students are reluctant and do not believe in their abilities. The experts recommend that UITs develop a comprehensive framework for international mobility and at the same time instil confidence in students, as there seems to be a willingness among them to embrace international opportunities.

Criterion 1.4 Admission requirements

Evidence:

- Self-Assessment Report
- University website
- Admission regulations
- Curriculum per programme
- Discussions during the audit

Preliminary assessment and analysis of the experts:

According to the Self-Assessment Report, admission to the two Bachelor's degree programmes is conducted once a year in September. Information about the admission procedure is available on the University's website and thus accessible to all stakeholders.

Complying with the enrolment regulations of the Ministry of Education and Training (MOET), the admission to UIT is based on either one of the following six admission paths:

1. National High School Graduation Exam: based on the score of three subjects, which students have registered for their expected programs.
2. Best Academic Records of students from designated high schools.
3. Direct admission according to the Ministry of Education and Training regulations, candidates who won, for example., the National Excellent Student Prize, the National Science and Technology Prize.
4. Results from the Scholastic Aptitude Exam held by Vietnam National University, Ho Chi Minh City (VNUHCM).
5. Admission for candidates with international certificates. Students must pass an interview with the Admission Committee to be admitted to UIT.
6. Academic Records during the 10th, 11th and 12th grades of designated high schools.

The selection from either path is made by taking the candidates with the highest scores down until the corresponding quota is filled. Most students get access to the Bachelor's programmes under review via paths 1 and 4.

The Vietnamese Ministry of Education and Training will organise the Annual National High School Graduation Exam every summer. All high school students in Vietnam must take part in this exam. It covers several subjects, such as Mathematics, Foreign Languages, Physics, Chemistry, Literature, and History and lasts 3 - 4 days. Based on the scores on the exam and their preferences, prospective students get admitted to the different universities in Vietnam.

In addition, the two National Universities in Hanoi and Ho Chi Minh conduct their own admission exam, the so-called National University Competency Assessment Test. The National Universities have introduced this test to give high school graduates another chance to get admitted into university studies. It only lasts about 3 - 4 hours and consists of several questions and problems to assess the applicant's knowledge and skills in different subjects.

The data spanning from 2017 to 2022 for both programmes consistently reveals a surplus of applicants over the available positions. Admitted student figures range from 142 to 249 for the IS program and 74 to 134 for the EC program. UIT expresses high satisfaction with these statistics, asserting that throughout the admissions process, they consistently had the privilege of selecting from a pool of the most qualified applicants. The experts acknowledge UIT's advantageous position in this regard and extend their congratulations on the university's ability to attract and choose from a pool of high-caliber applicants.

Admission to the IS graduate programs is overseen by the Department of Graduate Studies. The master's degree admission occurs biannually in May and October, employing two methods: Priority Admission and Entrance Examination.

For Priority Admission, exceptional candidates from special programs, such as high-quality engineering, internationally accredited programs within validity, engineering or honor programs of VNU-HCM, and regular programs from internationally accredited programs accepted by VNU-HCM with a minimum GPA of 7, are considered. Candidates who don't meet these criteria undergo the Entrance Examination.

In Priority Admission, candidates, post-application submission, undergo interviews with a 5-7 member Council. The Council evaluates each candidate's results and recommends them to the Rector for the final decision. In the Entrance Examination, candidates face three written exams: mathematics for computers, basic informatics, and a foreign language (English, French, Russian, German, Chinese, Japanese). The UIT committee decides the eligible scores based on candidates' results and program quotas. The Academic Affairs Office awards scholarships to students with excellent performance. In addition, students can also receive scholarships from external sources such as companies, non-government organisations, alumni, and individuals.

Among the scholarships available at UIT are the Admission Scholarship and the Encouragement Scholarship. Directed to the top 5% of offered applicants in the entrance examination, the Admission Scholarship covers the full or half of the fees of the scholarship holder for four years. Additionally, each semester, the Encouragement Scholarship chooses one of the best students in each class, based on their GPA and the number of credits taken, to receive up to 12 million VNĐ (463 €) per semester.

Students during the interview testify that they are informed in detail about the requirements and the necessary steps to apply for admission into all three degree programmes under review.

The experts see evidence that the faculty keeps track of its students' progress and achievements. In this way, an instrument is in place to monitor the performance records of students with various enrolment backgrounds.

In their assessment, the experts find the admission rules to be binding, transparent, and based on UIT's written regulations. They confirm that the admission requirements support the students in achieving the intended learning outcomes. Regarding the credit for transfer students, adequate policies are in place.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curriculum per degree programme
- Module handbook per degree programme
- Academic Regulations
- Student handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In the Vietnamese system, each credit is equivalent to 15 periods of theoretical lecture in class or 30 – 45 periods of practical laboratory work with additional 30 periods of self-study. In the internship and the Bachelor's thesis it is equivalent to 45 – 60 periods and 45 – 90 periods in the experimental design project. One period lasts for 50 minutes. A regular semester consists of 20 weeks (15 weeks for teaching, two weeks for mid-term exams, two weeks for final exams and one week for reserve).

The workload calculation is depicted in the following table:

UIT Credit	UIT Credit Workload (hours)	ECTS Credit Workload (hours)	Equivalent ECTS Credit
01 theoretical credit	42.5 hours <i>(15 contact hours * 50 minutes)/60 + 30 self-study hours</i>	27.5 hours <i>(Average of 25-30 hours)</i>	1 credit = 1.5 ECTS <i>(Has been rounded)</i>
01 practical credit	55 hours <i>(30 contact hours * 50 minutes)/60 + 30 self-study hours</i>	27.5 hours <i>(Average of 25-30 hours)</i>	1 credit = 2.0 ECTS <i>(Has been rounded)</i>
01 credit of internship, thesis	60 hours	27.5 hours <i>(Average of 25-30 hours)</i>	1 credit = 2.0 ECTS <i>(Has been rounded)</i>

According to the Self-Assessment Report and the module descriptions, one ECTS point is awarded for 27.5 hours of students' workload.

The module descriptions however, do show some inconsistencies that are mostly caused by transfer errors. The experts base their assessment in the numbers conveyed in the Self-Assessment Report, but ask UIT to revise the module handbooks so that all documents show a consistent number of credits.

One Aspect that has already been discussed is the overall low number of credits accounted for the internship. While the experts understand that the workload calculation is different for the internship also since it is partly paid, they want to raise awareness of the relatively low number of credits that should be increased even more so if the university decides to follow the wish of students and industry representatives to increase the duration to 6 months.

