

**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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# Assessment Report

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**Higher Education Institution:**

Diplomatic Academy Vietnam

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**Bachelor programmes:**

1. Bachelor - English Language (Ngôn ngữ Anh) (EL)
  2. Bachelor - International Communication (Truyền thông quốc tế) (IC)
  3. Bachelor - Asia – Pacific Studies (Châu Á – Thái Bình Dương học) (APS)
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**Qualification awarded on completion:**

1. Bachelor of Arts in English Language / Cử nhân Ngôn ngữ Anh
2. Bachelor of International Communication / Cử nhân Truyền thông quốc tế
3. Bachelor of Asia – Pacific studies / Cử nhân Châu Á Thái Bình Dương học

# Decision of the FIBAA Accreditation and Certification Committee

**21<sup>st</sup> Meeting on March 27, 2026**

## PROGRAMME ACCREDITATION

**Project Number:** 24/040 Cluster 2

**Higher Education Institution:** Diplomatic Academy Vietnam

**Location:** Hanoi, Vietnam

**Study programmes:**

- Bachelor - English Language (Bachelor of Arts in English Language)
- Bachelor - International Communication (Bachelor of International Communication)
- Bachelor – Asia-Pacific Studies (Bachelor of Asia-Pacific Studies)

**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 1 March 2025, the study programmes are accredited with one condition.

- **Condition 1** (see chapter 3.1):

For the curricula of the study programmes English Language and Asia-Pacific Studies, the courses on Internship must be fully weighted for the GPA and included in the calculation of the Vietnamese and ECTS credits.

Proof of meeting this condition is to be supplied by December 26, 2026.

Period of Accreditation: 5 years (March 27, 2026, to March 26, 2031).

The FIBAA Quality Seal is awarded.

This decision will be published in accordance with FIBAA's publication policy. The accreditation applies to the programmes as described in the documentation submitted; any substantive changes require prior notification.

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The Bachelor programmes in English Language, International Communication and Asia-Pacific Studies offered by the Diplomatic Academy of Vietnam fulfil, with one exception, the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on March 27, 2026 and ending on March 26, 2031, subject to the conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

## Procedure

An agreement for accreditation of the Bachelor programmes English Language (Bachelor of Arts in English Language), International Communication (Bachelor of International Communication) and Asia-Pacific Studies (Bachelor of Asia-Pacific Studies) was concluded between FIBAA and the Diplomatic Academy of Vietnam on October 29, 2025. On December 4, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and additional documents to demonstrate that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>, which was approved by the HEI. The panel consisted of:

**Dr. Matthias Jung**

Institute for Digital Communication in Düsseldorf and Berlin, Germany  
Managing Director, Executive Board  
(Language Teaching, Curriculum Development, Intercultural Learning and Communication)

**Elisa Knief**

Leibniz University Hannover, Germany  
Student of English-speaking Cultures and Hispanic Studies (M.A.)

**Dr. Le Thi Giao Chi**

The University of Danang, Danang, Vietnam  
Senior Lecturer and Dean  
English Language, English Language Teaching, Media Communication, Language and Literature

**Prof. Dr. Shu-tan Lin**

Wenzao Ursuline University of Languages, Kaohsiung City, Taiwan  
Professor of Japanese and Vice President  
(Modern Japanese Literature, East-West Comparative Literature, Cultural Studies, Digital Teaching)

**Prof. Dr. S. Rouli Manalu**

University Diponegoro, Tembalang, Indonesia  
Associate Professor in Communication Science  
(Communication Science, Communication and Media Studies)

**Prof. Dr. Silvia Mergenthal**

University of Konstanz, Germany  
Professor of English and General Literary Studies  
(Literary Studies, Art and Media Studies, Sociology)

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

**Prof. Dr. Fritz Schulze**

University of Göttingen, Germany

Assistant Professor of Southeast Asian Studies and Islamic Studies

(Southeast Asian Studies, including History, Languages, Literatures, Cultures; Islamic Studies, Religions)

FIBAA project manager:

**Dr. Birger Hendriks**

**Accreditation Data at a Glance**

<b>Mode of the site visit</b>	via the video conferencing tool <i>Zoom</i>  At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.
<b>Date of the site visit</b>	on January 20 to 22, 2026
<b>Groups interviewed</b>	<ul style="list-style-type: none"> <li>• Management of DAV</li> <li>• Programme managements of the three study programmes (EL, IC, &amp; APS)</li> <li>• Teaching staff</li> <li>• Students and graduates</li> <li>• Administration staff</li> </ul>
<b>Facilities and equipment inspected</b>	Video and photos
<b>Use of virtual learning platforms/tools demonstrated</b>	Yes
<b>Documents reviewed additionally on-site: (e.g., exam samples, internal QA reports, thesis examples)</b>	No
<b>Date Report Delivered to HEI for Statement</b>	March 3, 2026
<b>Date of HEI Statement</b>	March 10, 2026



## Dates and Scope

**Initial start of the programme:**

English Language: 9/2006

International Communication: 9/2010

Asia-Pacific Studies: 9/2022

**Programme cycle starts in:**

Both winter and summer semester

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

English Language: 200 – 230

International Communication: 450 – 460

Asia-Pacific Studies: 160

## Summary

### **Brief description of the study programmes:**

The Bachelor study programmes - English Language, International Communication, and Asia-Pacific Studies - are full-time study programmes comprising eight semesters or four years with a workload of 121 to 125 VN credits / 218 to 225 ECTS credits. Languages of instruction are Vietnamese and partly English respectively (for APS) Chinese, Japanese or Korean languages.

### **English Language (EL):**

The Bachelor programme in English Language (EL) provides students with comprehensive linguistic and cultural knowledge, as well as disciplinary and interdisciplinary competencies in one of three career orientations: Translation and Interpreting for International Relations (IR), English for Journalism and Communication, as well as English for Business and Economics. The EL programme aims to train students for various professional roles, including: i) translators, interpreters, and foreign affairs officers at government ministries, departments, and agencies; ii) professionals handling international cooperation within businesses; iii) officials, reporters, editors, and broadcasters etc.; iv) English teachers, curriculum developers, and programme officers at language centers and educational institutions at all levels; v) office staff and managers for projects in intergovernmental, non-governmental, and international organisations; vi) tour guides, tour operators, and management personnel in tourism. The graduates achieve the qualification Bachelor of Arts in English Language.

### **International Communication (IC)**

The Bachelor programme in International Communication (IC) offers two specialisation tracks - International Communication and International Marketing Communication. It is designed to prepare graduates inter alia for the following career positions: i) Editors and journalists specialising in international affairs and intercultural communication; ii) Public relations officers, specialists in external information or international cooperation working in ministries, government agencies, or local authorities; communication officers at Vietnamese representative missions abroad or at foreign diplomatic missions in Vietnam; iii) Communication and marketing professionals for domestic and international enterprises, corporations, and media or advertising agencies; iv) Communication and project coordination specialists in non-governmental and international organisations, and non-profit institutions; v) Lecturers and researchers in journalism, communication, culture, foreign affairs; vi) Founders of independent communication projects, creative media enterprises, and content creators in digital and social media environments. The graduates achieve the qualification Bachelor of International Communication.

### **Asia-Pacific Studies (APS)**

This study programme offers interdisciplinary and in-depth knowledge of regional and country studies, covering the history, geography, language, culture, politics, economy, and foreign relations of major Asia-Pacific countries, with specialisations on American, Chinese, Japanese, or Korean studies.

It aims to prepare graduates for inter alia the following professional positions: i) Officers and researchers working in external relations agencies of the Party and the State, including ministries, governmental bodies, and central as well as local authorities; ii) Staff members at intergovernmental and international non-governmental organisations, or at foreign embassies and representative offices in Vietnam; iii) Employees in private enterprises, limited liability companies, joint ventures; iv) Lecturers and researchers at universities, or research officers and fellows at research institutes in Vietnam and abroad; v) Interpreters, translators, and journalists working for mass media agencies.

The graduates achieve the qualification Bachelor of Asia-Pacific Studies.

### *Highlights of the programmes*

The three study programmes EL, IC and APS stand out for their careful programme designs including extensive numbers of elective courses which offer the students diverse specialisations. This includes particularly a clear alignment with labour market needs, a strong alignment of programme contents with the programme objectives, a committed teaching staff with special professional experience and a strong administrative support for academic staff and students. The online conference was perfectly prepared by DAV, well-structured and provided comprehensive insights into the academic and organisational framework. The online conference took place on January 20 to 22, 2026 and included in-depth discussions with programme management, teaching staff, students, alumni, and administrative representatives.

### *Special Features of the Study Programme*

Key distinguishing features of the programmes include an interdisciplinary approach, international contents foreign language orientation (e.g., partly English-taught courses), innovative teaching formats, practice-oriented curricula with compulsory integrated internships, and a strong career support services.

### *Strengths and weaknesses*

#### *General impressions of the panel members*

The expert panel formed a positive overall impression of the three study programmes and DAV's strong commitment to quality and further development. The open dialogues and transparency demonstrated during the online conference were highly appreciated. Panel members noted the high level of engagement from all stakeholders. In particular, the panel was impressed by the professionalism of the teaching staff, the student support services, and the alignment of the programme's objectives with both academic standards and labour market needs. The learning environment appeared supportive and inclusive, and the institution's openness to feedback and international standards was evident throughout the discussions including the open-minded students. DAV meanwhile implemented an adequate procedure to analyse the individual student workload.

The panel of experts sees room for improvement particularly for providing more scientific books and journals in the library for the scientific work of staff and students including an enlarged access to international literature via suitable online platforms. Finally, the panel of experts recommends DAV more intensively aligning course offerings of each programme with its respective career orientations.

## Quality Profile

HEI: Diplomatic Academy of Vietnam

### Bachelor programmes:

1. English Language (EL – Ngôn ngữ Anh)
2. International Communication (IC – Truyền thông Quốc tế)
3. Asia - Pacific Studies (APS – Châu Á-Thái Bình Dương học)

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
<b>1</b>	<b>Objectives</b>						
<b>1.1*</b>	Subject-specific qualifications and employability of students (Asterisk Criterion)			X			
<b>1.2</b>	Positioning of the study programme on the educational market		X				
<b>1.3</b>	Positioning of the study programme within the HEI's overall strategic concept			X			
<b>2</b>	<b>Admission</b>						
<b>2.1*</b>	Admission requirements (Asterisk Criterion)			X			
<b>2.2(*)</b>	Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)			X			
<b>2.3(*)</b>	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X	
<b>2.4</b>	Selection procedure (if relevant)			X			
<b>2.5</b>	Counselling for prospective students			X			
<b>3</b>	<b>Implementation of the study programme</b>						
<b>3.1</b>	<b>Structure and Content</b>						

<sup>2</sup> quality requirements.

<sup>3</sup> quality requirements.

<sup>4</sup> quality requirements leading to condition or recommendation.

<sup>5</sup> 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.

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
3.1.1*	Structure of the study programme (Asterisk Criterion)			X (IC)	Condition (EL, APS)		X
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)	X	X	X			
3.1.3*	Conceptual coherence of the curriculum (Asterisk Criterion)			X			
3.1.4*	Study and exam regulations (Asterisk Criterion)	X	X	X			
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			X
<b>3.2</b>	<b>Intended Competences and Skills</b>						
3.2.1*	Methods and scientific practice (Asterisk Criterion)			X			
3.2.2*	Integration of theory and practice (Asterisk Criterion)			X			
3.2.3*	Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)		X				
3.2.4*	International contents (Asterisk Criterion)		X				
3.2.5*	Professional ethics and societal issues (Asterisk Criterion)			X			
<b>3.3</b>	<b>Teaching and Learning Methodology</b>						
3.3.1*	Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)		X				
3.3.2	Acquisition of future and soft skills			X			
3.3.3*	Course materials and recommended literature (Asterisk Criterion)			X			X
3.3.4	Extracurricular events		X				
<b>3.4</b>	<b>International environment and mobility opportunities</b>						
3.4.1	Foreign language contents		X				
3.4.2	International mobility of students and teaching staff			X			
3.4.3	International composition of students and teaching staff			X			
<b>4</b>	<b>Academic Environment and Framework Conditions</b>						
4.1	<b>Teaching staff</b>						

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
4.1.1*	Structure and quantity of teaching staff (Asterisk Criterion)			X			
4.1.2*	Academic and comprehensive qualification of teaching staff (Asterisk Criterion)			X			
4.1.3*	Pedagogical qualification of teaching staff (Asterisk Criterion)			X			
4.1.4	Professional experience of teaching staff		X				
4.1.5*	Internal cooperation (Asterisk Criterion)			X			
4.1.6*	Student support by the teaching staff (Asterisk Criterion)			X			
4.2	<b>Programme Management and Administrative Support</b>						
4.2.1	Programme management			X			
4.2.2	Administrative support		X				
4.2.3	Public information			X			X
4.2.4*	Inclusive and equitable education (Asterisk Criterion)			X			
4.2.5	Career counselling and placement service		X				
4.2.6	Alumni activities			X			
4.3	<b>Cooperation and partnerships</b>						
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X			X
4.3.2(*)	Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X			X
4.4	<b>Facilities and equipment</b>						
4.4.1*	Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)			X			
4.4.2*	Access to literature (Asterisk Criterion)			X			X
4.5*	Financing of the study programme (Asterisk Criterion)			X			
5	<b>Quality Assurance</b>						
5.1*	Quality assurance and quality development with respect to			X			

		Exceptional	Exceeds <sup>2</sup>	Meets <sup>3</sup>	Does not meet <sup>4</sup>	n.r.	Recommendation <sup>5</sup>
	contents, processes and outcomes (Asterisk Criterion)						
<b>5.2</b>	<b>Instruments of Quality Assurance</b>						
<b>5.2.1</b>	Evaluation by students			X			
<b>5.2.2</b>	Evaluation by teaching staff			X			
<b>5.2.3</b>	External evaluation by alumni, employers and third parties			X			

### **Accreditation with Conditions**

The panel members identified a need for improvement in the following aspects<sup>6</sup>: structure of the study programme; access to literature). Therefore, they recommend accreditation on condition of meeting the following requirements:

- **Condition 1** (see chapter 3.1):  
For the curricula of the study programmes English Language and Asia-Pacific Studies, the courses on Internship must be fully weighted for the GPA and included in the calculation of the Vietnamese and ECTS credits.

Proof of fulfilment of the above-mentioned condition must be submitted by December 26, 2026.

### **Recommendations**

The panel members identified several areas where improvements could further strengthen the programmes and recommend:

#### **a) for all three study programmes**

- Developing a guide on using AI properly for theses and other written assessment papers (see chapter 3.1);
- Consistently including the impacts of AI into relevant courses and their syllabi (see chapter 3.1)
- Consider widening the chance of writing a thesis for interested students (see chapter 3.1);
- Updating the list of recommended reading in the EL syllabi (see chapter 3.3);
- Intensifying the international cooperation with universities and other scientific institutions in order to achieve more student exchange (see chapter 4.3);
- Further intensifying the cooperation with business and enterprises in the professional field (see chapter 4.3);
- Providing updated and more editions of relevant textbooks (see chapter 4.4);

<sup>6</sup> These aspects are Asterisk Criteria which means that they are essential for the study programme.

- Providing access to more scientific platforms that offer access to scientific literature and journals for the study programmes under evaluation (see chapter 4.4);
- Considering cooperating with other universities regarding relevant subscriptions and sharing resources (see chapter 4.4).

***b) for the IC programme only:***

- Aligning the course offerings with the career orientations of the programme (see chapter 3.1).

***Exceeding***

In addition to the [conditions and recommendations], the panel members recognised many strengths of the programme(s) that exceed the required standards:

- Positioning of the study programmes on the educational market (see chapter 1.2);
- Interdisciplinary and transdisciplinary thinking (see chapter 3.2.3);
- International contents (see chapter 3.2.4);
- Logic and plausibility of the Teaching and Learning Methodology (see chapter 3.3.1);
- Extracurricular events (see chapter 3.3.4);
- Foreign language contents (see chapter 3.4.1);
- Professional experience of teaching staff (see chapter 4.1.4);
- Administrative support (see chapter 4.2.2);
- Career counselling and placement service (see chapter 4.2.5).

The panel acknowledges the institution's engagement and encourages the HEI to build on the feedback provided in this report. Substantial revision and development in the identified areas could form the foundation for a successful accreditation in the future.

## Information

### Information on the Institution

The Diplomatic Academy of Vietnam (DAV) was established in 1959 as a public institution under the Ministry of Foreign Affairs (MOFA). It comprises 11 units and performs the following core functions: strategic research; policy consultation and advisory services for the MOFA in external relations and international integration; undergraduate and postgraduate education; and professional training and development.<sup>7</sup>

Given its unique mission and organisational structure, the DAV defines its mission, vision, core values, and educational philosophy<sup>8</sup> as follows:

**Mission:** Training and developing high-quality human resources, taking a leading role in advancing Vietnam's international integration; conducting research and strategic forecasting, disseminating knowledge; efficiently and effectively serving the diplomatic sector, meeting the diverse needs of society and upholding the interests of the nation and its people.

**Vision:** DAV's vision is

- to take the lead in Vietnam in education and training, professional development and research on international relations, diplomacy and international integration, while expanding its influence throughout Southeast Asia and beyond.
- to foster sustainability and expand the range of interdisciplinary education and training by leveraging traditional strengths and the application of advanced science and technology.
- to create an inclusive and comprehensive educational and interdisciplinary research environment that attracts and nurtures outstanding individuals who aspire to contribute to society and are capable of taking leading roles in various fields and becoming global citizens.

**Educational Philosophy:**

Fostering holistic education, unleashing individual potential, embracing humanistic values, focusing on adaptability and cultivating a global vision.

Since 2021, the DAV has transitioned from its traditional, state-funded model to a financially autonomous institution, marking a strategic shift after over 60 years of full government financing. This autonomy was implemented in two stages: achieving self-sufficiency for recurrent expenditures since January 2021 and expanding to cover both recurrent and investment expenditures since April 2023. This strategic shift enhances institutional autonomy in finance and governance. This enables DAV to make effective investment in training quality and facilities and to realise its vision in research, education, and professional development.

As of today, DAV has more than 8,200 students enrolled in eight Bachelor, four Master, and two Doctoral programmes. Each academic programme is managed by a specialised Faculty, responsible for curriculum development and academic administration. This structure aims to

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<sup>7</sup> Issued under Decision No. 08/2024/QĐ-TTG dated 28 June 2024.

<sup>8</sup> Issued under Decision No.1628/QĐ-HVNG dated 15 September 2023.

ensure that students are provided with in-depth disciplinary knowledge and the competencies required for their future careers. The Faculties are responsible for the following subjects:

- Faculty of International Politics and Diplomacy for *International Relations* (Bachelor, Master, and Doctorate) and **Asia–Pacific Studies (Bachelor)**.
- Faculty of International Economics for *International Economics* (Bachelor, Master) and *International Business* (Bachelor).
- Faculty of International Law for *International Law* (Bachelor, Master, and Doctorate) and *International Trade and Business Law* (Bachelor).
- English Faculty: Responsible for **English Language (Bachelor) and foreign language instruction for all programmes at the DAV**.
- Faculty of Communication and International Culture: Responsible for **International Communication (Bachelor, Master)**.

The Bachelor programme **English Language (EL)** started in 2006 as part of the English Faculty. It provides students with comprehensive linguistic and cultural knowledge, as well as disciplinary and interdisciplinary competencies in one of three career orientations: Translation and Interpreting for International Relations (IR), English for Journalism and Communication, as well as English for Business and Economics.

**The Bachelor programme International Communication (IC)** as part of the Faculty of Communication was established in 2010. This programme offers two specialisation tracks - International Communication and International Marketing Communication - designed with reference to international standards and benchmarked against curricula from reputable universities worldwide.

The Bachelor programme **Asia-Pacific Studies (APS)** was launched in 2022 in the Faculty of Communication and International Culture. This programme offers interdisciplinary and in-depth knowledge of regional and country studies, covering the history, geography, language, culture, politics, economy, and foreign relations of major Asia-Pacific countries, including China, Japan, South Korea, and the United States.

In accordance with the *Law on Higher Education*<sup>9</sup> of Vietnam, DAV regularly conducts institutional quality accreditation. The DAV received a first-cycle institutional accreditation certificate on March 12, 2020, and its second-cycle certificate on March 10, 2025. Regarding undergraduate programmes, two out of three in this cluster were accredited and awarded programme-level quality assurance certificates under the national standards of the Ministry of Education and Training (MOET) in June 2021.

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<sup>9</sup> Law No. 34/2018/QH14 dated 19 November 2018.

## Further Development of the Programme, Implementation of Recommendations from Previous Accreditation [for Re-Accreditation]

Following the accreditation by MOET in 2021 for five Bachelor programmes including English Language and International Communication, DAV has systematically improved these study programmes. Guided by external review panel recommendations, stakeholder feedback, and labour market demands, enhancements have focused on content, structure, teaching methods, and assessment. The *Regulation on the Establishment, Development, Review, Appraisal and Issuance of Learning Outcomes and Study Programmes*<sup>10</sup> provides a legal framework for updates of curriculum enhancement. Faculties benchmark curricula internationally and consult with employers, alumni, and experts to keep programme outcomes current and aligned with professional standards.

### **Major improvements implemented across the three study programmes**

**Curriculum and assessment standardisation:** Faculties reviewed the objectives, intended learning outcomes, structure, and content of their study programmes. They also evaluated and updated their course objectives, outcomes, structure, and content. All syllabi were revised with a unified template to ensure teaching methods and assessments matched learning goals. Staff also received training in curriculum design, syllabus development, and competency-based assessment.

#### **More personalised study options:**

- i) Courses previously labelled as “compulsory electives” — where students chose three courses from three subjects — are now fully elective, letting students more easily pursue double majors or interdisciplinary studies.
- ii) Foreign language classes were reorganised according to students’ starting proficiency level, allowing them to enrol in appropriate courses.
- iii) A broader selection of second foreign languages is now offered, each with clearly defined entry requirements.

**Academic management system improvements:** The institution upgraded its academic software to better track academic activities and introduced regular student feedback on admissions, programme content, teaching quality, resources, facilities, library services, the overall learning experience, and graduate employment results.

**Enhanced learning resources:** DAV increased access to learning materials by subscribing to databases like ProQuest and NASATI, digitising internal documents, and expanding digital library offerings.

#### **Curriculum integration of digital transformation, sustainability, and global issues:**

- i) The *Microsoft Office Fundamentals* course was replaced with *Digital Competence*, which covers both technical skills and key digital mindsets for today’s world.

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<sup>10</sup> Issued under Decision No. 61/QĐ-HVNG dated 17 January 2023.

ii) New courses on sustainable development, digital innovation, and technology were added to existing curricula or new content on these subjects was also integrated into existing courses.

For example:

- **EL:** Content on sustainable development, digital innovation, and technology added to English for Specific Purposes or Translation courses,
- **IC:** New courses as Digital Communication and Artificial Intelligence; Digital Diplomacy and Artificial Intelligence.

iii) DAV organised seminars where experts from international bodies, government, and industry discussed topics like climate change, geopolitical conflicts, and career trends driven by sustainability and technology.

**Boosting students' global skills and employability:** DAV enhanced students' readiness for international careers and job markets through revamped career programs and extracurriculars, such as:

- i) Sessions on intercultural and diplomatic communication, international protocol, and global institutions;
- ii) Training in essential job skills such as CV writing, interviewing, and personal branding;
- iii) Advanced professional skill workshops in areas like negotiation, event planning, academic writing, critical thinking, and leadership.

### ***Programme-Specific Improvements***

In addition to the system-wide enhancements, each accredited study programme has undertaken following improvements:

#### **Study programme English Language**

Vietnamese language-related courses were streamlined, and *Discourse Analysis* was added to the list of compulsory specialised courses. The programme was restructured into the already mentioned three professional tracks. Each track was supported by tailored courses and *English for Specific Purposes (ESP)* modules. For example:

- Students in *Translation and Interpreting for IR* take courses such as *History of International Relations*, *Vietnam's Foreign Policy*, *Diplomatic Services*, *English for International Relations*, *Translation and Interpreting*;
- Students in *English for Journalism and Communication* study *Introduction to International Communication*, *Print and Online Journalism*, *Media Analysis of International Events*, *English for International Communication*, *English Language for Journalism*, and *English Writing for Mass Media*.

#### **Study programme International Communication**

The curriculum was restructured to eliminate content overlap and deepen specialisation. New courses aligned with industry trends, such as *Digital Communication and Artificial Intelligence* and *Digital Diplomacy and Artificial Intelligence*, were introduced. Course sequencing was refined to ensure coherence between the two specialisation tracks.

## Statistical Data

### Study programme English Language

		<b>Cohort 48 2021-2025</b>	<b>Cohort 49 2022-2026</b>	<b>Cohort50 2023-2027</b>	<b>Cohort 51 2024-2028</b>	<b>Cohort 52 2025-2029</b>
<b>Study Places offered by HEI</b>		200	200	230	200	200
<b>Applicants</b>	$\Sigma$	2373	851	1887	1203	3748
	Female	1961	676	1445	829	2777
	Male	412	175	442	374	971
<b>Application rate</b>		1186,50%	425,50%	820,43%	601,50%	1874,00%
<b>First-Year Students (accepted applicants)</b>	$\Sigma$	201	200	224	183	195
	Female	168	165	163	137	158
	Male	33	35	61	46	37
<b>Rate of female students</b>		83.58%	82.50%	72.77%	74.86%	81.03%
<b>Foreign Students</b>	$\Sigma$	0	0	0	0	0
<b>Percentage of occupied study places</b>		100.50%	100.00%	97.,39%	91.50%	97.50%
<b>Graduates</b>	$\Sigma$	157				
<b>Graduates Success rate (students who finished their studies)</b>	Female	132				
	Male	25				
		85.79%				
<b>Dropout rate (students who dropped their studies)</b>		4.48%	2.50%	1.79%	0.55%	4.10%
<b>Average duration of study (in years)</b>		4				
<b>Average grade of final degree</b>		3.47				

### Study programme International Communication

Study Places offered by HEI		Cohort 48 2021-2025	Cohort 49 2022-2026	Cohort 50 2023-2027	Cohort 51 2024-2028	Cohort 52 2025-2029
<b>Applicants</b>		400	450	475	460	460
<b>Applicants Application rate</b>	∑	2932	1310	2260	2386	4386
	Female	2325	1061	1883	1913	3465
	Male	607	249	377	473	901
<b>First-Year Students (accepted applicants)</b>		733.00%	291.11%	475.79%	518.70%	949.0%
<b>First-Year Students (accepted applicants) Rate of female students</b>	∑	426	437	401	436	432
	Female	356	356	341	362	376
	Male	70	81	60	74	56
<b>Foreign Students</b>		83.57%	81.46%	85.04%	83.03%	87.04%
<b>Rate of foreign students</b>		0	0	0	0	0
<b>Percentage of occupied study places in %</b>		106.50	97.11	84.42	94.78	93.91
<b>Graduates</b>	∑	320				
	Female	272				
	Male	48				
<b>Success rate (students who finished their studies)</b>		84.66%				
<b>Dropout rate (students who dropped their studies)</b>		4.93%	3.20%	1.50%	1.15%	1.85%
<b>Average duration of study (in years)</b>		4				
<b>Average grade of final degree</b>		3.72				

### Study programme Asia Pacific Studies

		Cohort 49 2022-2026	Cohort 50 2023-2027	Cohort 51 2024-2028	Cohort 52 2025-2029
<b>Study Places offered by HEI</b>		160	160	160	160
<b>Applicants</b>	∑	1977	946	1751	3232
	Female	1674	775	1482	2659
	Male	303	171	269	573
<b>Application rate</b>		1235.63%	591.25%	1094.38%	2020.00%
	∑	159	166	150	155

<b>First-Year Students</b> <i>(accepted applicants)</i>	Female	145	134	119	120
	Male	14	32	31	35
<b>Rate of female students</b>		91.19%	80.72%	79.33%	77.42%
<b>Foreign Students</b>	$\Sigma$	0	0	0	0
	Female				
	Male				
<b>Percentage of occupied study places</b>		99.38%	103.75%	93.75%	96.88%
<b>Dropout rate</b> <i>(students who dropped their studies)</i> <b>Average duration of study</b> <b>Average grade of final degree</b>		2.52%	4.22%	2.67%	5.16%

## Appraisal

Compared to the available study places, the numbers of applicants are five to ten times higher, and they are still increasing which is remarkable. The numbers of female first-year students exceed those of male first-year students. The panel regrets that DAV has no students from abroad in these three study programmes.

## Programme Description and Appraisal in Detail

### 1. OBJECTIVES

#### 1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)

The undergraduate programmes at DAV are structured in accordance with the Vietnamese Qualifications Framework (VQF). Developed to meet established professional standards, these programmes are aligned with DAV's mission, vision, and core values. Comprehensive details of the academic programmes are available on DAV's official website, facilitating transparent and convenient access for all stakeholders.

The Bachelor programmes in English Language (EL), International Communication (IC), and Asian-Pacific Studies (APS) pursue several key objectives:

- To equip students with an interdisciplinary educational foundation, alongside extensive theoretical and practical expertise in their chosen disciplines, as specified by Level 6 of the VQF: "Solid practical knowledge, comprehensive and profound theoretical understanding within the scope of the discipline, and fundamental knowledge of social sciences, political science, and law." This objective is further aligned with DAV's commitment to "educate and train high-quality human resources to effectively serve the diplomatic sector and address diverse societal needs."
- To cultivate advanced analytical, critical thinking, research, foreign language, and professional competencies as outlined by the skill requirements of Level 6 of the VQF: "Cognitive and creative thinking skills; professional practice skills to handle the majority of tasks within the field of study; communication skills; and foreign language proficiency equivalent to Level 2/6 of the Vietnamese Foreign Language Proficiency Framework."
- To foster student autonomy, informed decision-making, and a sense of professional responsibility in line with the autonomy and accountability standards of Level 6 of the VQF: "Ability to work independently and in teams, solve problems autonomously, and take individual as well as collective responsibility." This focus embodies DAV's values of "Pioneering – Responsibility – Service" and "Integration – Diversity – Identity".

#### **Bachelor of Arts in English Language (EL)**

The EL Bachelor programme aims to equip graduates for various roles, including: i) translators, interpreters, and foreign affairs officers at government ministries, departments, and agencies; ii) professionals handling international cooperation within businesses, especially those with global operations, in areas such as business, HR, legal affairs, communications, and public relations; iii) officials, reporters, editors, and broadcasters working with media outlets like radio and TV stations, newspapers, magazines, and publishing houses; iv) English teachers, curriculum developers, and programme officers at language centers and educational institutions at all levels, alongside lecturers and researchers in English language and linguistics at universities and research institutes locally and internationally; v) office staff and managers for projects in intergovernmental, non-governmental, and international organisations; vi) tour guides, tour operators, and management personnel in tourism and travel companies.

### **Bachelor of International Communication (IC)**

The IC Bachelor programme is designed to prepare graduates for the following career positions: i) Editors and journalists specialising in international affairs and intercultural communication; ii) Public relations officers, specialists in external information or international cooperation working in ministries, government agencies, or local authorities; communication officers at Vietnamese representative missions abroad or at foreign diplomatic missions in Vietnam; iii) Communication and marketing professionals for domestic and international enterprises, corporations, and media or advertising agencies, as well as independent entrepreneurs; iv) Communication and project coordination specialists in non-governmental organisations, international organisations, and non-profit institutions; v) Lecturers and researchers in journalism, communication, culture, foreign affairs, and interdisciplinary studies at educational and research institutions in Vietnam and abroad; vi) Founders of independent communication projects, creative media enterprises, and content creators in digital and social media environments.