The workload is spread relatively evenly over the semesters. Moreover, the effective number of credits the students can take depends on their achievements in the previous semester. In the two bachelor's degree programmes, students need to take at least 12 credits and a maximum up to 24 credits in one semester. This mechanism is supposed to ensure that the students can realistically handle the workload. It also means that theoretically, students can finish their studies in less than 8 semesters, although this is relatively rare.

Students are also required to engage in extra-curricular activities, including social initiatives and volunteering. While these activities do not earn credits, the programme coordinators have made it clear that participants will receive an additional transcript. In addition, students may be eligible for additional scholarships for exceptional contributions or have disadvantages if they fail. During the audit, students confirmed that they are aware of this

policy and that they enjoy contributing to society and university life through extra-curricular activities. Still the experts encourage the university to aim for a workload of 30 ECTS in each semester, as this corresponds to a full-time job.

According to UIT statistics, over 50% of students successfully complete their studies within the 8 or 4 years specified for the respective programmes. The number of graduates gradually increases in subsequent semesters. The remaining students either drop out or take longer to complete their studies. When considering the dropout rate, it is clear that most of those students who do complete the programme tend to do so within the specified timeframe. However, the experts asked the UITs about any surveys or other reliable data that had been conducted to explain these trends.

According to the programme coordinators, many students work alongside their studies, which sometimes leads them to postpone or abandon their academic pursuits in favour of work opportunities. Another factor highlighted by the University is the possibility of deferring military service, which leads some students to enrol without a firm commitment to complete their studies. During the audit, students confirmed this perspective, revealing that part-time work significantly influenced their decisions and that some would consider not completing their studies if they had attractive job offers.

During the audit, the students emphasise that they consider the workload high but manageable and that it is possible to finish the degree programmes within the expected four or two years, respectively.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Self-Assessment Report
- Student handbooks
- Module Handbook per degree programme
- Curriculum per degree programme
- Course evaluations
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The HEI states, that the faculty staff is both professional and experienced, and thus applies a variety of teaching methods appropriately chosen to the characteristics of each module. The applied teaching method is part of the syllabus, which the students receive at the beginning of each semester and are included in all submitted module handbooks. During the first years of the study programmes, the students in each module may exceed 100, whereas

during specialization classes, the size of the modules typically ranges between 10 and 30 students.

The majority of the modules include teaching methods such as lectures and reading assignments. According to the module descriptions Lecturers also implement active teaching and learning methods such as group discussion, teamwork, problem-based learning, case studies and project-based learning to provide a platform for the students to learn and practice their skills. In seminars or workshops, the students are guided to improve their critical thinking and teamwork skills by learning how to identify a problem and find a solution. Moreover, additional scientific thinking is trained in various extracurricular activities including clubs and contests on the campus.

As the experts were interested in the extent of competence aligned methods compared to traditional teaching. In the following discussion the teaching staff confirms the diversity of teaching methods were able to convince the experts of their interest and skills in teaching that they master recently. They further report to integrate research and project-based learning into their lectures. They also give assignments to the students to foster their independent learning, which often conclude with a final presentations.

The experts therefore consider that the teaching methods and didactic means used to promote achieving the learning outcomes are adequate and support student-centered learning and teaching. The degree programme contains an adequate balance of contact hours and self-study time. The teachers aim to introduce students to independent scientific work. In the opinion of the experts, the teaching methods are regularly reviewed and updated with respect to the utilized learning and teaching methods.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 1:

1.3

UIT acknowledges that the current module names inadequately capture the entirety of their content. Business and management concepts are only partially addressed across various modules. Moreover, UIT has expressed a commitment to introducing additional modules that encompass topics related to business and management in the future. The experts anticipate these forthcoming changes. However, they suggest that the content should not only be related to business and management but also include (Business) Information Systems content.

1.5

UIT has provided updated module handbooks, ensuring consistent credit numbers across them. The experts commend UIT for these revisions.

UIT has not provided feedback on the matter of the thesis being non-compulsory. Consequently, the experts deem this criterion unmet for the bachelor programs but met for the master's program.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, concept and organisation

Evidence:

- Self-Assessment Report
- Module handbook per degree programme
- Exam regulations
- Report templates
- Thesis guidelines
- Sample of exams and theses
- Discussions during the audit

Preliminary assessment and analysis of the experts:

UIT presents the general rules for the examination and assessment systems applicable to the study programmes under review. Exams for all three degree programmes follow detailed policies by the University.

The student assessment process at UIT encompasses various components, starting with module assessments. Learning outcomes are evaluated through formative and summative assessments. Formative assessments gauge student progress during the semester using methods such as written and oral examinations, quizzes, reports, essays, and presentations. These assessments aim to identify learning gaps and enhance skills in teamwork, analysis, modeling, and system design.

In addition to formative assessments, practice sessions help lecturers evaluate practical skills, and midterm and final exams cover diverse question types, including essays, multiple-choice questions, oral sessions, or final projects. The assessment methods are clearly outlined in the syllabus, providing transparency regarding the relationship between module learning outcomes, program learning outcomes, module content, lesson plans, assessment components, and methods.

Examinations, including centralized exams, adhere to university regulations. The organization ensures an adequate workload and sufficient time for preparation. Transparent criteria, marked by experienced lecturers, contribute to the validity, reliability, and fairness of assessments.

Results of student exams are published and archived, with opportunities for re-evaluation. Students can consult lecturers about their exam results, fostering an environment for feedback and improvement. Regulations and procedures for assessment, consistently updated, have led to increased satisfaction among fresh graduates regarding on-time response.

Despite the clarity and binding nature of the existing regulations, the audit experts questioned during the audit whether UIT had established specific provisions for accommodating students with disabilities or other mental limitations. According to programme coordinators, there are currently no specific measures, such as extra exams, extended time or other accommodations, to facilitate the examination process for students with different challenges. In response, the experts ask that UIT to implement clear and comprehensive policies to support disadvantaged students and ensure equal access to examinations.

Thesis Bachelor

The graduation thesis serves as a culmination of students' skills acquired throughout their coursework. The thesis committee assesses scientific significance, practical values, documentation, reports, oral presentations, and responses to questions. Transparent criteria guide the evaluation process, and various evaluation forms, including supervisor and reviewer evaluations, contribute to a thorough assessment.

Should a student be unable to attend an exam due to unforeseen circumstances such as illness, an accident, or the death of a family member, they must inform the department by the deadline specified in the university's policy. To re-sit the exam at a later time, the student must submit a form requesting permission along with supporting evidence.

Students who fail a course must attend it again in the next semester. The number of repetitions is unlimited. Students who have passed a course, but want to improve their score may also take it again. Students with unsatisfactory academic performance will receive an academic warning. The academic warning is issued if a student violates one of the regulations, such as failing to complete more than 50 % of the registered credits for the semester, finishing the semester with an average grade of less than 35 (out of 100) or less than 40 in the last two consecutive semesters. Students will be suspended when receiving more than two academic warnings.