### **Bachelor of Asia-Pacific Studies (APS)**

The APS Bachelor programme aims to prepare graduates for the following professional positions: i) Officers and researchers working in external relations agencies of the Party and the State, including ministries, governmental bodies, and central as well as local authorities; ii) Staff members at intergovernmental and international non-governmental organisations, or at foreign embassies and representative offices in Vietnam; iii) Employees in private enterprises, limited liability companies, joint ventures, wholly foreign-owned companies, and state-owned enterprises — particularly those engaged in international trade and services; iv) Lecturers and researchers at universities, or research officers and fellows at research institutes in Vietnam and abroad; v) Interpreters, translators, and journalists working for mass media agencies such as television and radio stations, newspapers, and magazines, specialising in international relations and foreign affairs, as well as issues in respective countries.

Moreover, DAV precisely explained<sup>11</sup> the alignment between the programme objectives (PO) of each programme and the Vietnamese Qualification Framework as well as DAV Mission, Vision and Core values.

### **Appraisal:**

The panel welcomes that DAV convincingly and transparently defined the subject-specific qualification objectives of the study programmes. They correspond with the intended academic level at graduation. The objectives consider the requirements of the national qualification framework and the individual student's personal development. The graduation profile is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

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<sup>11</sup> See SER p. 10 ff.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.1*	Subject-specific qualifications and employability of students (Asterisk Criterion)			X			

## 1.2 Positioning of the study programme on the educational market

### All study programmes

DAV provides both widely offered and unique academic programmes in Vietnam. Common majors like EL are available at many national and private universities, such as VNU<sup>12</sup> -Hanoi and VNU Ho Chi Minh City. In contrast, programmes like IC and APS are offered by only a few institutions. All DAV programmes feature a clear differentiation strategy that highlights the University’s competitive edge in the national higher education landscape.

### EL Programme

Many higher education institutions in Vietnam offer English Language (EL) programmes. Among them, the Diplomatic Academy of Vietnam (DAV) is frequently compared to established providers such as VNU University of Languages and International Studies (ULIS–VNU), Hanoi University (HANU), and the Foreign Trade University (FTU), all known for their strong reputations.

Several distinctive features set DAV’s programme apart:

#### (i) Personalised learning pathways:

The flexible curriculum adapts to each student’s English proficiency at entry. Students with intermediate skills receive extra foundational language training, while those at an advanced level start with specialised English courses in their first semester and take two additional advanced professional modules.

#### (ii) Career-oriented specialisations:

DAV offers unique tracks tailored to its diplomatic and international orientation, including:

- Translation and Interpreting for International Relations (IR), different from the general translation and interpreting programmes at ULIS–VNU or HANU;
- English for Economics - Business, connected to International Economics (IE) and International Business (IB), distinct from FTU’s Business English course;
- English for Journalism - Communication, which relates to International Communication (IC); DAV is the only institution providing this specialisation.

#### (iii) Emphasis on professional skills development:

There is a dedicated section of professional skills courses in the curriculum, making up 11.54% of total credits—substantially more than at other universities, where such courses are typically under 10 credits and usually elective.

Additionally, DAV has the lowest proportion of Vietnamese-language courses among comparable institutions: DAV at 29.23%, FTU at 61%, ULIS-VNU at 51.93%, and HANU at

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<sup>12</sup> Vietnam National University.

33.81%. This may influence students' decisions when considering DAV's English Language programme.

### **IC Programme**

In Hanoi, only two institutions offer a major in IC: the DAV and the Academy of Journalism and Communication (AJC). However, prospective students tend to compare the DAV's IC programme not only with the AJC's but also with the Marketing Communication programmes at economic-focused universities like the Foreign Trade University (FTU) and the National Economics University (NEU), both in Hanoi.

To create a distinct identity, the DAV's programme combines communication with elements of international relations and diplomacy - a characteristic not found at other universities. While the AJC's curriculum is heavily oriented towards journalism (18.46% of credits are for journalism-related courses), the DAV maintains a balance between Communication, Journalism, Public Relations, and International Relations. The programme is structured with two specialised career tracks: International Communication as well as International Marketing Communication, allowing learners to choose their professional path. Another key feature is its applied nature, with project-based learning modules and career-oriented internships.

### **APS Programme**

The APS programme at the DAV is unique in Vietnam, providing comprehensive education on this region through the lens of international relations (IR) and political science. In contrast, similar programmes at other higher education institutions (HEIs) - including Southeast Asian Studies, Oriental Studies, Japanese Studies, Korean Studies, and Chinese Studies at VNU Hanoi and Ho Chi Minh City's USSHs<sup>13</sup> - primarily focus on cultural and area studies. The DAV's approach is distinguished by its firm grounding in IR and political science, reflecting the university's established expertise in these fields.

Courses addressing politics, IR, and global or regional issues comprise approximately 30% of the total curriculum, substantially exceeding the proportions found in analogous programmes at other universities: Southeast Asian Studies (14.7%) and Japanese Studies (12.41%) at USSH-Hanoi, and Oriental Studies (8.7%) at USSH-HCM. In addition to providing foundational knowledge of the region's cultures, societies, and peoples, the programme places significant emphasis on geopolitics, foreign policy, regional security, and political-economic cooperation.

According to DAV<sup>14</sup>, its admission scores, based on national high school exams, typically rank among the highest nationwide (25-29 points; see Admissions section). Being aware of rising competition in Vietnam's evolving higher education sector, DAV remains focused on innovation, quality improvement, and curriculum upgrades to strengthen its standing and prepare for regional and international rankings.

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<sup>13</sup> University of Social Sciences and Humanities in Hanoi and Ho Chi Min City.

<sup>14</sup> See Self-evaluation report (SER), p. 16.

## Appraisal:

The reasons given for the positioning of the three study programmes on the educational market of Vietnam are comprehensive and plausible due to the described qualification objectives and the graduation profile. The panel welcomes that DAV has demonstrably examined the educational market and established a partly unique and competitive profile of the study programmes.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.2	Positioning of the study programme on the educational market		X				

### 1.3 Positioning of the study programme within the HEI's overall strategic concept

DAV defines its mission as an educational institution for training and developing a high-quality workforce, effectively and efficiently serving the diplomatic sector and meeting the diverse needs of society.

The DAV's *Development Strategy for 2019-2029 (revised for 2024-2029)*<sup>15</sup>, and the *Proposed Blueprint for the Development of the DAV through 2030, with a Vision toward 2045*, have established specific objectives to realise this vision, including concrete directions related to enrolment scale, development of academic programmes, enhancement of scientific and technological research capacity, expansion of international cooperation, and quality assurance in education.

The study programmes are systematically developed to align with the mission, vision, and strategic direction of DAV: i) Programmes are structured in response to national and labour market demands and are benchmarked against comparable offerings at peer institutions both domestically and internationally. ii) The objectives of each programme reflect the mission to “effectively and efficiently serve the diplomatic sector while meeting the diverse needs of society” through the cultivation of a highly qualified workforce for the diplomatic field and international integration. iii) Collaboration with international partners aims to ensure that the study programmes remain current, well-integrated, and globally competitive.

The DAV's development strategy also outlines the development directions for each field of study:

- **EL:** To link training with the needs of foreign service, economics, trade, culture, and communication; and aligning language competence with international professional benchmarks.

<sup>15</sup> Issued under Decision No. 1748/QĐ-HVNG dated 25 September 2023.

- **IC:** To maintain a reasonable scale with a focus on quality; positioning the programme at the forefront of international communication by pioneering a curriculum that bridges the industry trends with the art of cultural diplomacy.
- **APS:** To create more options alongside International Relations, developing regional studies and increasing international academic cooperation.

DAV plans to introduce honours programmes in every major by the 2026–2027 academic year, featuring specialised courses taught primarily in English, overseas field trips to partner universities, enhanced internship opportunities and a strong focus on scientific research and publications.

### Appraisal:

The study programmes EL, IC, and APS are convincingly integrated into DAV’s overall strategic concept. The study programmes’ qualification objectives are in line with its mission and vision.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.3	Positioning of the study programme within the HEI's overall strategic concept			X			

## 2. ADMISSION

### 2.1 Admission requirements (Asterisk Criterion)

On a yearly basis, DAV publishes a “Regulation on Admission to Full-time Undergraduate Programmes at the Diplomatic Academy of Vietnam”. It stipulates criteria and procedures for the admission of applicants to Bachelor programmes. Based on this, the DAV every year establishes an Admission Council for its full-time undergraduate programmes. The Council is responsible for determining, reviewing, and updating the admission requirements to ensure their compliance with current MOET regulations, alignment with the DAV’s strategic development orientation, and consistency with the objectives and expected learning outcomes of the programmes. DAV’s admission criteria are developed based on the analysis of admission data, students’ academic performance from previous years and demand trends in the labour market.

All information on admission methods, quotas, criteria and procedures is publicly announced in the annual Admission Plan and widely disseminated through:

- Website: <https://dav.edu.vn>
- Facebook Fan page: Diplomatic Academy of Vietnam Admissions Consulting: <https://www.facebook.com/dav.openhouse>
- TikTok: [@hocviengoaigiao.dav](https://www.tiktok.com/@hocviengoaigiao.dav)
- and other media publications.

Currently, the DAV employs three main admission methods, which can be adjusted annually, as follows:

**Method 1. Direct Admission and Priority Admission:** Applicable to candidates who have achieved outstanding results in the national excellent student competition, scientific and technical research Competition, or have won national or international awards in the fields of arts or sports.

**Method 2. Admission based on the Results of the National High School Graduation Examination:** Applicable to candidates who use the results of the national high school graduation examination for admission, with appropriate subject combinations designed to evaluate their competencies and suitability for each programme.

**Method 3. Admission by High School Academic Performance:** Candidates with strong academic records and at least one additional achievement - such as awards in Provincial Excellent Student Competitions, enrolment at gifted high schools, or relevant international certificates meeting DAV’s criteria - can qualify. DAV may award priority points for foreign language proficiency or accept international certificate scores in place of foreign language subjects, reflecting its commitment to internationalisation.

### 2.2 Ensuring foreign language proficiency

The admission methods include explicit requirements regarding foreign language proficiency, primarily based on international language certificates:

- *The admission based on results of high school academic performance* requires that candidates have an international language certificate equivalent to at least 6.0 IELTS (or equivalent international certificates for other languages).

- For the admission based on the results of the High School Graduation Exam, candidates may choose one of the following two options: (i) substitute the foreign language score of the national high school graduation examination with an international certificate score which is converted under the DAV’s equivalence scale; or (ii) use the foreign language score of the national high school graduation examination for admission consideration.

In the Direct and Priority Admission Method, although no international language certificate is required, many admitted students have won First, Second, or Third Prizes in National Foreign Language Competitions.

Admission data for the years 2022 to 2025 shows the foreign language proficiency of accepted students:

**Table 1: Number of Enrolled Students with Internationally recognised Foreign Language Certificates from 2022 to 2025.**

Type of Foreign Language Certificate		2022	2023	2024	2025
<b>I</b>	<b>ENGLISH</b>	<b>660</b>	<b>1341</b>	<b>1262</b>	<b>1492</b>
1	IELTS 6.0 / CEFR B2	57	209	220	193
2	IELTS 6.5 / CEFR B2	136	320	267	321
3	IELTS 7.0 / CEFR C1	210	447	347	438
4	IELTS 7.5 / CEFR C1 (advanced)	171	272	312	373
5	IELTS 8.0 / CEFR C1 (very good user)	77	86	106	153
6	IELTS 8.5 / CEFR C2	6	5	7	10
7	IELTS 9.0 / CEFR C2				1
8	TOEFL iBT 60 – 78 / IELTS 6.0			1	
9	TOEFL iBT 94 – 101 / IELTS 7.0/7,5	1	1	1	
10	TOEFL iBT 102 – 109 /IELTS 8.0	1	1	1	
11	Cambridge English Qualifications 200 - 204	1			1
12	PTE-A 46 - 55				1
13	PTE-A 56 - 65				1

Also, for the other languages (Korean, Japanese, French, Chinese) DAV determines the relevant level of proficiency.

DAV has installed a foreign language training programme which is structured in a defined progression and aligned with students’ entry-level proficiency:

- Upon admission, students are allowed to choose one main foreign language (compulsory) from the foreign languages: English, French, Chinese, Japanese, or Korean. DAV classifies students into 3 levels: elementary, intermediate and advanced, based on their foreign language certificates and/or language proficiency tests. Students at intermediate level or higher are allowed to choose to study a second foreign language from the following languages: English, French, Chinese, Korean, Japanese, German, or Spanish.

- At the beginning of each academic year/course, DAV provides advisory sessions to help students clearly understand foreign language requirements to make suitable choices. Foreign Language faculties, in coordination with the Office of Undergraduate Academic Affairs (OUAA) and Foreign Language Clubs (DAV English Club, DAV German Club, Maison Francophone de l'Académie, Chinese Club, ChuraChura Japanese Cultural Club, and DAV Korean Club) organise extracurricular activities to help students practice foreign languages in a real-world environment.

The DAV's foreign language programme is designed to build general and specialised language skills, enabling students to take courses in foreign languages from their second year based on proficiency and progress. Alongside subject content, skills like presenting, negotiating, debating, research, and academic writing are also taught in foreign languages to strengthen students' academic and professional abilities in an international environment.

To ensure the quality of learning courses of training programmes in foreign languages, DAV regularly assesses students' language proficiency through standardised tests. In addition, supplementary foreign language enhancement and academic support courses are organised when necessary. Extra-curricular activities such as academic clubs, international student conferences, and Model United Nations (MUN) simulations conducted in a foreign language are also held periodically, providing students with authentic and effective opportunities to apply their foreign language skills in practice.

For international students, the DAV offers an intensive English programme for those with adequate Vietnamese proficiency as well as a Vietnamese language tutoring programme for those requiring further support. Various support activities are also provided to facilitate their effective participation in the academic community at the DAV.

## 2.3 Professional Experience (not relevant for EL, IC and APS)

## 2.4 Selection procedure

Applicants with good academic performance, high foreign language proficiency, and clear career orientation can achieve an early admission as far as methods 1 and 3 are applicable. This process consists of the following steps:

- *Online Registration:* Candidates register via the DAV's admission portal (<https://tuyensinh.dav.edu.vn>). Each candidate is provided with a personal account to ensure data security and information traceability.
- *Application Review:* The Secretariat carefully reviews all academic and foreign language credentials to ensure fairness and prevent fraud.
- *Selection and Approval:* The automated admission software ranks candidates based on their evaluation scores and available quotas. Based on this, the Secretariat submits a proposal to the Admission Council for the approval of the admission thresholds for each programme and the list of conditionally selected candidates. Candidates are clearly informed that this result constitutes conditional admission. To be officially recognised, selected candidates must meet the DAV's minimum entry-quality standards (based on the results of the national high school graduation examination).

- *Result Announcement:* Results are published on the DAV's website, social media channels, and official media outlets. The DAV also sends direct emails to each candidate notifying them of early admission outcomes as either Selected or Not selected.

As far as method 2 is applicable to applicants (Admission based on the Results of the High School Graduation Exam), the procedure is based on the national admission system of the MOET, following a standardised nationwide procedure, which includes:

- *Registration of Preferences:* Candidates register their programme preferences at the DAV through the National Admission Portal.
- *Automated Admission:* Based on examination scores, the national virtual selection software determines the admission thresholds according to the principles of preference priority and quota limits.
- *Announcement of Results:* Admission thresholds are published on the DAV's website and other official channels. Candidates can also check their selected/Not selected status via the Result Lookup Portal of the Northern Admission Group, of which DAV is a member.

After announcing the admission results, the DAV sends each candidate an Admission Notice, a Congratulatory Letter from DAV's President, and Enrolment Guidelines via email and postal mail.

If candidates have questions or wish to appeal the admission results, they may submit an email directly to the Secretariat of the Admission Council. The Secretariat will verify the information and report to the Council, which will review the case in accordance with applicable regulations. The Council will then decide whether to amend or uphold the results and promptly notify the candidate of its decision.

Any changes, updates, or guidelines related to the admission process are published on the DAV's website and other official channels as highlighted notices and are also sent via email to each candidate to ensure timely awareness.

The entire admission process is independently monitored by the Admission Inspection Board to ensure compliance with legal regulations, objectivity, and transparency. All data and decisions are fully documented and readily available for subsequent review.

After each admission season, DAV conducts a comprehensive review, preparing comparative tables of the results across different admission methods and internally evaluates the selection process. In addition, the DAV distributes surveys requesting those who have just been enrolled into DAV to assess all aspects of the admission process. Their feedback is then used to make practical adjustments, demonstrating the DAV's commitment to continuous improvement and enhancing the quality of incoming students.

## 2.5 Counselling for prospective students

DAV's counselling services are structured, implemented and continuously examined in the following ways:

### **Multi-channel, Multi-model Consulting System**

Admission counselling at the DAV is conducted through a range of communication channels, including:

- Traditional platforms: brochures, flyers, hotline, and email.
- Digital platforms: the official website<sup>16</sup>, and official social media channels such as Fan page: *Diplomatic Academy of Vietnam Admissions Consulting*<sup>17</sup>, TikTok @hocviengoaigiao.dav
- Specialised channels managed by faculties, providing in-depth information about programmes, faculty members, student experiences, and post-graduation career prospects.

These channels are regularly fed to ensure that all communication remains clear, transparent, consistent, and accessible to candidates.

### **Digital Media and Online Interaction Applications**

In order to reach potential candidates on a wider scale, especially candidates in remote areas, DAV promotes digital communication activities such as: a series of videos about programmes, facilities, extracurricular activities and student life ("Becoming a DAVer One Day", "DAV Open House" ...); livestream admission counselling sessions on Facebook and TikTok with the participation of faculty leaders, lecturers and alumni to provide in-depth consultation, career orientation and share practical experiences; a system of frequently asked questions (Q&A) and detailed instructions on prospective students, admission process, entry requirements, application documents, programmes and career prospects.

### **Orientation and Direct Counselling Events**

Before each admission season, DAV organises a variety of on-site and virtual events to provide direct counselling and answer candidates' questions about academic programmes, learning environment, and career orientation and prospects.

Key events include:

*DAV Open House (DOH)* - Held on the DAV campus, allowing candidates and their parents to tour facilities, attend trial classes, and interact directly with lecturers and students.

*National Admission and Career Counselling Day* organised by *Tuổi Trẻ* newspaper in collaboration with universities and colleges across the country;

*Outreach sessions and education fairs* held at high schools in Hanoi and other provinces, including online sessions for schools in remote areas.

### **Personalised Support and Equal Access**

DAV offers a counselling team available daily for twelve hours via hotline, Facebook, and email. Candidates and parents can inquire about admissions, academic programmes, and career paths.

The DAV also implements inclusive policies to ensure equal access to education, with flexible and tailored support for candidates with special needs. Specifically, the DAV has:

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<sup>16</sup> <https://www.dav.edu.vn> (last seen on February 7, 2026).

<sup>17</sup> <https://www.facebook.com/dav.openhouse>

- admitted candidates with severe disabilities through direct admission.
- advised and supported students with financial difficulties in completing their tuition waiver and reduction application.
- admitted international candidates with sufficient Vietnamese proficiency through direct admission.
- granted direct or priority admission to ethnic minority candidates to study at the DAV (from 2022-2025).

## Appraisal:

DAV transparently describes the three methods of admission, each applicable to a certain group of applicants. These admission requirements are clearly defined and comprehensible. The national requirements are presented and considered. The admission requirements and procedure are described, documented, and accessible for interested parties.

Also, the admission requirements are transparent about the required language proficiency level regarding the language mainly used for instruction of the programme or the required result in a language test. The panel welcomes that many students when starting their studies have a consistently high language proficiency particularly in English. The panel also welcomes that preparatory language courses at different levels and extracurricular activities ensure that students are able to successfully complete the study programme.

Dependent on the study places available, the selection procedure is based on transparent criteria and ensures that qualified students are admitted. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

Applicants can directly turn to a student counselling service at the HEI for clarification of specific questions, of personal aptitude, or of career perspectives etc. Personal dialogue between applicants and the HEI is provided. Vulnerable students, such as those in special circumstances like impairments or disabilities, students with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds are particularly assisted.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>2.1*</b>	Admission requirements (Asterisk Criterion)			X			
<b>2.2 (*)</b>	Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)			X			
<b>2.3 (*)</b>	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X	
<b>2.4</b>	Selection procedure (if relevant)			X			
<b>2.5</b>	Counselling for prospective students			X			

### 3. IMPLEMENTATION OF THE STUDY PROGRAMME

#### 3.1 Structure and Content

##### Structure of the study programme

Study programmes	Comments
Projected study time (semesters, months/trimesters, years)	<i>Four years, eight semesters</i>
Number of credits (national credits and ECTS credits)	<i>EL: 122 VN credits / 220 ECTS credits, IC: 125 VN credits / 225 ECTS credits, APS: 123 VN credits / 221 ECTS credits</i>
Workload per national credit	50 hours
Workload per ECTS credit	27,5 hours
Conversion from national credits to ECTS credits, if applicable	1 VN credit = 1,8 ECTS credits
Weeks per semester	20 – 22 weeks
Credits for the final thesis/ final project and time awarded for writing	9 - 12 VN credits / 16 - 22 ECTS credits

##### All study programmes

Bachelor programmes at the DAV are designed to be completed over four academic years or eight semesters. In addition, DAV organises supplementary semesters to facilitate course retakes, second degree programme, grade improvement, or early completion of the programme<sup>18</sup>. Students may complete the programme in a shorter period depending on their performance and progress. The maximum time allowed for completion is eight years.

In accordance with MOET regulations<sup>19</sup> and DAV's internal regulations<sup>20</sup>, the curricula must comprise a minimum of 120 VN credits (216 ECTS credits) and are structured into the following groups:

- (i) **General Knowledge:** comprises general education courses such as *Marxist-Leninist Philosophy, Marxist-Leninist Political Economics, Introduction to Vietnam's legal system, Information Technology<sup>21</sup>, Physical Education, National Defence Education*, and etc.
- (ii) **Foreign Languages:** include courses designed to enhance students' general and specialised language competence with study pathways tailored to their entry-level

<sup>18</sup> Article 5 of the Regulations on Undergraduate Education (Full-time Programmes) issued under Decision No. 29/QĐ-HVNG dated 9 January 2025.

<sup>19</sup> Circular No. 17/2021/TT-BGDĐT dated 22 June 2021 by the Ministry of Education and Training, stipulating the standards of study programmes, and the procedures for development, appraisal, and issuance of study programmes at all levels of higher education.

<sup>20</sup> Regulations on Undergraduate Education and Regulation on the Establishment, Development, Review, Appraisal and Issuance of Learning Outcomes and Study Programmes issued under Decision No. 61/QĐ-HVNG dated 25 January 2023.

<sup>21</sup> *Digital Competence Course*.

proficiency. For the **EL** programme, this component refers to a second foreign language (other than English).

- (iii) **Complementary Knowledge:** consists of interdisciplinary courses offered by other Faculties of the DAV to broaden students' academic perspectives and reflect the DAV's unique identity. In the **EL** programme, Complementary Knowledge Courses are integrated into the Professional Knowledge Module, as their selection depends on the student's career orientation.
- (iv) **Professional Knowledge & Skills:** Encompasses the following components:
  - *General and/or Foundational Professional Knowledge courses:* Courses providing a broad understanding of the professional field and establishing essential disciplinary foundations.
  - *Specialised Professional Knowledge courses:* Courses developing in-depth expertise in specific areas of study.
  - *Skill-based courses:* Courses designed to equip students with practical skills that enable the application of theoretical knowledge to professional practice.
- (v) **Career Orientation and Graduation** group equips students with the professional orientation and practical experience necessary for future employment and successful completion of their studies. It comprises *seminars on career orientation and development, internship, and either a graduation thesis or substitute courses*. The compulsory internship is normally undertaken in the final semester but may be completed as early as the fifth semester. Graduation requirements vary by academic performance: students either submit a graduation thesis or complete substitute courses with final assessments.

**Table 2: Programme structures**

*Unit: national credits*

<b>Group</b>	<b>EL</b>	<b>IC</b>	<b>ASP</b>
General Knowledge	13	13	13
Foreign Languages	09 <sup>22</sup>	24	24
Complementary Knowledge	09 <sup>23</sup>	09	15
Professional Knowledge and skills	81	65	59
Career orientation and Graduation	10	14	12
<b>Total</b>	<b>122</b>	<b>125</b>	<b>123</b>

One national credit represents 50 standard learning hours, including class attendance, guided study, independent learning, research, fieldwork, teamwork, and assessment activities. In general, one credit corresponds to 15 contact hours for lecture-based courses or 30 contact hours for practical courses. Each contact hour lasts 50 minutes.

The curriculum includes both compulsory and elective courses, some of which have prerequisite requirements. Most electives are offered within the complementary knowledge group and the specialised professional component to foster specialisation and accommodate individual learning interests.

<sup>22</sup> Second foreign language.

<sup>23</sup> Complementary knowledge courses are incorporated into the „Professional knowledge and skills“ module.

Each programme provides a structured curriculum and a recommended study plan outlining the suggested sequence of courses by semester. Each course is described in a syllabus which inter alia defines the course learning outcomes (CLOs) specifying the knowledge, skills, and attitudes (responsibility – autonomy) to be developed, linked to PLOs and assessed through aligned assignments and examinations.

Academic advisers and programme coordinators offer regular guidance to help students plan their workload, monitor progress, and address any academic difficulties in a timely manner. Flexible study arrangements, including supplementary (summer) semesters and opportunities for credit recognition<sup>24</sup> (for exchange students) or accelerated study, support students in completing their programmes on time, or even in a shorter period are possible.

According to DAV<sup>25</sup>, at present, workload-related feedback from students is collected indirectly through course evaluations, including an item on the appropriateness of credit allocation (Q3 in the first group of questions entitled “General evaluation of the course”) and open-ended questions allowing students to comment on the course.

DAV recently revised both the individual course evaluation form and the survey of students before graduation to explicitly assess workload. The revised questions will be implemented from Semester II, Academic Year 2025–2026.

For the **individual course evaluation**, the planned additional questions include:

1. The designed workload of this course was appropriate in relation to its objectives, intended learning outcomes, and course content.
2. The time student spent on learning activities outside class (self-study, group work, research, etc.) was appropriate in relation to the course design (*Language practice courses: approximately 2 hours of self-study per 3 in-class hours; other courses: approximately 7 hours of self-study per 3 in-class hours*).
3. Do you have any suggestions to improve the workload of this course?  
*Scale used for answers to questions 1 & 2: 1-Strongly disagree; 2-Disagree; 3-Neutral; 4-Agree; and 5-Strongly agree.*

For the **survey of students before graduation (programme-level evaluation)**, the planned workload-related questions include:

1. The overall workload of the study programme is appropriate in relation to its objectives, intended learning outcomes, and content.
2. The distribution of workload across semesters and among courses within the study programme is appropriate.
3. Do you have any suggestions regarding the workload of the study programme or the distribution of workload among semesters?  
*Scale used for answers to questions 1 & 2: 1-Strongly disagree; 2-Disagree; 3-Neutral; 4-Agree; 5-Strongly agree.*

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<sup>24</sup> Regulation on Students Exchanges issued under Decision No. 2536/QĐ-HVNG dated 23 December 2024, which stipulates that one Vietnamese credit is equivalent to approximately to 1.8 ECTS credits, based on the conversion of one national credit equalling 50 study hours and one ECTS credit corresponding to 25–30 study hours.

<sup>25</sup> Additional information from DAV

The workload in the curricula of the EL and the APS programmes excludes courses in *Digital Competence* (2 credits), *Physical Education* (3 credits), *National Defence Education* (8 credits), *Career Orientation Seminars* (2 credits), and *Internship* (3 credits), as these are compulsory requirements for graduation but are not included in the GPA and the student workload calculation. According to national law, the courses on Physical Education and National Defence Education must be part of each programme but are not weighted. In contrast, the IC programme includes the *Career Orientation course* (2 credits) and *Internship* (3 credits) in the GPA calculation and study load, but not the course on Digital Competence.

However, when commenting on the draft of this report, DAV underlined that regarding Career Orientation this component is currently designed mainly as a co-curricular framework consisting of seminars, professional talks, and career development activities organised throughout the study period. As these activities are flexible in format and not structured as conventional courses with standardised assessment, establishing a consistent grading scheme may be challenging.

### Rationale for degree and programme name

According to DAV<sup>26</sup>, the official names of the three relevant study programmes

- Bachelor - English Language (EL)
- Bachelor - International Communication (IC)
- Bachelor - Asia - Pacific Studies (APS)

comply with the *Law on Higher Education*, the *Vietnamese Qualifications Framework* (VQF), the *List of Academic Disciplines*<sup>27</sup>, and the *List of Pilot Academic Disciplines*<sup>28</sup>. The degree title “Bachelor” corresponds to Level 6 of the VQF, ensuring compliance with national requirements regarding the minimum workload of 120 national credits and the expected learning outcomes in terms of knowledge, skills, autonomy and responsibility<sup>29</sup>. The programme names of EL, and IC are listed in the Circular No. 09/2022/TT-BGDĐT, while APS is included in the Decision No. 1596/QĐ-BGDĐT on pilot academic disciplines.

The names of the three DAV’s Bachelor programmes reflect their objectives, disciplinary scope, and core content.

- **EL** concentrates on linguistic competence, applied linguistics, translation, interpreting, and intercultural communication, preparing graduates for professional roles in language-related fields.
- **IC** integrates communication theories and international media practices, developing students’ abilities to communicate effectively across cultures and in global information environments.
- **APS** adopts an interdisciplinary approach to the politics, economics, and cultures of the Asia-Pacific region and its key countries (China, Japan, South-Korea and the United States).

In addition, the names and degree titles of the DAV’s undergraduate programmes are consistent with common national and international practices. Similar programmes offered by

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<sup>26</sup> See SER p. 31.

<sup>27</sup> Issued under Circular No. 09/2022/TT-BGDĐT dated 6 June 2022.

<sup>28</sup> Issued under Decision No. 1596/QĐ-BGDĐT dated 7 June 2024.

<sup>29</sup> See also above chapter 1.1

other HEIs – listed by DAV in its SER<sup>30</sup> - bear comparable names and award the same degree of Bachelor.

### Conceptual coherence of the curriculum

The curricula of the three study programmes follow the four-year (eight-semester) structure developing from foundational knowledge to advanced specialisation, finishing with a thesis or alternative courses.

- *Years 1 & 2:* Focus on *general knowledge courses* and *general and/or foundational professional knowledge*, combined with basic *skill-based courses* (e.g. *Digital Competence, Presentation Skills*). They aim to establish an academic and analytical basis for advanced study.
- *Years 2 & 3:* Integrate *complementary knowledge courses*, as well as *foundational and specialised professional courses*, to broaden students' understanding across economics, law, politics, and communication.
- *Years 3 & 4:* Concentrate on *specialised professional courses*, with increasing depth and complexity to develop subject-specific competencies.
- *Final semester:* Students complete either a *Graduation Thesis* (for the top 20% by cumulative GPA) or a set of *substitute courses* of equivalent credit weight. Both options enable integration and application of accumulated knowledge in research or professional contexts.
- *Foreign-language instruction* runs continuously from the first to the seventh (or eighth) semester, aiming at ensuring sustained communicative competence and international readiness.