While the rules on the thesis appear to be explicit and binding, the experts continue to express concern about the possibility of opting out of the thesis in favour of a set of courses. They reiterate their call for this option to be removed from bachelor curricula, stressing their belief that these modules may introduce new content but cannot replace the invaluable experience students gain from working independently on a scientific project.

Thesis Master

In the Master's programme, students are required to complete an individual thesis, which is a crucial component of their academic journey. There are three dissertation options, each with its own unique characteristics, depending on the student's chosen pathway:

Research Thesis (53 Vietnamese credits):

Requires students to be the main author of at least one scientific publication related to the thesis content.

The publication must be accepted for publication in specified journals or conferences.

Study Thesis (15 Vietnamese credits):

Involves the presentation of new theoretical and scientific contributions or the communication of new results in the study of a new scientific problem in the field of training.

Students must be the author of at least one scientific publication related to the content of the thesis, accepted for publication in a journal or conference specified by UIT.

Applied thesis (12 Vietnamese credits):

Focuses on the contribution of methods for solving practical problems or a report on the organisation, implementation and application in practice of a theoretical study or a new model in the field of training.

Thesis registration and assessment process:

Students initiate the thesis process by registering for the dissertation proposal review. After review and approval, they proceed with their thesis work. The evaluation is carried out by a committee of external members, and students present, defend and revise their work as necessary.

During the on-site visit, the experts had access to a selection of exams and final projects. The presented exams lead the experts to the impression that competencies are often judged by tests that aim at reproducing knowledge e. g. in multiple choice style. In the following discussion the lecturers could convince the experts of their variety of different assessment forms that cannot be shown in paper form. The experts thus confirm that

exams and final examinations represent an adequate level of knowledge as required by the EQF level 6 or level 7 respectively. The forms of exams are oriented in-line with the envisaged learning outcomes of the respective courses, and the workload is allocated in an acceptable way.

The experts conclude that the criteria relating to the examination system, design and organisation are, with the limitations mentioned, largely met and that the examinations are suitable for verifying whether or not the intended learning outcomes are achieved.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 2:

The university does not comment on this criterion. The experts consider Criterion 2 to be **not met**

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Self-Assessment Report
- Staff handbook
- Discussions during the audit

Preliminary assessment and analysis of the experts:

HR Resources

UIT's teaching staff are categorised as professors, associate professors, and lecturers. The academic position of each staff member is based on research activities, publications, academic education, supervision of students, and other supporting activities. All full-time teaching staff members are expected to be involved in teaching/advising, research, and administrative services. However, the workload can be distributed differently between the three areas from teacher to teacher, depending on the academic position. For example, full professors spend more time on research activities and less on teaching than associate professors or lecturers.

The permanent teaching staff serving the FIS comprises 1 full professor, 1 associate professor and 26 lecturers (6 PhD and 18 Master's degree holders as well as 2

Bachelor's degree holders). On frequent occasions, the programme invites guest lecturers from other members of VNU-HCM and international universities and institutes to teach parts of various core and major courses, as well as to supervise students for their internships, research projects, and theses.

The Vietnamese government has set specific staff-student ratios for universities, with a recommended ratio of 1:20 for optimal engagement. However, the challenge is that there is no precise data on the total number of students per programme, and the allocation of lecturers to each programme remains unspecified. As a result, the experts find it difficult to assess whether the required ratio is being met in practice. To address this gap, the experts meet with students to assess their perceptions of the support provided and the appropriateness of class sizes for effective learning. Students express satisfaction with the accessibility of lecturers, both inside and outside the classroom, and do not perceive any problems with current class sizes. Consequently, although precise numerical data are lacking, the experts remain confident that the current ratio effectively supports the three programmes under evaluation.

The experts learn from the programme coordinators that this is a common situation in many degree programmes in Vietnam, because the appointment of a full professor position is not only under the authority of the university. The academic position of each staff relies on regulations by the Vietnamese Ministry of Education that determines certain standards for reaching the next level. In Vietnam, in order to be promoted to the position of full professor, it is necessary to satisfy the state-required standards and be evaluated by the State Council of Professors. The satisfaction of these standards is time-consuming and includes complex administrative procedures. Every year nationwide, only a few candidates meet the standards and are granted full professor's certificates from the State Council of Professors. The experts acknowledge these circumstances. However, to enhance scientific excellence concerning publications and project experience, particularly in alignment with the development of the degree programmes under review based on the university's focus and strategic plan, and the capability to progressively cultivate research expertise for Master's and PhD supervision, the experts recommend trying to augment the number of full and associated professors.

Yearly, the Dean of the Faculty of International Studies (FIS) devises a recruitment plan.. This plan is shaped by UIT departments, considering factors like workload, the academic staff-to-student ratio, and retirements. Once approved by the Rector, the plan is passed to the Department of Personnel & Administration for candidate selection programs. Teaching staff qualifications are rigorously assessed by a committee based on the criteria relating to their achievement in the field of their subject. Criteria include subject-specific achievements, a master's degree or higher, a pedagogical standards certificate, and proficiency in English, as specified in UIT recruitment notices. Focused on securing adept

lecturers, the recruitment policy is widely publicized through mass media. This approach ensures broad visibility and attracts candidates aligned with UIT's academic standards.

Overall, the experts suggest that while the current teaching staff is deemed suitable for the present, there is potential to enhance preparedness for future challenges and foster the scientific excellence of the program by enhancing scientific excellence and thereby the probability of full professorships by adopting up to date research methods in information systems (e. g. Design Science Research) by strengthening international relationships and publications in internationally ranked journals or on international conferences.

HR Development

UIT encourages the training of its academic staff to improve their didactic abilities and teaching methods. As stated in the Self-Assessment Report, academic staff frequently undergo training in pedagogy, research, management, leadership, and quality assurance. Academic staff at UIT undergo continuous development through various degree and non-degree training programmes at UIT or other institutions of Vietnam National University Ho Chi Minh City. Faculty can choose doctoral programmes according to their research interests, and the English Centre at UIT provides language support. Participation in national and international forums is encouraged, and the FIS is committed to supporting national and international training for teaching staff that meets university standards. Senior lecturers are required to mentor and train newly recruited staff in teaching, research and community service, while junior staff gain experience by assisting as sit-in lecturers for at least one semester.

The experts discuss the various opportunities available for personal skill development with the teaching staff members. The teachers express their satisfaction with the internal qualification programme and willingness to improve their didactic skills. Additionally, they can attend conferences, workshops, and seminars abroad.

The experts also inquire about the promotion mechanisms in place at UIT. Through this dialogue, they learn that teachers are required to submit applications to the government, which employs a complex evaluation system. This system includes factors such as research publications and the supervision of students to determine a teacher's eligibility for promotion.

All interviewed staff demonstrate high motivation and attachment to the institution. UIT offers sufficient support mechanisms and opportunities for teaching staff members who wish to strengthen their professional and teaching skills. In the experts' eyes, the option of successfully applying for short-term study and research abroad for 4-6 months through training courses and staff exchanges is an attractive tool for keeping up motivation. Also

international help would enable the UIT Researchers to reflect on and increase their research competences.

Support and assistance for students

UIT offers a range of support services for its student population. At the start of the first semester, every student is assigned an academic advisor. These advisors are members of the academic staff and are responsible for approximately 10 to 15 students from their classes. Their academic advisor is the first port of call if a student needs advice or support on academic or personal issues. They also offer suggestions regarding relevant careers and skills development and help if there are problems with other teachers.

Before the start of the semester, the advisors help students plan for their next courses. Students register for courses through an online platform that allows advisors to look through all registered courses and make adjustments in alignment with the student's progress and abilities. The platform is also used by advisors to monitor the academic performance of their students. They arrange at least two meetings per semester to discuss issues affecting the student's academic achievement. During the discussion with the experts, the students confirm that they all have an academic advisor. In general, during their interaction with the experts, students highlight the approachability of teachers, which contributes to building a fruitful interaction. The discussion lead the experts to the impression that students are well taken care of. This moderated the first experts' impression that study programs at UIT are relatively strict and don't leave much space for individual decisions. The bonding relationship together with the relatively strict guidance are appreciated by the students and convince the experts that it is rather a chance than a disadvantage.

The fourth-year students who prepare their thesis have one or more supervisors selected based on the topic of the final project. Each lecturer supervises up to five students and organises weekly meetings with them. The role of the thesis supervisor is to guide students in completing their final project, which includes finishing their research and the final project report.

During the campus tour, the experts observed a range of student services offered at UIT, including counselling provided by psychologists, medical doctors, lawyers, and educators, accessible through online, face-to-face sessions, and seminars.

UIT also helps students look for career orientations and job opportunities. Every year, UIT organises the Career Orientation Day to connect current students, alumni, and industry. In addition, specialised seminars invite alumni and people from the industry to present the needs of the labour market and share their working experiences. At the same time, industry

talks are organised at the School level so that companies can introduce their line of business as well as learn more about the students on this occasion.

Finally, there are several student organisations at UIT; these include student-led clubs, which are divided into arts, sports, religious and other non-curricular activities.

In summary, the experts positively note the good and trustful relationship between the students and the teaching staff. Enough resources are available to provide individual assistance, advice and support for all students. The support system helps the students achieve the intended learning outcomes and complete their studies successfully. The students, in general, have access to sufficient information about the programmes and are well-informed about the services available. The comprehensive support and advisory system is one of the strengths of UIT.

Criterion 3.2 Funds and equipment

Evidence:

- Self-Assessment Report
- List of equipment
- On-site visit of participating institutes and laboratories
- Discussions during the audit

Preliminary assessment and analysis of the experts:

UIT provides basic funding and facilities for the three programmes under review. UIT or the Vietnamese government can provide additional funds for research activities, but the teachers have to apply for them. In addition, there are several cooperation agreements with industry partners. The main sources of income are the students' tuition fees and the funds provided by the Vietnamese government (mostly for salaries).

All facilities and equipment are regularly validated and calibrated. Planning and maintaining the university's facilities. This includes evaluating, maintaining and improving the physical facilities and infrastructure of the university, such as teaching and learning facilities, laboratories, equipment, and tools, to meet the needs of education, research, and service.

The experts had a close look at the equipment used for practical training in the laboratories. The experts value the students' presentation of their practical work in the laboratories. They judge the facilities, including teaching labs, as adequate for teaching and confirm that they contain everything necessary for the programmes' objectives. If students require

additional resources to conduct their research, the programmes offer various partnerships with national and international institutes.

The experts find no severe bottlenecks due to missing equipment or infrastructure. The basic technical equipment for teaching students is available in sufficient numbers. In the discussion with the expert group, the students confirm that they are generally satisfied with the available equipment. Moreover, the teaching staff emphasise that from their point of view, the degree programmes receive sufficient funding for all teaching and learning activities. Of course, there is limited funding to modernise or add laboratory equipment, but there are sufficient resources for adequately teaching the classes.

Although paper based literature seems to be scarce, students are satisfied with the library and the literature it offers mostly digitally. They can access international literature, scientific journals, and publications online through different host services. Students have sufficient access to current international literature and databases, and they can access them remotely. Additionally, students can access all the resources of all member universities of the Vietnam National University Ho Chi Minh City. This means that if UIT does not have the required books, they can be obtained from other universities.

In summary, the expert group judges the available funds, the technical equipment, and the infrastructure (laboratories, library, seminar rooms, etc.) to comply with the requirements for adequately sustaining the degree programmes.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 3:

The university does not comment on this criterion. The experts consider Criterion 3 to be met

4. Transparency and documentation

Criterion 4.1 Module descriptions

Evidence:

- Module handbook per degree programme

Preliminary assessment and analysis of the experts:

The experts review the module descriptions for the programmes under review and find that they provide adequate information about all relevant and required aspects: module

identification code, respective content, learning outcomes, examinations, credit points and workload distribution, grading, person responsible for the module, teaching methods, admission requirements, recommended literature, and the date of last amendment made. The students confirm during the discussions that information about the courses is always available online and that details concerning examinations and contents are provided at the beginning of each course by the teaching staff.

However, the module handbooks for the undergraduate programmes lack information on some courses, such as Database Management Systems, Blockchain or the description of the thesis, among others. It is essential to submit complete module handbooks that include all courses with relevant information. Therefore, the experts request the UIT to address this issue and ensure that all course descriptions are adequately covered.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Diploma Supplements
- Transcripts of Records

Preliminary assessment and analysis of the experts:

The experts confirm that the students of the three programmes are awarded a Diploma and a Diploma Supplement upon graduation. The Diploma consists of a Diploma Certificate and a Transcript of Records. The Transcript of Records lists all the courses that the graduate has completed, the achieved credits, grades, and cumulative GPA. The Diploma Supplement contains almost all the necessary information about the degree programmes. However, it does not currently provide information on the grade distribution within the student cohort and the ECTS credits earned, which is necessary for potential employers to be able to properly assess a student's performance. Therefore, UIT has to add this statistical information.