Each programme sets qualification objectives in knowledge, skills, and autonomy / responsibility (affective domain), realised as Programme Learning Outcomes (PLOs). PLOs shape the curriculum's structure and content, which are then mapped to Course Learning Outcomes (CLOs) through the Curriculum Alignment Matrix for coherence and consistency. The CLOs guide course design, teaching, and assessment methods, helping students achieve the intended PLOs.

DAV in its SER presented for each programme overviews of how qualification objectives, PLOs, and courses align in practice.<sup>31</sup>

The curriculum of each study programme aims to ensure both coherence and flexibility through a balanced combination of compulsory and elective components:

**Table 3: Statistics on Compulsory and Elective courses (excluding Foreign Language Courses, National Defence Education, Digital Competence)**

Programme	Number of Compulsory Courses	% of Compulsory Courses in Programme	Number of Elective Courses	% of Elective Courses in Programme

<sup>30</sup> See p. 32.

<sup>31</sup> See SER p. 42 ff.

<b>EL</b>	36	54.5%	30	45.5%
<b>IC</b>	23	40.4%	34	59.6%
<b>APS</b>	26	34.3%	50	65.7%

Compulsory courses consist primarily of general knowledge courses, general professional knowledge courses, part of foundational professional knowledge courses, and core skill-based courses. Elective courses, meanwhile, include mainly complementary knowledge, part of foundational professional knowledge courses, and specialised professional knowledge courses,

For foreign languages (FL), students are required to complete eight courses (24 credits). They may either take all 24 credits in FL1 or complete 15 credits in FL1 (5 courses) and 9 credits in FL2, provided they meet the minimum entry requirement for FL1.

**Concentration / specialisation options** differ by programme:

- **EL** offers three specialisation tracks — Translation and Interpreting for International Relations, English for Economics and Business, and English for Journalism and Communication.
- **IC** provides two specialisation options — International Communication and International Marketing Communication.
- **APS** is organised into four sub-disciplines — Chinese Studies, Japanese Studies, Korean Studies, and American Studies.

The curriculum overviews of the programmes EL, IC and APS are attached as Appendices 1, 2 and 3. Moreover, all courses of the study programmes described in a programme description that are accessible to students.

At the beginning of each course students receive the detailed course syllabi, outlining the learning objectives, content, assessment methods, criteria, and grading procedures. During the semester, lecturers provide structured guidance to prepare students for examinations, including review outlines, exam formats, sample questions, and end-of-term review sessions where students can clarify areas of difficulty.

For the IC and EL programmes, elective courses are offered every semester from Semester 1 to Semester 7, while for the APS programme electives are available from Semester 3 onwards. In Semester 8, students may either complete a Graduation Thesis (subject to eligibility conditions) or take substitute specialised professional knowledge courses.

The number of elective courses varies by programme and by semester. Electives typically include Complementary Knowledge courses, Professional Skills, and Specialised Professional Knowledge courses. In the IC programme, electives may also include Foreign Languages as well as selected General or Foundational Professional Knowledge courses.

The following tables present the actual practice in each programme:

### **EL Programme:**

<b>Semester</b>	<b>Number of Elective courses for Intermediate-level Students</b>	<b>Number of Elective courses for Advanced-level Students</b>
1 <sup>st</sup>	01 (01 Professional Skills)	01 (01 Professional Skills)
2 <sup>nd</sup>	01 (01 Professional Skills)	01 (01 Professional Skills)
3 <sup>rd</sup>	01 (01 Professional Skills)	01 (01 Professional Skills)
4 <sup>th</sup>	02 (01 Professional Skills and 01 Complementary Knowledge)	02 (01 Professional Skills and 01 Complementary Knowledge)
5 <sup>th</sup>	03 (01 Professional Skills, 01 Specialised Professional Knowledge and 01 Complementary Knowledge)	03 (01 Professional Skills, 01 Specialised Professional Knowledge and 01 Complementary Knowledge)
6 <sup>th</sup>	03 (01 ESP <sup>32</sup> , 01 Specialised Professional Knowledge and 01 Complementary Knowledge)	03 (01 ESP, 01 Specialised Professional Knowledge and 01 Complementary Knowledge)
7 <sup>th</sup>	0	02 (01 ESP and 01 Specialised Professional Knowledge)
8 <sup>th</sup>	Graduation Thesis or 04 substitute Specialised Professional Courses	Graduation Thesis or 04 substitute Specialised Professional Courses

Electives related to Complementary Knowledge and Specialised Professional Knowledge courses vary depending on the student's chosen career-oriented track (Translation–Interpreting for IR / English for Economics–Business / English for Journalism–Communication).

### **IC Programme:**

<b>Semester</b>	<b>Number of Elective courses</b>
1 <sup>st</sup>	02 (01 elective professional skills course, 01 Foreign language)
2 <sup>nd</sup>	01 (Foreign Language)
3 <sup>rd</sup>	02 (01 Foreign Language, 01 General Professional Knowledge)
4 <sup>th</sup>	01 (Complementary knowledge)
5 <sup>th</sup>	01 (Foundational Professional Knowledge)
6 <sup>th</sup>	04 (01 Foreign Language, 03 Common Specialised Professional Knowledge and skills)
7 <sup>th</sup>	06 (02 Foreign Language, 04 Career-Oriented Specialised Professional Knowledge and skills)
8 <sup>th</sup>	Graduation Thesis or 03 substitute Specialised Professional Courses

### **APS Programme**

<b>Semester</b>	<b>Number of Elective courses</b>
3 <sup>rd</sup>	02 (02 Complementary knowledge)
4 <sup>th</sup>	02 (01 Complementary knowledge and 01 Professional Skills)
5 <sup>th</sup>	02 (01 Complementary knowledge and 01 Professional Skills)
6 <sup>th</sup>	04 (02 Professional Skills, 02 Specialised Professional Knowledge)
7 <sup>th</sup>	03 (01 Complementary knowledge, 01 Specialised Professional Knowledge and 01 Professional Skills)
8 <sup>th</sup>	Graduation Thesis or 04 substitute Specialised Professional Courses

The programmes are reviewed and revised at least once every 2.5 years, with regular consultation from key stakeholders, including academic experts, employers, alumni, and

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<sup>32</sup> English for Specific Purposes.

current students. This multi-stakeholder feedback process aims to align the programmes with labour market trends and educational innovation requirements, while also ensuring their coherence, competitiveness, and the international employability of graduates.

### Study and exam regulations

On study and examinations DAV has installed the following regulations: the *Regulation on Undergraduate Education*<sup>33</sup>, the *Regulation on Course Assessment of undergraduate Programmes*<sup>34</sup>, the *Regulation on Internship*<sup>35</sup>, the *Regulation on Graduation Thesis*<sup>36</sup>. These regulations are publicly available on the official website of the DAV<sup>37</sup> and referenced in the electronic Student Handbook.

According to the *Regulation on Undergraduate Education*, at the beginning of each semester, students register the intended courses via the academic management system<sup>38</sup>. Study suspension or deferral are allowed for valid reasons such as illnesses, maternity leave, military service, or personal circumstances.

The course content, assessment methods, and grading criteria are specified in the course syllabus, which is provided to the students in the first lesson and via student information portal. The timetable, teaching schedule adjustments, and final examination schedule are distributed to each student via the student information portal on the DAV's online education management system.

Course grades are based on i) continuous assessment (typically 15%, max 20%); ii) mid-term assessment (typically 25%, min 20%); and iii) final examination (typically 60%, min 60%). Grading uses a 10-point scale. A minimum grade of 4.0/10 is required to pass a course. Students can track their grades and credit accumulation via the student information portal.

Grading Scale<sup>39</sup>: Student learning outcomes are processed and evaluated based on two types of scales: the 10-point scale and the 4-point scale.

a) The 10-point scale is used for formative assessment, final examination scores, and course grades. The course grade is the sum of all component assessment scores of the course multiplied by their respective weights, rounded to one decimal place, then converted into a letter grade of A+, A, B+, B, C+, C, D+, D, F.

**Table 4: Grading Scales and Conversion - Learning Outcome Assessment Scale**

Classification	10-point Scale	Letter Grade	4-point Scale
Graded Pass	9.5 to 10.0	A+	4.0
	8.5 to 9.4	A	4.0

<sup>33</sup> Issued under Decision No. 29/QĐ-HVNG dated 9 January 2025.

<sup>34</sup> Issued under Decision No.1078 /QĐ-HVNG dated 7 July 2024.

<sup>35</sup> Issued under Decision No. 890/QĐ-HVNG dated 10 June 2204.

<sup>36</sup> Issued under Decision No/1891/QĐ-HVNG dated 9 October 2023.

<sup>37</sup> See <https://dav.edu.vn/van-ban-quy-dinh/> (last seen on January 30, 2026).

<sup>38</sup> See <https://daotao.dav.edu.vn>.

<sup>39</sup> See Art. 15 of the DAV Regulation on Full-time Undergraduate Training.

(for courses included in GPA)	8.0 to 8.4	B+	3.5
	7.0 to 7.9	B	3.0
	6.5 to 6.9	C+	2.5
	5.5 to 6.4	C	2.0
	5.0 to 5.4	D+	1.5
	4.0 to 4.9	D	1.0
Ungraded Pass (for Pass/Fail courses only)	5.0 and above	P	-
Fail	Below 4.0	F	0

b) The 4-point scale is converted from the letter grade and used to calculate the semester GPA and cumulative GPA. Students are classified academically based on their semester GPA, academic year GPA, or cumulative GPA on a 4-point scale as follows:

- 3.6 to 4.0: Excellent;
- 3.2 to below 3.6: Very Good;
- 2.5 to below 3.2: Good;
- 2.0 to below 2.5: Fair,
- 1.0 to below 2.0: Weak;
- Below 1.0: Poor.

To be eligible for graduation, students must:

- Complete all required courses and accumulate the required credits.
- Achieve a cumulative GPA of at least 2.0/4.0.
- Obtain the required foreign language proficiency certificate.
- Complete *National Defence Education, Physical Education and Digital Competence* courses,

The Faculty is responsible for supervising continuous and mid-term assessment, while the Office of Testing and Quality Assurance (OTQA) oversees final examinations. DAV issues *Regulations on Disciplinary Measures for Student Examination Violations*<sup>40</sup>, which specify examination discipline and penalties for violations.

Students who receive an F grade must retake the course. Those wishing to improve a passing grade (D or above) may retake the course for grade enhancement.

In case of inquiry, students may request a grade review, i) for continuous assessment: submit the inquiry to the Faculty in charge of the course; ii) for final examinations: submit to the Office of Undergraduate Academic Affairs (OUAA).

For the Internship Programme, DAV has issued the *Regulation on Internship*. According to this Regulation, students must complete at least 135 hours of internship at no more than two host organisations. Evaluation is based on the relevance of the internship to the study programme, the quality of the internship report, and feedback from the host organisation(s).

<sup>40</sup> Issued under Decision No.841/QĐ-HVNG dated 12 June 2023.

According to the *Regulation on Graduation Thesis*, the Graduation Thesis (GT) is counted towards student's cumulative GPA. The number of students eligible to undertake a GT must not exceed 20% of each programme cohort. Faculties stipulate the regulation on formatting, content requirements, and grading rubrics for graduation thesis.

The DAV complies with MOET regulations on the issuance of diplomas and diploma supplements<sup>41</sup>, which provide full details on graduates, transcripts, programme structure, and graduation classification (*average, good, very good, excellent*). Within the maximum study duration (8 years), students who have not met graduation requirements may retain credits for passed courses and retake failed ones. Moreover, the Diploma Supplement includes an individual relative grading table.

Students intending to pursue further studies in Europe may request an additional attestation converting DAV credits into ECTS credits. This attestation specifies equivalent credit values and presents the student's graduation classification in accordance with the ECTS Grading Table developed for each study programme and graduating cohort.<sup>42</sup>

To support credit transfer in mobility programmes, DAV has issued the *Regulation on Student Exchanges*<sup>43</sup>, which sets out the principles for recognising equivalent or substitute courses and the procedures for converting grades and accumulated credits for students participating in international exchange programmes. In addition, the DAV provides a separate guideline for converting Vietnamese national credits into ECTS credits to facilitate academic mobility and ensure consistency in credit transfer.

The DAV uses Turnitin software to detect plagiarism and evaluate the originality of academic work. In the context of rapid technological development, particularly the emergence and application of Artificial Intelligence (AI) in teaching, learning, and research, DAV has issued and updated its *Regulation on Academic Integrity*, which includes specific guidance on accountable use of AI to ensure integrity, honesty, objectivity, and academic standards.

For students with disabilities, the DAV is committed to ensuring equal access to education and establishes appropriate support guidelines and procedures upon their enrolment. Support measures include extended time for assignments or examinations, alternative assessment formats, and accessible learning facilities.

All academic-related regulations are reviewed periodically in line with the MOFA and the MOET guidance in the context of emerging training needs.

### Examination and final thesis

At DAV, students undergo continuous evaluation through both formative assessments including ongoing assessments and mid-term evaluations and summative assessments such as final examinations. A variety of assessment methods are employed to ensure alignment

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<sup>41</sup> See Decision of the DAV President "On the issuance of the Bachelor's Degree diploma template and its content, and the template and content of the Bachelor's Degree diploma supplement of the Diplomatic Academy of Vietnam" as of February 25, 2025.

<sup>42</sup> Issued under Decision No. 244/QĐ-HVNG dated 25 February 2025

<sup>43</sup> Issued under Decision 2536/QĐ-HVNG dated 23 December 2024.

with the intended learning outcomes and instructional strategies of each course. These methods include:

- Written examinations
- Oral examinations
- Essays, major assignments, and reports
- Presentations
- Practical tasks and performance-based assessments
- Research projects and simulation exercises

The choice of assessment methods depends on the nature of each course and its intended CLOs. All assessment methods and grading criteria are specified in the course syllabus.

- *General knowledge courses* focus on knowledge recall and comprehension, mainly via written exams (multiple choice questions or open-ended questions), sometimes with case studies and/or practical questions to foster higher-order thinking.
- *General and foundational professional courses* are designed with CLOs that evaluate students' comprehension, application, and analytical abilities through written assignments, essays, reasoning-based questions, real-world case analyses, and oral examinations.
- *Specialised Professional courses* require students to demonstrate synthesis, problem-solving, and critical thinking skills through tests with open-ended questions, assignments, projects, essays, simulations, and research tasks.
- *Skills-based courses* use performance-based assessments, product creation, and simulated professional tasks to evaluate students' practical competencies.
- *Foreign language courses* follow international standards and use standardised assessments covering language practice (reading, writing, listening, and speaking), translation, summarising, and presentation skills.

Each programme applies assessment methods aligned with its disciplinary characteristics, particularly in specialised and advanced courses.

**EL:** Language practice courses employ diverse assessment methods. Reading comprehension skills are assessed through multiple choice questions, summaries, analyses, or open-ended responses to evaluate comprehension, reasoning, and interpreting abilities. Writing skills are examined through academic essays or critical papers, enabling students to demonstrate logical reasoning, coherence, and linguistic accuracy across genres. Translation courses require students to translate academic or journalistic passages between English and Vietnamese and vice versa, assessing their ability to convey meaning appropriately in context and tone. Courses such as *Discourse Analysis*, *British and American Literature*, and *Anglo-American Studies* employ written examinations that not only test linguistic knowledge but also strengthen analytical, argumentative, and applied English skills, which are core competences for English majors at the DAV.

**IC:** Assessment methods emphasise the practical and creative nature of the discipline. Students are assessed through media production outputs in courses such as *International*

*Media Production*, which require the design, creation, and presentation of products such as videos, infographics, podcasts, digital bulletins, or integrated communication campaigns. Project-based assessments, both individual and group, are common in courses such as *Event Management* and *Communication and Social Development*. These require students to conduct exercises such as case studies, develop communication plans, design events etc. Such assessments focus on both theoretical understanding and practical competence, particularly creativity, analytical thinking, teamwork, and adaptability, which are essential attributes for IC professionals.

**APS:** The study programme employs diverse assessment formats consistent with its focus on area studies and policy analysis. Courses such as *Vietnam–China Relations*, *Vietnam–South Korea Relations*, and *Chinese/ American/Japanese/South Korean Foreign Policy*, mainly use essays and/or written exams to assess analytical and critical thinking skills as well as the ability to apply theoretical knowledge to regional realities. Other courses, such as *South Chinese/ American/Japanese/South Korean Ideology and Religion*, *Japanese Economy*, *Japanese Culture*, and *Political System of South Korea*, combine written papers with oral examinations to evaluate both subject mastery and reasoning skills.

### **Graduation Thesis and Substitute Courses**

Students can choose between writing a Graduation Thesis (GT) and courses as its substitute.

The **thesis** carries 9–12 credits, depending on the programme, and requires students to conduct independent research on a topic within their specialisation. The topic must demonstrate academic relevance, disciplinary alignment, and practical applicability. Students are expected to submit a written report of 45–55 pages (excluding appendices) within 10–12 weeks, clearly presenting research objectives, methodology, analysis, and discussion. Since 2024, the DAV has applied a selective policy, allowing up to 20% of students in each cohort to undertake the GT, based on academic merit (*minimum GPA of “Good” and an average of 7.5/10 or higher in specialised professional courses*). Eligible students are assigned supervisors, participate in thesis orientation sessions, and receive structured guidance and support throughout the research and writing process. During the online-conference, DAV informed the panel, that this selective policy reflects a quality-oriented orientation aimed at ensuring rigorous supervision and high academic standards.

**The courses** that are offered as substitutes for the GT maintain an academic workload and intellectual rigor which is – according to DAV – equivalent to a thesis. Students who do not undertake a GT complete three to four advanced elective courses (9–12 credits). These electives, classified under specialised professional courses, are designed as a package to further develop students’ analytical, evaluative, and applied competencies. DAV explained<sup>44</sup> that the total amount of credits of the replacing courses is aligned with the credit weight of the thesis. Assessment methods commonly include essays, projects, and analytical examinations. The selection of these courses aims to ensure that students achieve learning outcomes comparable to those of the thesis option, particularly in research skills, critical thinking, and the practical application of disciplinary knowledge.

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<sup>44</sup> In additional information.

The organisation and management of both GTs and substitute courses follow a standardised, transparent, and strictly monitored process, ensuring quality assurance and fairness for all students.

In recent years, the number of students who would like to do a thesis has often been higher than the quota of 20%. DAV will continue to monitor feedback from both students and lecturers.

## Appraisal:

The study programmes' structures support the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. The programmes consist of courses and assign credits per course. By now, this is not based on regularly conducted workload assessments. However, after the online conference DAV has improved the questionnaires for students aiming at immediately analysing the individual workload per student through specific questions. The panel welcomes this reaction and finds this adequate.

The study programmes can be completed within the projected study time.

All three programmes include an internship course as well as a course on Career Orientation. But in contrast to the EL and APS programmes, only in the IC programme these two courses are weighted for GPA and student workload. Regarding the Career Orientation, the panel follows DAV's above-mentioned explanation of not weighting these elements of the curricula. However, for the internships the panel takes the view that these courses have to be fully weighted in EL and APS as well. Therefore, the panel recommends the following **condition**:

- For the curricula of the study programmes English Language and Asia-Pacific Studies, the courses on Internship must be fully weighted for the GPA and included in the calculation of the Vietnamese and ECTS credits.

With a second statement about the draft report DAV informs that it has taken steps to address this condition. The relevant faculties have reviewed the curricula and decided to incorporate the internship component into the cumulative GPA calculation starting from Cohort 51 onwards (academic year 2026–2027), with a phased implementation approach to ensure fairness and avoid disruption for students. The panel welcomes this step, because in the future it improves the transparency of students' workload. However, DAV did not explain in which way the internship courses will be included into the curricula, replacing other courses or on top of the existing workload. Also, DAV did not present the modified curricula. This must still be clarified. Therefore, the panel recommends sticking to this condition.

The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide 2015. However, while most of the syllabi in the programme are up to date, others, and the reading material which they use, might profit from revision. A case in point is the course "British and American Literature", with regard to both primary sources (which might take into account more recent trends in contemporary British and American literature, for instance post-colonial aspects) and reference works (such as Borges's textbook, while updated regularly, was first published in the 1960s).

Programme managers across all three faculties involved in the three programmes EL, IC and

APS might also consider offering more complementary knowledge courses which use English as medium of instruction. Thus, for instance, two of the complementary knowledge courses for EL Track 2 are currently taught in Vietnamese (Print and Online Journalism, Analysis of International Events in Media), and the third one in Vietnamese and English (Introduction to International Communication). This would align DAV programmes even more clearly and firmly with Vietnam's national strategy to make English its second language.

The degree and study programme names of EL, IC and APS correspond to the content of the curriculum and the study programme's qualification objectives and are in line with the national requirements including the Vietnamese Qualifications Framework.

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The panel welcomes that elective courses are an integral part of the curriculum and enable students to gain additional competences and skills.

For the IC programme, the panel strongly recommends aligning the course offerings with the career orientations of the programme. As the SER (p. 11) mentions five career orientations of the programme (i.e., (1) editors and journalists; (2) public relations officers; (3) communication and marketing professionals; (4) lecturers and researchers, and (5) founders of independent communication projects), the curriculum only provides two tracks of orientation: International Communication as well as International Marketing Communication.

When commenting on the draft of this report, DAV pointed out that the IC programme design aims to maintain coherence in programme structure and effective academic management while avoiding excessive fragmentation of course offerings. At the same time, within each track, students are able to select elective courses and project topics aligned with their intended career paths, thereby ensuring flexibility and individual career orientation. These tracks are designed to provide students with broad and transferable competences that support a range of the programme's career orientations.

DAV presented a list of numerous compulsory and elective courses assigned to the above-mentioned five career orientations. These courses are in several cases identical, such as the compulsory courses "Communication Theories", "Introduction to International Communication", "Communication Research Methods", "Media Law and Ethics".

DAV added that it will continue to review and further refine the curriculum, where appropriate, in order to strengthen the alignment between course offerings and the evolving requirements of the professional positions targeted by the programme.

The panel appreciates DAV's additional explanations. However, the panel still thinks that its recommendation aligning the course offerings with the career orientations of the programme will guide DAV to improving the programme profile because it has the impression that career

orientations such as editors and journalists (1) and startup entrepreneurship (5) are not sufficiently equipped with specialised courses.

In this context, the panel takes the view that the impact of Artificial Intelligence (AI) should be stronger taken into account considering that AI requirements are important for the graduates' job market and therefore should be part of their individual skills. Especially translating but also interpreting and teaching can be concerned in the short run. Oral skills can become more important to the detriment of reading and writing. Future communication experts may be required to train AI agents in communicative or educational fields like language learning. Course descriptions and syllabi should more intensively reflect those transformations. The panel therefore recommends DAV consistently including the impacts of AI into relevant courses and their syllabi.

There are regulations and a student handbook which contain all necessary rules and procedures for teaching, studies and examination. They also take AI developments into account. The faculties have available solutions to detect forms of plagiarism and ensure academic integrity, such as Turnitin. Moreover, specific policies and tools are in place how to address AI-generated content. In addition, the panel recommends DAV developing a guide on properly using AI for theses and other written assessments.

The final theses and final courses are evaluated based on previously published and coherently applied criteria, rules, and procedures, and are checked for the prevention of plagiarism.

The panel was surprised about DAV's selective policy, allowing only up to 20% of students in each cohort to undertake a Graduation Thesis (GT), based on academic merit. DAV pointed out that limiting the number of thesis students helps ensure close academic supervision and maintain high academic standards, with the aim of producing high-quality theses. Students who are not selected for the thesis complete alternative graduation modules designed to achieve the same intended learning outcomes and are also closely supported in conducting mini research projects. For the panel this reason is plausible but it does not sufficiently take into account that this limitation causes a risk of discrimination for those students who are interested in writing a thesis but do not belong to the 20% of each cohort who are selected for the GT. Therefore, the panel recommends DAV considering widening the chance of writing a thesis for interested students.

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the study programme and examinations. This is stipulated in a binding document.

The recognition of degrees and periods of study at other HEIs is regulations analogous to the Lisbon Recognition Convention.

The University provides a Grade Distribution Table including an ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This is stipulated in a binding document.

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

The students - especially in their theses or course projects - prove their ability to undertake scientific work and the achievement of the study programme's qualification objectives.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.1</b>	Structure and content						
<b>3.1.1*</b>	Structure of the study programme (Asterisk Criterion)			X <sup>45</sup>	Condition <sup>46</sup>		X
<b>3.1.2*</b>	Rationale for degree and programme name (Asterisk Criterion)			X			
<b>3.1.3*</b>	Conceptual coherence of the curriculum (Asterisk Criterion)			X			X
<b>3.1.4*</b>	Study and exam regulations (Asterisk Criterion)			X			
<b>3.1.5*</b>	Examination and final thesis (Asterisk Criterion)			X			X

## 3.2 Intended competences and skills

### Methods and scientific practice

All programmes at DAV incorporate *Research Methodology* courses specifically designed for each major, equipping students with scientific reasoning, research methodology, and essential research skills throughout their studies. Students gain both theoretical insights and practical experience through tasks such as developing research questions, crafting research proposals, and composing term papers. Moreover, additional coursework enhances students' research competence by offering training in critical thinking, academic writing, and the application of analytical tools required for rigorous research.

In addition, the Faculties regularly organise seminars and workshops on research methodology and academic writing to help students develop writing skills, critical thinking, and research skills.

Students have access to required and supplementary reading materials via the traditional library, digital library, and electronic teaching material on the MS Teams platform or the DAV

<sup>45</sup> For the IC programme

<sup>46</sup> For the EL and APS programme.

online learning portal. During examination periods, the library extends its operating hours, including weekends, and additional study rooms are made available to facilitate group and self-study.

**EL:** The programme includes *Research Methodology in Applied Linguistics* (7<sup>th</sup> semester, 4<sup>th</sup> year), which is introduced later than in other programmes to ensure that students first acquire sufficient knowledge before engaging in advanced research content in linguistics. Prior to this, students are trained in scientific and academic writing and analytical thinking through courses such as *Academic Writing Skill* and *Report Writing Skill*. Moreover, students shall develop research competence through courses such as *Discourse Analysis*, *Contrastive Linguistics*, and *Pragmatics*. These courses require students to complete essays, conduct linguistic surveys, and analyse discourse using real data, involving cross-linguistic comparisons between English and Vietnamese.

Contemporary topics such as digital technology, artificial intelligence, global governance and sustainability are incorporated into *English for Specific Purposes* and *Translation Practice* courses.

**IC:** The programme includes *Media Research Methods* (3<sup>rd</sup> semester, 2<sup>nd</sup> year). In addition, courses such as *Writing for International Communication*, *Print and Online Journalism*, *Broadcasting in Digital Era* aim to further enhance students' academic writing, analytical, and presentation skills. Courses such as *Communication Strategic Planning*, *Branding*, *International Media Production*, *International Communication Projects*, and *International Marketing Communication Projects* incorporate applied research and case study analysis. Students are required to develop and implement communication strategies, design campaigns, and present communication plans and evaluation reports. New courses were added, such as *Digital Communication and Artificial Intelligence* as well as *Digital Diplomacy and Artificial Intelligence*.

**APS:** The programme includes *International Relations Research Methodology* (2<sup>nd</sup> semester, 1<sup>st</sup> year). Skill-based courses such as *Critical Thinking*, *Academic Writing*, and *Project Management* play a supporting role in strengthening students' scientific research skills. The course *International Relations Theories* (2<sup>nd</sup> year) provides a theoretical basis and aim to reinforce analytical and scientific reasoning. Courses such as *Analysis of Asia-Pacific Events* and *Project Development*, as well as specialised courses such as *China's/ South Korea's/ Japan's/America's Foreign Relations in Asia-Pacific*, *China's/ South Korea's/ Japan's/America's Foreign Policy*, and *China's/ South Korea's/ Japan's/America's Economy* also require students to conduct research papers, analytical reports, presentations, or simulation projects based on real regional contexts.

Moreover, to strengthen students' research competences and foster a research-oriented learning culture, the DAV implements a range of initiatives at both faculty and institutional levels.

**Seminars and Workshops** are regularly organised to enhance students' skills in research methodology, academic writing, scientific critique, and the application of digital tools and AI in

research. This applies to all three study programmes. Notable examples include *annual workshop Students' scientific research* (English Faculty), *annual series of workshops on research methodologies and skills* (Faculty of International Communication and Culture), *Seminar on the Application of Artificial Intelligence (AI) in Learning and Scientific Research*, the *China Talk 25: Decoding China's AI Development*, and others.

- **Student research clubs** are established to cultivate research interest and skills, including *Galileo*, *DAV English Club*, and *the Communication Research Student Club*.
- **Support and incentive measures:** To encourage research publication, the DAV offers recognition and financial rewards for student papers published in national academic journals, and higher incentives for those publications in internationally indexed journals (ISI–Scopus).
- **Scientific research competitions at faculty, institutional, national, and international levels**

### Integration of theory and practice

Programme learning outcomes (PLOs) explicitly emphasise the ability to apply acquired knowledge in real-world contexts and to demonstrate practical expertise relevant to each study field. General and foundational courses provide theoretical grounding, while specialised professional and skills-based courses focus on practical application through case studies, simulations, and project-based learning. Active learning methods, such as discussions, presentations, role-plays, and seminars, are systematically applied across courses to connect theory with professional practice.

Examples by each programme are the following:

**EL:** *Translation and interpreting* courses employ simulation, case study, and group practice methods to reinforce both theoretical and practical competencies. *English for Specific Purposes (ESP)* courses train students to analyse authentic materials such as news articles, reports, and academic texts, and to present on relevant topics. Courses such as *Research Methodology in Applied Linguistics* and *English Language Teaching Methodology* use project-based learning, requiring students to conduct mini-research projects or design and demo teaching materials.

**IC:** Courses such as *Communication Strategy Planning*, *Introduction to Public Relations*, and *Popular Media Culture* adopt case-based and issue-driven learning, enabling students to analyse communication campaigns, critique media practices, and design audience-focused strategies. In *Introduction to International Communication*, students examine global media flows and cultural dynamics through comparative analysis and intercultural discourse. The course *Communication for Social Development* integrates research-informed teaching and participatory approaches.

**APS:** Courses such as *Introduction to Asia–Pacific Studies*, *Geopolitics of the Asia–Pacific*, *Country Studies*, *Country History and Political Systems*, *Analysis of Asia–Pacific Events*, *International Negotiation*, *Project Development*, and *Intercultural Communication* integrate simulations, group discussions, and case- or project-based learning to cultivate analytical, intercultural, and problem-solving skills applicable in regional and global contexts.

DAV's full-time and visiting lecturers bring significant professional expertise, offering students practical, career-focused knowledge. Several full-time lecturers have served at Vietnam's foreign missions; APS faculty have participated in international negotiations and advised MOFA on foreign policy. EL lecturers assist with translation and interpretation for diplomatic events, while IC lecturers have backgrounds in journalism, media, and event organisation.