Criterion 4.3 Relevant rules

Evidence:

- Self-Assessment Report
- All relevant regulations as published on the university's website

Preliminary assessment and analysis of the experts:

The experts confirm that the rights and duties of both UIT and the students are clearly defined and binding. All rules and regulations are published on the university's website and hence available to all stakeholders. In addition, the students receive all relevant course material at the beginning of each semester.

The experts appreciate that the English and Vietnamese websites of the programmes include sufficient information about the intended learning outcomes, study plans, module descriptions and academic guidelines of each degree programme and are made available to all relevant stakeholders.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 4:

4.1

UIT has submitted revised versions of the module handbooks that comprehensively list all courses. The experts value this update and are now content with the module descriptions.

4.2

UIT indicates that the transcript of records currently includes the ECTS of the graduates but lacks the relative grade of the students. UIT acknowledges the need to establish a method that enables a clear comparison of graduates, considering the varying graduation durations within the same cohort. While the experts appreciate this commitment, they maintain their requirement, as no new Transcript or Diploma Supplement has been submitted.

The experts consider criterion 4 to be **not met**.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Student handbooks
- Quality Assurance Guidelines
- Surveys' reports

- Discussion during the on-site visit

Preliminary assessment and analysis of the experts:

UIT's quality management revolves around its Internal Quality Assurance System (IQAS), which is in line with MOET regulations. The Department of Inspection - Legal Affairs - Quality Assessment (DILAQA) manages IQAS at the university level, while Quality Assurance Teams manage it at the faculty and programme levels. IQAS aims to continuously assess, evaluate, control, maintain and improve key activities in accordance with the University's mission, vision and strategic goals.

UIT uses various monitoring and assessment tools within its IQAS framework. Student progress is closely monitored using tools such as UIT's Moodle system, academic information portals and online surveys. Dropout and completion rates are regularly tracked, with interventions such as academic alerts and specific processes to address dropout concerns.

Assessment tools include bi-annual student surveys to evaluate teaching activities. These surveys cover module organisation, teaching activities and assessment methods. The results are analysed by DILAQA and reports are sent to UIT management and departments. Students also provide feedback on the quality of teaching through mandatory end-of-semester surveys.

The University conducts surveys to gather feedback from graduates, alumni and employers. Graduating students evaluate modules and training programmes, while alumni and employers evaluate the quality of the education and graduates' readiness for the workplace. The results of these surveys are used to improve programme effectiveness and align the curriculum with labour market needs.

UIT's commitment to continuous improvement is evident in its biennial surveys, which gather feedback from teaching and support staff. These surveys assess job satisfaction, including factors such as policies, training opportunities, support activities and evaluation by managers and colleagues.

The FIS, which is responsible for programme evaluation, regularly engages with stakeholders through conferences and workshops. Feedback from students, alumni and industry representatives is used to update the curriculum. While UIT's quality management system is robust, areas for improvement have been identified, such as the infrequent use of alumni and employer feedback systems and the need for more systematic programme evaluation activities.

During the audit, the experts asked about student and industry satisfaction with their involvement in decision-making. Students expressed satisfaction, noting that their feedback

D Comment of the Higher Education Institution (12.02.2024)

was genuinely taken into account and had an impact on programme improvements. Industry partners echoed this sentiment, acknowledging UIT's commitment to incorporating their insights and observing tangible changes. Overall, both groups confirmed their satisfaction, highlighting UIT's inclusive and responsive approach to stakeholder feedback. One concern of the experts was, that at least some of the feedback mechanisms for students are not anonymous. As discussions about that issue didn't fully resolve this concern the experts recommend ensuring that anonymity is maintained in student feedback.

In summary, UIT's quality management system, guided by internal and external feedback loops, involves students, alumni and industry stakeholders and ensures a comprehensive and continuous approach to programme improvement.

Final assessment of the experts after the comment of the Higher Education Institution regarding criterion 5:

UIT did not comment in this criterion.

The experts consider Criterion 5 to be **met**.

Additional Documents

No additional documents needed

D Comment of the Higher Education Institution (12.02.2024)

The university provided a concise statement.

E Summary: Expert recommendations (22.02.2024)

Taking into account the additional information and the comments given by UIT, the experts summarize their analysis and **final assessment** for the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Electronic Commerce	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-
Ba Information Systems	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-
Ma Information Systems	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-

Requirements

For all programmes

- A 1. (ASIIN 4.2) Ensure that the Diploma Supplements contain comparative information on the grade distribution in the student cohort.
- A 2. (ASIIN 2) Disability measures and compensations for disabled students must be implemented.

For the bachelor programmes

- A 3. (ASIIN 1.3 & 2) Make the thesis a compulsory part of the curriculum.

Recommendations

For all programmes

- E 1. (ASIIN 1.3) It is recommended to add more business/management and (business) information systems related courses.

- E 2. (ASIIN 1.1) It is recommended to create a strategic development plan for the next 5-10 years, outlining the envisioned evolution of the content.
- E 3. (ASIIN 1.3) It is recommended to encourage students more to go abroad.
- E 4. (ASIIN 3.1) It is recommended to improve the chances for lecturers to become full and associated professors.

For the bachelor programmes

- E 5. (ASIIN 1.3) It is recommended to extend the internship and to adjust the total number of credits awarded.

F Comment of the Technical Committee 07 – Business Informatics/Information Systems (28.02.2024)

Assessment and analysis for the award of the ASIIN seal:

The Technical Committee discusses the accrediting procedure and follows the assessment of the peers without any changes.

The Technical Committee 07 – Business Informatics/Information Systems recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Electronic Commerce	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-
Ba Information Systems	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-
Ma Information Systems	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-

G Decision of the Accreditation Commission (22.03.2024)

Assessment and analysis for the award of the ASIIN seal:

The Accreditation Commission discusses the accreditation procedure and follows the assessment of the experts and the Technical Committee. It merely adds a small linguistic adjustment to A1 to make it clearer.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ba Electronic Commerce	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-
Ba Information Systems	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-
Ma Information Systems	With requirements for one year	30.09.2029	Wählen Sie ein Element aus.	-

Requirements

For all programmes

- A 1. (ASIIN 4.2) Ensure that the Diploma Supplements contain comparative information on the grade distribution within the student cohort.
- A 2. (ASIIN 2) Disability measures and compensations for disabled students must be implemented.

For the bachelor programmes

- A 3. (ASIIN 1.3 & 2) Make the thesis a compulsory part of the curriculum.

Recommendations

For all programmes

- E 1. (ASIIN 1.3) It is recommended to add more business/management and (business) information systems related courses.
- E 2. (ASIIN 1.1) It is recommended to create a strategic development plan for the next 5-10 years, outlining the envisioned evolution of the content.
- E 3. (ASIIN 1.3) It is recommended to encourage students more to go abroad.
- E 4. (ASIIN 3.1) It is recommended to improve the chances for lecturers to become full and associated professors.

For the bachelor programmes

- E 5. (ASIIN 1.3) It is recommended to extend the internship and to adjust the total number of credits awarded.

H Fulfilment of Requirements (25.03.2025)

Analysis of the experts and the Technical Committee/s (10.03.2025)

Requirements

For all degree programmes

- A 1. (ASIIN 4.2) Ensure that the Diploma Supplements contain comparative information on the grade distribution within the student cohort.

Initial Treatment	
Experts	Fulfilled. Justification: The University has adapted the requirements for the information provided in the Diploma Supplement so that all the required information is now provided. The experts therefore consider the requirement to be fulfilled.
TC 07	Fulfilled. Vote: unanimous Justification: The TC follows the experts' assessment without any changes.

- A 2. (ASIIN 2) Disability measures and compensations for disabled students must be implemented.

Initial Treatment	
Experts	Fulfilled. Justification: On 12 November 2024, the University issued the "Regulation on the implementation of the policy to support students with disabilities". The experts consider the measures described to be comprehensive and sufficient. They therefore consider the requirement to be fulfilled.
TC 07	Fulfilled. Vote: unanimous Justification: The TC follows the experts' assessment without any changes.

For the Bachelor’s programmes

A 3. (ASIIN 1.3 & 2) Make the thesis a compulsory part of the curriculum.

Initial Treatment	
Experts	<p>Fulfilled.</p> <p>Justification: UIT adapted the curricula of the two Bachelor’s degree programmes accordingly. Instead of the previously existing two options of writing a thesis or taking ‘Graduation Modules’ in the scope of 10 Vietnamese credits, there are now the following three options:</p> <ul style="list-style-type: none"> • Thesis (10 credits / 20 ECTS) • Capstone Project (6 credits / 12 ECTS) + Graduation Modules (4 credits / 6.5 ECTS) • Industry Capstone Project (10 credits / 20 ECTS) <p>For the experts, it seems to be a good decision to introduce these different options that are now also allowing a (industry) capstone project. Especially considering the fact that more and more universities (also as a result of the LLMs) are dispensing with Bachelor theses, they think it is a good idea to leave several options, but all of which have a scope that corresponds to an EQF 6 graduation work. The experts therefore consider the requirement to be fulfilled.</p>
TC 07	<p>Fulfilled.</p> <p>Vote: unanimous</p> <p>Justification: The TC follows the experts’ assessment without any changes.</p>

Decision of the Accreditation Commission (25.03.2025)

Degree programme	ASIIN-label	Subject-specific label	Accreditation until max.
Ba Electronic Commerce	All requirements fulfilled	-/-	30.09.2029
Ba Information Systems	All requirements fulfilled	-/-	30.09.2029
Ma Information Systems	All requirements fulfilled	-/-	30.09.2029

Appendix: Programme Learning Outcomes and Curricula

According to the Diploma Supplement the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Information Systems:

Table 1.2. Learning outcomes of IS/ EC programmes 2022.

Intended Learning Outcomes	Description
ILO1	Master the basic knowledge of the natural and social sciences and apply of the knowledge in Information Systems/ Ecommerce (abet 3.1)
ILO2	Master the fundamental and advanced knowledge in Information Systems/ E-commerce (abet 3.2, gac2.b)
ILO3	Conduct research, analyse information and propose innovative solutions for Information Systems/ E-commerce problems; Recognize the needs and motivation to engage in for life-long learning (abet 3.6, abet 3.7, gac2.a)
ILO4	Design, implement and evaluate systems and solutions in Information Systems/E-commerce fields (abet 3.2, abet 3.6, gac2.a)
ILO5	Communicate and collaborate effectively with individuals and groups in social and enterprise contexts (abet 3.5, gac2.c)
ILO6	Communicate at work, read documents, and present Information Systems/E-commerce solutions in a foreign language
ILO7	Recognize leadership and management (gac2.d)
ILO8	Perceive and respect professional responsibilities, law and ethical values (abet 3.4)

The following curriculum is presented:

Table 1. Study plan (IS programme 2022)

STAGE 1: 58 CREDITS					
	Module ID/ Module ID	Module Name / Module Name	Total Credits	Lecture Credits	Lab Credits
Semester 1	IT001	Introduction to Programming	4	3	1
	MA006	Calculus	4	4	0
	MA003	Linear Algebra	3	3	0
	IT010	Computer Organization and Architecture	2	2	0
	IS005	Introduction to Information Systems Discipline	1	1	0
	ENG01	English 1	4	4	0
	PE012	Physical Education			
	ME001	Military Education			
	Total credits of Semester 1			18	17
Semester 2	IT002	Object-oriented Programming	4	3	1
	IT003	Data structures and Algorithms	4	3	1
	MA004	Discrete Structures	4	4	0
	MA005	Probability and Statistics	3	3	0
	ENG02	English 2	4	4	0
	Total credits of Semester 2			19	17
Semester 3	IT004	Databases	4	3	1
	IT005	Introduction to Computer networks	4	3	1
	SS007	Marxist-Leninist Philosophy	3	3	0
	SS008	Marxist Leninist Political Economy	2	2	0
	SS006	Introduction to Law	2	2	0
	SS004	Professional Skills	2	2	0
	ENG03	English 3	4	4	0
	Total credits of Semester 3			21	19
STAGE 2: 74 CREDITS					
Semester 4	IS201	Information system analysis and design	4	3	1
	IS210	Database management systems	4	3	1
	IS208	Information technology project management	4	3	1
	IS216	Programming with Java	4	3	1
	IT007	Operating Systems	4	3	1
	Total credits of Semester 4			20	15

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Semester 5	SS010	History of Vietnamese Communist Party	2	2	0
	IS403	Data analysis in business	3	3	0
	IS217	Data warehouse and OLAP	3	3	0
	IS207	Web Application Development	4	3	1
	IS336	Enterprise Resource Planning	4	3	1
	Total credits of Semester 5			16	14
Semester 6	SS003	Ho Chi Minh Thought	2	2	0
	IS252	Data mining	4	3	1
	IS211	Distributed databases	4	3	1
	IS405	Big data	4	3	1
	Total credits of Semester 6			14	11
Semester 7	SS009	Scientific Socialism	2	2	0
	IS502	Internship	2	2	0
	NT118	Mobile application development	3	2	1
		Electives	7	7	0
	Total credits of Semester 7			14	13
Semester 8	Select 1 out of 2 options:				
	IS401	Thesis	10	10	0
	***	Thesis interchangeable modules (*)	10	9	1
	Total credits of Semester 8			10	9

According to the Diploma Supplement the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Bachelor degree programme Electronic Commerce:

Table 1.2. Learning outcomes of IS/ EC programmes 2022.