As mentioned above<sup>47</sup>, the three study programmes include Career Orientation seminars (2 credits) and a Professional Internship component (3 credits ≈ 5.4 ECTS, 135 hours). The career orientation is jointly implemented by the Office of Student Affairs (OSA) and Faculties through various programmes: seminars with recruiters, career fairs, topic-based professional workshops, field trips, and one on one mentoring projects for graduating students. For the *Professional Internship*, the DAV facilitates internship opportunities at the Institutes and other Units of the DAV, such as Departments of the MOFA, Vietnamese diplomatic missions abroad (on-line internships), foreign embassies in Vietnam, news agencies, media outlets, and various corporations and organisations.

### Interdisciplinary and transdisciplinary thinking

All study programmes include general knowledge courses such as *Marxist-Leninist Philosophy*, *Marxist-Leninist Political Economy*, *Scientific Socialism*, *Ho Chi Minh's Ideology*, and *Introduction to Vietnam's legal system*, which provide students with a broad academic foundation in the social sciences and humanities, and law. The course on *Digital Competence* equips students with essential knowledge and skills to adapt effectively to the digital environment. The IC and APS programmes additionally include courses such as *History of World Civilisation* and *Sociology*, while the EL programme integrates *Psychology*.

In addition, each programme incorporates courses designed with interdisciplinary orientation. Examples include:

- *Intercultural Communication*, which combines linguistics, culture, and communication studies, enabling students to recognise and navigate cultural differences in international contexts.
- *Cultural Diplomacy*, which integrates international relations, foreign policy, culture, and communication.
- *History of International Relations*, which approaches historical developments from both historical and international relations perspectives.
- *English for Specific Purposes (ESP)* courses integrate linguistic training with disciplinary knowledge from fields such as diplomacy, international relations, economics, business, communication.

Furthermore, all study programmes allow students to select elective courses outside their major discipline through the DAV's *Complementary knowledge module* (9 or 15 credits).

Teaching and assessment methods based on Project-Based Learning and Problem-Based Learning (PBL) are applied in many courses such as *International Negotiations*, *International*

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<sup>47</sup> See chapter 3.1.

*Economic Relations, Foreign Policy Analysis, International Trade, International Marketing, Intercultural Communication, Contrastive Linguistics, and International Communication / Marketing Communication Project, especially in the Graduation Thesis.*

In addition, students are encouraged to pursue a *second degree* or take additional courses from other study programmes beyond the required curriculum in order to broaden their knowledge and develop multidimensional thinking. During the period 2020–2025, the number of students enrolling in *second degree* programmes has increased up to 98 students, indicating a growing trend of interdisciplinary learning at the DAV.

The DAV and its faculties organise various interdisciplinary seminars and workshops, which promote the integration of knowledge across fields. Examples include, among others, *Forecasting Trends of Strategic Autonomy in the Asia–Pacific Region Toward 2030* (14 October 2024), *ASEAN–EU Cooperation amid Recent U.S.–China Developments* (7 April 2025); *Translation for External Relations* (12 April 2025); *National Influence Competition in International Media in the Context of Artificial Intelligence* (29 May 2025), and *Strategic Communication on the Expanded Indo-Pacific Region and Implications for Vietnam* (18 June 2025); *Nation Branding from a Diplomatic Perspective* (November 2025); *Computer-aided natural language processing techniques for Chinese diplomatic text analysis* (November 2025).

### International contents

Each programme integrates a variety of courses with international content, reflecting current global trends and issues, and equipping students with the competencies required to work effectively in international contexts.

**Table 5: Selected Courses with Strong International Orientation**

<b>Programmes</b>	<b>Examples of Courses with International Content</b>
English Language	<ul style="list-style-type: none"> <li>- English for Specific Purposes (e.g.: for International Relations)</li> <li>- Translation and Interpreting</li> <li>- Discourse Analysis</li> <li>- Contrastive Linguistics</li> <li>- Language, Culture and Society</li> <li>- Diplomatic Correspondence Writing</li> <li>- Intercultural Communication</li> </ul>
International Communication	<ul style="list-style-type: none"> <li>- History of world civilisation</li> <li>- Introduction to International Communication</li> <li>- Globalisation and Intercultural Communication</li> <li>- Digital Diplomacy Skills</li> <li>- Religions and International Relations</li> <li>- Media Analysis of International Events</li> </ul>
Asia-Pacific Studies	<ul style="list-style-type: none"> <li>- History of world civilisation</li> <li>- Asia-Pacific Security</li> <li>- Analysis of Asia-Pacific Events</li> <li>- Geopolitics of the Asia–Pacific</li> </ul>

- Intercultural Communication
- China's/South Korea's/Japan's/America's Foreign Policies
- China's/South Korea's/Japan's/America's Foreign Relations in Asia-Pacific, Intercultural Communication

In addition, courses such as *Intercultural Communication*, *Cultural Diplomacy*, *International Negotiations*, *Discourse Analysis*, *Translation and Interpreting*, *Globalisation and Intercultural Communication*, and *Foreign Language for Specific Purposes*, etc. place emphasis on multicultural and intercultural dimensions. These courses incorporate practical case studies and simulation activities.

The international dimension is also reflected in the teaching and learning methods. Lecturers regularly employ international case studies and cross-country examples to illustrate theoretical concepts. Methods such as case-based discussion, international conference simulations, moot courts, project-based learning, and seminars with foreign experts are widely implemented. In addition to competitions, students regularly attend international conferences and forums held at the DAV or in Vietnam, such as the *Annual South China Sea International Conference*, the *ASEAN Future Forum (AFF)*, the *Ocean Dialogue*, the *Mekong Dialogue*, the *P4G Vietnam Summit*, the *Hanoi Convention<sup>48</sup> Signing Ceremony*, the *10<sup>th</sup> Biannual Conference 2025: Strengthening the Role of International Law in Asia* which provide interactive platforms for youth participation through discussions and Q&A sessions.

### Professional ethics and societal issues

DAV institutionalised compliance with professional and ethical standards through internal regulations, including:

- *Regulation on Academic Integrity in Education and Research<sup>49</sup>*, which defines prohibited acts of fraud and plagiarism and corresponding penalties.
- *Student Code of Conduct<sup>50</sup>*, which stipulates expectations of attitude, behaviour, and discipline within the academic and social environment; and
- *Regulation on Community Service Hours<sup>51</sup>*, which requires students to complete at least 60 hours of community engagement activities to demonstrate their commitment to social contribution and civic responsibility.

DAV includes PLOs focused on ethics, civic responsibility, and professional accountability in every programme, operationalised through CLOs in each course. All programmes require the course *Introduction to Vietnam's legal system*, giving students a foundation in legal principles to promote respect for the law and civic responsibility. In addition, each programme incorporates contents on professional ethics, societal issues and social responsibility, either directly or indirectly.

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<sup>48</sup> the United Nations Convention against Cybercrime.

<sup>49</sup> Issued under Decision No. 117/QĐ-HVNG dated 2 February 2022 and amended under Decision No. 1390/ QĐ-HVNG dated 15 August 2025.

<sup>50</sup> Issued under Decision No. 544/QĐ-HVNG dated 15 April 2024.

<sup>51</sup> Issued under Decision No. 545/QĐ-HVNG dated 15 April 2024.

**EL:** Courses such as *Discourse Analysis, Pragmatics, and Contrastive Linguistics* help students develop critical thinking, academic integrity, and respect for cultural diversity. Courses in *Translation and Interpreting* and *Translation and Interpreting Practicum* further reinforce key professional ethics, including accuracy, confidentiality, and responsibility in information delivery.

**IC:** The programme covers *Communication Law and Ethics* to provide students with both foundational and practical approaches to ethical topics, including misinformation, confidentiality, privacy, and conflicts of interest. Core courses such as *Introduction to Public Relations, Print and Online Journalism, and Broadcasting in the Digital Era* emphasise ethical standards and the need for communicators to build trust, ensure accuracy, responsibly manage crises, and advocate sustainable values.

**APS:** Courses such as *Country Studies of China, South Korea, Japan, and the United States, Foreign Relations and Foreign Policies* of these countries, and *Intercultural Communication* foster respect for diversity and responsible conduct in multicultural and international environments.

Assessment of ethical competence and responsibility is carried out through embedded course assessments (via CLOs explicitly linked to ethical behaviour, civic responsibility, and professional accountability), together with the *Student Conduct Evaluation Form* completed each semester, which also serves as a basis for awarding merit-based scholarships. Additional mechanisms include students' compliance with community service requirements and continuous monitoring by class supervisors and faculty throughout academic and extracurricular activities.

Ethical competence and responsibility are evaluated through course assessments that directly measure outcomes related to ethical conduct, civic duty, and professional accountability.

## Appraisal:

The panel notes that during their studies students acquire methodological competences and are enabled to do scientific work on the required level. They are also trained to use AI technologies ethically to support their learning and research process and to reflect critically the influence of AI on their studies. The panel welcomes these activities of DAV. Nevertheless, it has the impression that the students of the programmes EL and IC should be even more prepared to do scientific research which also can strengthen their professional skills.

In EL, IC and APS theory and practice are systematically interrelated throughout the curricula, also promoting students' ability to transfer theoretical knowledge to solve problems in practice.

The students acquire interdisciplinary and transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures. The panel welcomes that DAV offers to students a wide range of additional courses and events. Moreover, the intended interdisciplinary and transdisciplinary competences students shall acquire are derived from benchmarking regarding the educational

market. Hence, interdisciplinary and transdisciplinary qualifications are core competences of the qualification objectives and are appropriately taught and trained.

International contents are anchored in the curriculum and in accordance with the qualification objectives to prepare students for working in an international environment.

DAV with the three programmes prepares students for the diplomatic service and for international activities. Against this background the panel evaluates the acquisition of qualifications and skills to strengthen the ability to act in an international and intercultural context as a key focus of the three programmes and as consistently promoted. Students are predominantly educated for international tasks in an international work environment.

Ethical implications, intercultural perspectives and current societal issues are appropriately integrated in the study programme.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.2</b>	Intended competences and skills						
<b>3.2.1*</b>	Methods and scientific practice (Asterisk Criterion)			X			
<b>3.2.2*</b>	Integration of theory and practice (Asterisk Criterion)			X			
<b>3.2.3*</b>	Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)		X				
<b>3.2.4*</b>	International contents (Asterisk Criterion)		X				
<b>3.2.5*</b>	Professional ethics and societal issues (Asterisk Criterion)			X			

### 3.3 Teaching and Learning Methodology

#### Logic and plausibility of the Teaching and Learning Methodology

DAV's teaching and learning methods are designed according to a learner-centred approach, combining lectures, discussions, case studies, and experiential learning activities. When developing course objectives and learning outcomes, the DAV applies *Bloom's Taxonomy* to determine the required cognitive levels, thereby guiding appropriate teaching and assessment methods. Introductory courses in the early stages of the programme focus on lower cognitive skills such as remembering and understanding to establish the foundational knowledge. Courses in the middle and later stages aim toward higher cognitive skills such as applying, analysing, evaluating, and creating.

Lecturers use diverse methods like lectures, group discussions, case studies, simulations, task-based activities, role-plays, projects, seminars, presentations, and debates. These techniques aim to help students gain theoretical knowledge and develop critical thinking, communication, and teamwork skills. Theory connects to practice through professional scenarios, real-life examples, and international case studies.

Assessment methods are designed in alignment with the course objectives and teaching methods, ensuring validity, transparency, and fairness. These include written exams, oral exams, presentations, essays, group/individual assignments, reports, projects, peer assessment, and the graduation theses. Each assessment form corresponds to specific learning outcomes of the course and the programme.

Teaching and learning activities at the DAV are primarily conducted in person. To enhance flexibility and support learning, lecturers also use the MS Teams platform to share materials, assign and collect coursework, facilitate discussions, exchange academic information, and monitor students' progress. In addition, the DAV operates the Anh Quan Academic Management System, which supports both lecturers and students in tracking academic performance and maintaining effective communication.

In addition to formal teaching, DAV reviews curricula and methodologies every 2.5 years. Lecturers are encouraged to participate in annual workshops on teaching methods and digital technology. Student, lecturer, and stakeholder feedback is gathered each semester to continuously improve teaching and ensure programme objectives are met.

Furthermore, the DAV operates an academic advising and class supervising system to support students during their studies. Academic advisors are assigned to provide guidance on study plans, course selection, academic inquiries, and career orientation. Class supervisors monitor students' study progress and assist them with academic and administrative issues.

### Acquisition of future and soft skills

The DAV's study programmes are designed to equip students with essential soft skills and future-ready competencies for employment in an international environment. These skills are explicitly articulated within the PLOs. Depending on the major, there are between four and seven skill-related PLOs, which encompass: (i) Cognitive Skills (critical thinking, analysis, synthesis, research, problem-solving); (ii) Communication Skills (communication, presentation, negotiation, professional conduct); (iii) Collaboration Skills (teamwork, coordination, facilitation); (iv) Organisational and Management Skills; (v) Digital Skills; and (vi) Foreign Language Proficiency. These PLOs were developed with reference to the professional field, including input from employers, experts, alumni, and major recruitment announcements by corporations and organisations.

The following table highlights typical skill-focused course units:

**Table 6: Examples of typical skill-focused courses**

Programme	Course Units	Skills Developed
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<b>EL</b>	Theories of Translation and Interpreting, Translation I, Translation II, Translation III, Research Methodology in Applied Linguistics, English Language Teaching Methodology, Critical Thinking Skill, Academic Writing Skill, Presentation Skill, Negotiation Skill, Leadership and Management Skill, Teamwork skills, Public Relations Skill.	Language Competence & Professional Expertise, Critical Thinking & Research, Communication, Collaboration & Leadership.
<b>IC</b>	Communication Research Methodology, Communication Strategic Planning, Presentation Skill, Master of Ceremonies and international event skills, Writing for International Communication, Language of Journalism and Media, Event Management, Crisis Management.	Critical Thinking, Analysis & Research, Communication & Presentation, Planning and Content Production Skills.
<b>APS</b>	International Relations Research Methodology, Analysing International Events in the Asia-Pacific region, Critical Thinking Skills, Presentation Skill, Intercultural Communication, International Negotiations, Project Development	Critical Thinking, Analysis & Research, Communication & Intercultural Skills, Collaboration, Negotiation & Leadership, Project Management

Furthermore, in the context of digital transformation and international integration, the DAV prioritises the development of essential contemporary skills such as digital competence and innovative critical thinking by replacing the basic *Informatics* course with *Digital Competence* course and increasing the use of project-based and practical problem-solving teaching methods. Foreign language courses also serve to develop soft skills such as academic communication, presentation, debate, and critical analysis in a foreign language.

### Course materials and recommended literature

Each course includes a defined list of learning materials, consisting of the main textbook, required readings, and complementary references. These materials are specified in the course syllabus and introduced to students at the first lesson. Lecturers also provide guidance on how to access, utilise, and engage effectively with the materials.

Learning materials are available in various formats, including printed books, e-books, lecture notes, and scientific articles in both hard and soft copies. Students are instructed on how to access or borrow materials from the DAV Library. Students can read on-site or borrow materials for home use.

The course materials used in the programmes include textbooks, reference books, and monographs published by reputable international publishers (e.g., Oxford, Cambridge,

Routledge, Cengage Learning, Pearson), or by well-established universities, as well as textbooks and lecture notes compiled by DAV faculty members.

Textbooks and learning materials undergo a multi-stage approval process. Faculties submit proposed resources, which the Council of Science and Training (CST) reviews for relevance and compliance. Specialist panels then assess both the outline and full manuscript. After possible pilot teaching and feedback from lecturers and students, the CST gives final approval for official use in the programme.