Intended Learning Outcomes	Description
ILO1	Master the basic knowledge of the natural and social sciences and apply of the knowledge in Information Systems/ Ecommerce (abet 3.1)
ILO2	Master the fundamental and advanced knowledge in Information Systems/ E-commerce (abet 3.2, gac2.b)
ILO3	Conduct research, analyse information and propose innovative solutions for Information Systems/ E-commerce problems; Recognize the needs and motivation to engage in for life-long learning (abet 3.6, abet 3.7, gac2.a)
ILO4	Design, implement and evaluate systems and solutions in Information Systems/E-commerce fields (abet 3.2, abet 3.6, gac2.a)
ILO5	Communicate and collaborate effectively with individuals and groups in social and enterprise contexts (abet 3.5, gac2.c)
ILO6	Communicate at work, read documents, and present Information Systems/E-commerce solutions in a foreign language
ILO7	Recognize leadership and management (gac2.d)
ILO8	Perceive and respect professional responsibilities, law and ethical values (abet 3.4)

The following curriculum is presented:

STAGE 1: 56 CREDITS					
	Module ID/ Module ID	Module Name / Module Name	Total Credits	Lecture Credits	Lab Credits
Semester 1	IT001	Introduction to Programming	4	3	1
	MA006	Calculus	4	4	0
	MA003	Linear Algebra	3	3	0
	EC005	Introduction to E- commerce	1	1	0
	ENG01	English 1	4	4	0
	PE012	Physical Education			
	ME001	Military Education			
	Total credits of Semester 1		16	15	1
Semester 2	IT002	Object-oriented Programming	4	3	1
	IT003	Data structures and Algorithms	4	3	1
	EC001	Principles of Economics	4	4	0
	MA004	Discrete Structures	4	4	0
	MA005	Probability and Statistics	3	3	0
	ENG02	English 2	4	4	0
		Total credits of Semester 2		23	21
Semester 3	IT004	Databases	4	3	1
	IT005	Introduction to Computer networks	4	3	1
	IS334	E-Commerce	3	3	0
	SS004	Professional Skills	2	2	0
	ENG03	English 3	4	4	0
		Total credits of Semester 3		17	15
STAGE 2: 69 CREDITS					
Semester 4	EC101	Basic Marketing	3	3	0
	IS207	Web Application Development	4	3	1
	EC208	E-Commerce Project Management	3	3	0
	EC201	Business Process Modeling	4	3	1
	SS009	Scientific Socialism	2	2	0
		Total credits of Semester 4		16	14
Semester 5	EC312	E-Commerce System Design	3	2	1
	EC204	Digital Marketing	3	2	1
	EC213	Customer Relationship Management and Supplier Relationship Management	3	2	1
	SS003	Ho Chi Minh Thought	2	2	0
	SS006	Introduction to Law	2	2	0
		Elective	3	3	0
		Total credits of Semester 5		16	13

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Semester 6	IS336	Enterprise Resource Planning	4	3	1
	EC335	Safety and security in Electronic Commerce	3	3	0
	EC229	Law in E-Commerce	2	2	0
	SS007	Marxist-Leninist Philosophy	3	3	0
		Elective	3	3	0
	Total credits of Semester 6			15	14
Semester 7	EC222	Internship	2	2	0
	EC337	E-Payment System	3	3	0
	SS008	Marxist Leninist Political Economy	2	2	0
	SS010	History of Vietnamese Communist Party	2	2	0
		Elective	3	3	0
	Total credits of Semester 7			12	12
Semester 8	Select 1 out of 2 options:				
	EC401	Thesis	10	10	0
	***	Thesis interchangeable modules (*)	10	10	0
	Total credits of Semester 8			10	10

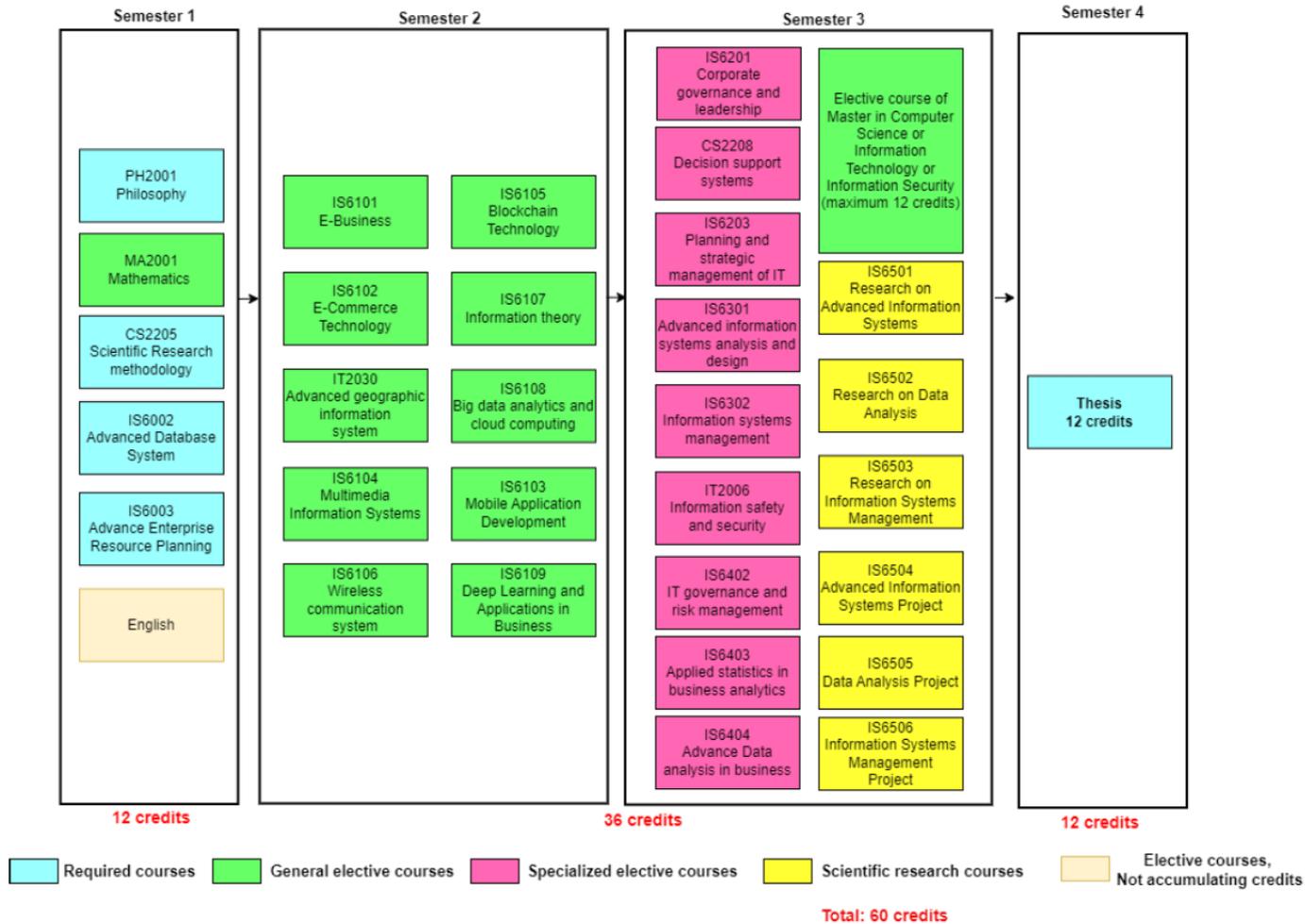
According to the Diploma Supplement the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Master degree programme Information Systems:

Table 1.5. Intended Learning Outcomes of the Information Systems Graduate programme.

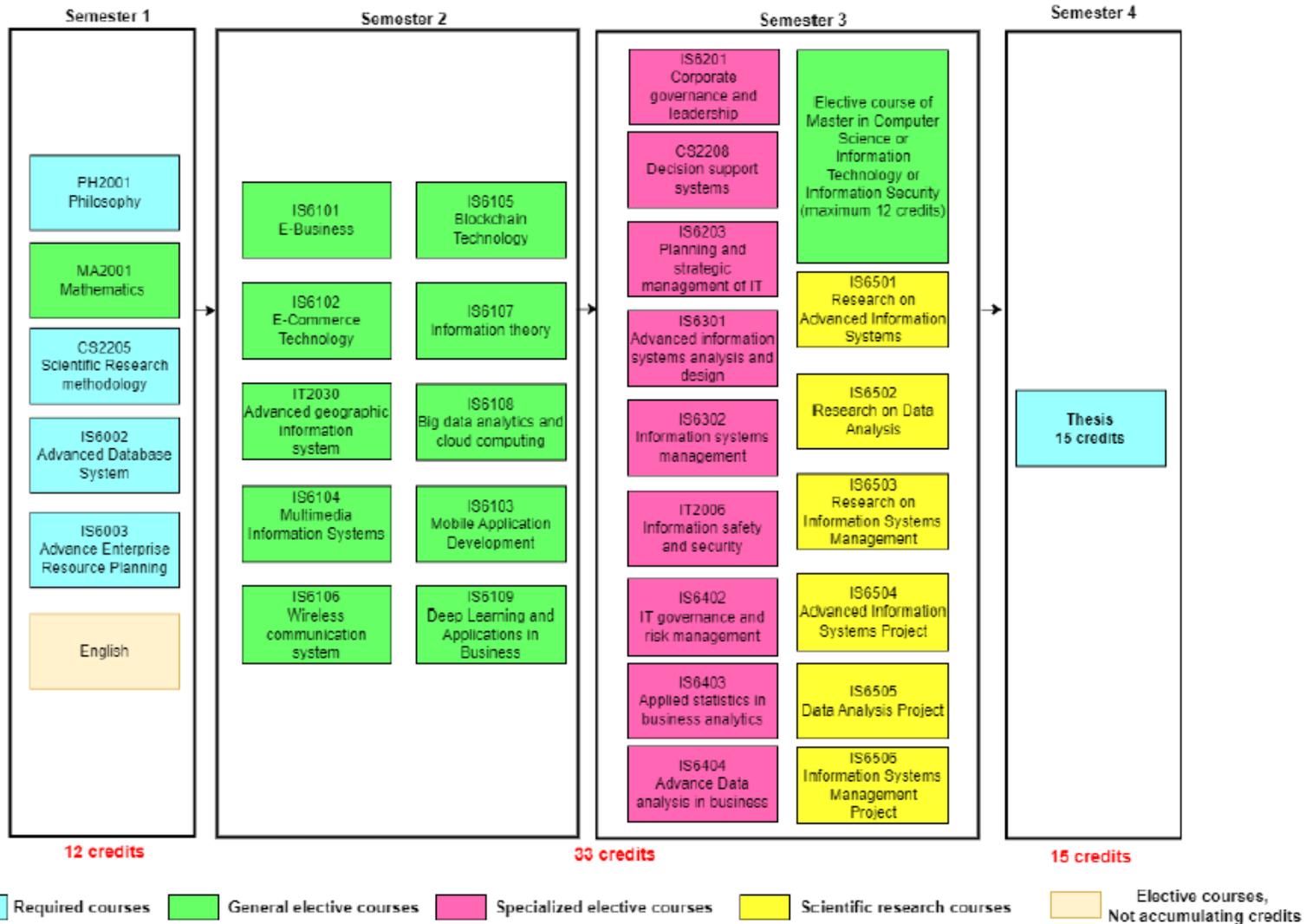
Intended Learning Outcomes	Description
ILO 1	Have ability to apply the fundamental knowledge on natural and social sciences on the information systems major.
ILO 1.1	Knowledge of natural science applied on information systems
ILO 1.2	Knowledge of social science and professional ethics applied on information systems
ILO 2	Have ability to apply the advanced knowledge on the information systems
ILO 2.1	Knowledge of information system administration
ILO 2.2	Knowledge of information system management
ILO 2.3	Knowledge of data Analytics
ILO 3	Have ability to apply analytical thinking, systems thinking, and problem solving on the information systems and interdisciplinary.
ILO 3.1	Have ability to analyze, design, create, and conduct solutions to problems in the field of information systems
ILO 3.2	Have ability to think systematically and manage information systems projects
ILO 4	Have ability to conduct scientific research and communicate effectively
ILO 4.1	Have ability to do scientific research and discover knowledge in the field of information systems
ILO 4.2	Have ability to communicate effectively, and an ability to function effectively on a team.
ILO 5	Have ability to use English or other foreign language in the profession
ILO 5.1	General speaking skills and writing skills
ILO 5.2	Have ability to use reading skills and writing skills in English or other language in the field of information systems
ILO 6	Have ability to understand the societal context and needs that impact on building up ideas, design, and implementation information systems
ILO 6.1	Have ability to understand business operations and business environment in the field of information systems
ILO 6.2	Have ability to develop plans, create projects, organize, manage, and implement information system projects

The following **curricula** are presented:

STUDY PLAN 2022 - MASTER OF APPLICATIONS - METHOD 1 (A1)



STUDY PLAN 2022 - MASTER OF RESEARCH - METHOD 2 (R2)



Total: 60 credits

STUDY PLAN 2022 - MASTER OF RESEARCH - METHOD 1 (R1)