Learning materials are reviewed and updated when the curriculum is reviewed at least once every 2.5 years to ensure alignment with course content, professional practice, and contemporary academic trends. The updating process is managed by the relevant faculties and conducted whenever there are changes in course content or recommendations from lecturers, students, or experts. Additionally, student feedback is collected each semester on the adequacy and relevance of the materials; the results are analysed and reported to the DAV's Academic and Training Council for decisions regarding revision or replacement. The updating process is the responsibility of the Faculties and is monitored by the OTQA.

### Extracurricular events

The DAV offers a wide variety of extracurricular events that play an integral role in student learning, personal growth, and career readiness. They are systematically planned, following an internal procedure that ensures coordination across all Faculties and relevant Units and alignment with institutional priorities. The primary units responsible for extracurricular activities at the DAV are the Office of Student Affairs (OSA) and the Office of Undergraduate Academic Affairs (OUAA), both under the Department of Education and Training. These units work closely with the Faculties and the two official student organisations (the *Ho Chi Minh Communist Youth Union* and the *DAV Students' Association*) to coordinate and implement extracurricular initiatives.

Also, student clubs under the Students' Association also play a key role in this regard. Notably, the number of student clubs has rapidly increased from 22 in 2020 to 34 at present. These clubs actively design and implement their own initiatives with the DAV's support.

Each year, a comprehensive extracurricular activity plan is created with input from all stakeholders. Faculties and student clubs submit proposals, which are reviewed by the OSA and Office of Administration and Finance for alignment with DAV priorities and budget. The Board of Directors then approves the final plan for implementation.

From 2021 to 2025 (excluding the period affected by the COVID-19 pandemic), the DAV has organised an average of 35 to 45 major extracurricular events each year, with both the scale and diversity of activities expanding annually. Large-scale events such as the New Student Welcome Day and the DAV Clubs Festival attracted approximately 300 - 400 participants in 2020, rising to nearly 1,500 participants in 2024.

Guest speakers cover a broad range of topics that are regularly updated, from general knowledge and critical thinking to digital skills and global readiness<sup>52</sup>.

## Appraisal:

The teaching and learning methodology of the three study programmes is plausible and oriented towards the qualification objectives. It allows for application of varied teaching and learning methods, including AI. Students are encouraged to take an active role in creating the learning process. The teaching and learning methods are described for each course in the course descriptions. The HEI has installed a digital platform, like a Learning Management System, as a practical tool that facilitates the delivery of the programme.

The teaching and learning methodology is regularly and pro-actively reviewed for its adequacy and up-to-datedness. The applied methodology contributes to the continuous advancement and quality assurance of teaching and learning.

The students acquire future skills that are currently in demand on the labour market and are expected to be in even greater demand in the future. Students are trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level. This is supported by means of suitable teaching and learning methods. The study programme offers internships or practical work experiences.

The accompanying course materials including literature recommendations are aligned with the intended learning outcomes. They correspond to the required qualification level reflecting the research and trends in the areas of programme study. The course materials are compatible with techniques of digital education, and access is barrier-free. They support the learning process according to students' needs and motivate students to engage in further independent studies.

The Course materials are generally up to date. But in some cases, the panel noted that recommended books mentioned in the syllabi of the EL programme were not up to date (see also above Appraisal of chapter 3.1 ). Therefore, the panel recommends DAV updating the list of recommended reading in the EL programme syllabi.

To widen the students' general knowledge, competences and skills, the HEI systematically offers a variety of extracurricular events and lectures, that contribute to the students' qualification process, by e.g.: inviting external lecturers with their special experience, either from professional practice or scientific work, or for example, from culture and politics (on-campus or on-line).

In addition, the HEI offers students professional services (for the development of e.g.: digital literacy skills, future skills and other skills required in a digitalised world) promoting students' professional skills.

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<sup>52</sup> See also below chapter 3.4

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.3</b>	Teaching and Learning Methodology						
<b>3.3.1*</b>	Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)		X				
<b>3.3.2</b>	Acquisition of future and soft skills			X			
<b>3.3.3*</b>	Course materials and recommended literature (Asterisk Criterion)			X			X
<b>3.3.4</b>	Extracurricular events		X				

### 3.4 International environment and mobility opportunities

#### Foreign language contents

In the EL programme, foreign language training is embedded directly within the major. In addition to core and specialised English courses, students take advanced English skills courses that strengthen their linguistic, academic, and professional competences, including advanced academic writing, critical reading, public speaking, translation and interpreting, professional development, and leadership and management. Furthermore, the EL programme requires all students to study a compulsory second foreign language (L2) with 9 credits.

The programmes of IC and APS are designed with 24 compulsory foreign language credits, covering courses from foundational to specialised levels. Depending on their entry-level proficiency (determined through language certificates or placement tests), students enrol in English, French, Chinese, Korean, or Japanese courses at one of three levels: *elementary, intermediate, or advanced*.

In addition to foreign language courses, the DAV offers a number of specialised courses delivered in foreign languages (mainly English).

According to each language's specific structure, advanced-level students may either begin with the highest *General foreign language course* or take *Foreign language for specific purposes 1* in their first semester. Students who enter with an intermediate or higher level in their first foreign language (L1) may choose to study two foreign languages with 15 credits in L1 and 9 credits in the second foreign language (L2). Students beginning L1 from the elementary level must complete all 24 credits in that language. The available options for L2 include English, French, Chinese, Korean, Japanese, German, and Spanish.

The assessment of students' foreign language proficiency is conducted regularly. This includes placement tests upon entry, as well as continuous, mid-term, and final assessments for each language course. Students must achieve a minimum passing score of 4/10 in each course. For specialised courses taught in a foreign language, all assessments are conducted in that

language. Assessment formats include multiple-choice tests, written examinations, oral examinations, presentations, and essays.

The DAV's general foreign language learning outcome standards are set as follows:

- **English Language Programme:** IELTS 7.0 or equivalent (C1 on CEFR scale);
- **Other Programmes:** IELTS 6.0 or equivalent (to be raised to IELTS 6.5 from the 2025–2026 academic year) (IELTS 6.5 is equivalent to B2 or C1);
- **Other Languages:** French DELF B2 or equivalent; Chinese HSK4; Japanese JLPT N3; Korean TOPIK 3.

In addition, students must successfully complete *Foreign Language for Specific Purposes III* for all other programmes, except EL Programme, which requires students to achieve an advanced level of competence.

To support students in achieving the foreign language learning outcomes, the DAV organises a variety of extracurricular activities to enhance practice and application. These include language clubs (English, French, Chinese, Korean, Japanese), academic seminars and workshops in foreign languages, and competitions such as public speaking, debating contests. Students who experience difficulties in foreign language acquisition receive additional support through supplementary language classes or peer tutoring. As a result, the percentage of students meeting the foreign language learning outcome requirements at the first graduation session (held annually in July) has steadily improved over recent years.

Particularly, over the past five years, DAV students have achieved outstanding results in national foreign language competitions in English, Chinese, Japanese, French, and Korean, among others a top distinction (2022) and a second prize (2023) in the *National English Olympiad*; a first prize (2025) in the *Cultural Insight – Calliope's Voice Contest*; consecutive second prizes (2022–2025) in the *National Chinese Speaking Contest*; second prizes and consolation prizes (2022–2025) in the *Chinese Bridge Competition*.

### International mobility of students and teaching staff

The DAV implements multiple forms of student exchanges, including semester-long exchanges, short-term programmes, and international internships. On average, each year the DAV sends out 15 to 30 students to participate in exchange activities with partner institutions, primarily in South Korea, Japan, Thailand, Australia, New Zealand. In addition to these organised exchange activities, many students independently seek out and participate in international exchange opportunities on their own initiative.

In addition to sending students to partner institutions, the DAV annually hosts international student groups for short-term (one- to two-week) or long-term (one- or two-semester) study programmes. During this period, international students participate in academic activities, scholarly exchanges, and cultural exchange activities with the DAV's Faculty, researchers, and students.

**Table 7: International student groups visiting the DAV in exchange programmes**

Year	Sending Institution	Number of Students Received
2023	Baruch College (USA)	7
2024	Flinders University (Australia)	10

	Sungshin Women's University (South Korea)	10
	MGIMO (Russia)	1
2025	Baruch College (USA)	8
	Sungshin Women's University (South Korea)	10
	Sciences Po Paris (France)	01
	Flinders University (Australia)	11
	Utah Valley (USA)	22
	Matsushita Institute (Japan)	16

The DAV actively promotes faculty exchange activities as a means of enhancing the quality of teaching and research. Faculty members are encouraged to participate in long-term programmes such as master's or doctoral studies abroad, as well as in short-term training courses aimed at updating their professional knowledge and adopting modern teaching methodologies.

**Table 8: Participation of DAV Teaching Staff in Short-term and Long-term Training Programmes abroad**

Countries	2022		2023		2024		2025	
	Long-term (PhD)	Short-term	Long-term (PhD)	Short-term	Long-term (PhD)	Short-term	Long-term (PhD)	Short-term
United States		2		2				1
Russia	1				1	1		
France	1			1	1			1
China	1		1		1	1	1	1
United Kingdom			1					
Canada			1					
Japan			1					
Australia				7	2	8		13
Germany		1				5		1
Hungary	1							
South Korea						2		2
ASEAN countries				1		3		5
Others		1		3		3		12

## International composition of students and teaching staff

At present, the DAV's programmes in EL, IC, and APS have not yet enrolled international students. Nevertheless, DAV is fully committed to facilitating the integration and success of international learners. To help them overcome language barriers and adapt to the academic environment, the DAV provides supplementary language and foundation courses, academic orientation programmes, and a range of extracurricular activities. Furthermore, the DAV offers dedicated support with administrative procedures, visa applications, and the arrangement of stable on-campus accommodation.

To attract international students from other countries, the DAV is implementing several targeted measures. Firstly, the DAV is strengthening the promotion of its academic programmes abroad through partner universities, diplomatic missions, and international educational organisations. Secondly, the DAV has been promoting the delivery of selected courses in English, particularly specialised courses and those focusing on Vietnam, as part of its efforts to gradually develop fully English-taught programmes aligned with international teaching standards. This approach not only enhances the DAV's attractiveness to international students but also reinforces its integration into the global academic community.

Regarding international teaching staff, the DAV proactively attracts participation from international lecturers and researchers through various flexible arrangements, including short-term activities such as workshops, academic roundtables, and long-term teaching programmes spanning a semester or academic year. However, the number of international visiting lecturers working full-time at the DAV remains limited due to administrative procedures, residency duration, and remuneration issues. The DAV is gradually improving mechanisms to enhance the internationalisation of its teaching staff.

The DAV also supports teaching staff participation in international academic activities by assisting with administrative procedures and covering part or all the expenses for attending international conferences and workshops. In addition, the DAV implements a publication incentive policy, offering substantial rewards for international publications, particularly those in ISI and Scopus-indexed journals, to encourage high-quality research output. Faculty members are encouraged and facilitated to engage in projects and professional international networks, such as ASEAN–Institutes of Security and International Studies, the Council for Security Cooperation in the Asia-Pacific (CSCAP), the Network of ASEAN–China Think Tanks (NACT), and others.

In addition, the DAV hosts high-level leaders from international organisations and foreign countries, including *the UN Secretary-General, the Prime Minister of the Netherlands, the President of Bulgaria, the Minister of Foreign Affairs of South Korea, the Minister of Foreign Affairs of India, the former Prime Minister of the UK, The President of the Senate of the Czech Republic, The Minister of Foreign Affairs of Palestine* etc. It has also invited numerous scholars and experts from prestigious universities such as the University of Queensland (Australia), Victoria University of Wellington (New Zealand), Waseda University (Japan), Monash University, Macquarie University, and Flinders University (Australia), Sciences Po Paris (France).

Most faculty members have received academic training at international HEIs, are proficient in foreign languages, and have served in a variety of positions within Vietnam's diplomatic missions abroad, or have gained professional experience in international organisations, foreign academic institutions, or multinational enterprises. Notably, the DAV also engages visiting lecturers, including career diplomats directly involved in the formulation and implementation of national foreign policy.

To enhance the international dimension of its academic staff, the DAV has implemented specific policies to encourage and prioritise the advancement of academic qualifications at reputable foreign HEIs. The DAV also gives preference to candidates with international experience through training, teaching, research, or professional practice within global academic and professional environments. In addition, the DAV places particular emphasis on developing faculty members' capacity for international integration through participation in short-term training courses, international academic workshops, and professional exchange programmes at foreign educational institutions.

## Appraisal:

Students benefit from courses conducted in foreign languages, from foreign language courses and from course materials and literature in foreign languages.

As far as the EL programme is concerned, courses conducted in English foreign language, the offer of foreign language courses and the provision of course materials and literature in a foreign language predominate.

The HEI implements targeted measures to enhance international student exchange and mobility, fostering students' intercultural skills.

Additionally, the HEI actively supports academic mobility for teaching staff, facilitating their participation in international conferences, teaching assignments, and research projects - both individual and collaborative. It also encourages the publication of work at an international level. All measures are strategically designed to achieve specific goals.

The international composition of the student body (consisting of incoming and outgoing students) corresponds to the study programme's concept.

The international composition of the teaching staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) corresponds to the study programme's concept.

The panel appreciates that DAV actively tries to win students and faculty from abroad, although several teaching staff members have gained international experience. Nevertheless, the panel encourages DAV to intensify these activities in order to more internationalise the study programmes.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>3.4</b>	International environment and mobility opportunities						
<b>3.4.1</b>	Foreign language contents		X (EL)	X (IC, APS)			
<b>3.4.2</b>	International mobility of students and teaching staff			X			
<b>3.4.3</b>	International composition of students and teaching staff			X			

## 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1 Teaching staff

#### Structure and quantity of teaching staff

	EL	IC	APS
Full-time teaching staff	92	69	59
Part-time teaching staff incl. visiting/adjunct lecturers	29	43	32
<b>Total number of teaching staff</b>	<b>121</b>	<b>112</b>	<b>91</b>
<b>Among them:</b>			
Teaching staff with professional experience	80	77	47
Teaching staff with international experience	62	58	47
PhD holders	56	62	65
Master degree holders	65	50	26
Number of professors	1	2	3
<i>Average teaching load in hours of professors</i>			
Number of associate professors	9	8	9
<i>Average teaching load in hours of associate professors</i>			
Number of assistant professors			
<i>Average teaching load in hours of assistant professors</i>			
Number of senior lecturers	100	56	57

<i>Average teaching load in hours of senior lecturers</i>			
Number of lecturers	21	56	2
<i>Average teaching load in hours of lecturers</i>			
Guest lecturers	4	26	17

The DAV currently employs 238 full-time lecturers holding at least a Master's degree, all of whom graduated from reputable higher education institutions in Vietnam and abroad. The teaching staff represent a combination of highly experienced lecturers with extensive practical knowledge and a younger generation of well-trained lecturers capable of quickly adopting modern teaching methodologies.

Full-time lecturers come from various faculties and units, including the Department of Education and Training, the Institute for Foreign Policy and Strategic Studies, the East Sea Institute, and the Foreign Service Training Centre. Due to the interdisciplinary nature of the programmes, many lecturers teach across multiple areas. Foreign language instructors usually handle courses in several programmes, while Political Theory lecturers teach in all programmes.

The part-time teaching staff consist of around 150 experienced lecturers, researchers from universities and institutes, reputable diplomats, experts, and business leaders in relevant disciplines. Their participation enriches the programmes by providing practical insights and diverse professional experience.

Full-time lecturers are responsible for approximately 70% of the total teaching workload across all programmes. They are primarily in charge of academic management, course design, teaching delivery, assessment and quality assurance. Teaching assignments are based on the academic plan, lecturers' expertise and professional experience. In general, full-time lecturers are in charge of the compulsory courses including general professional knowledge, foundational professional knowledge, and specialised professional knowledge.

Part-time lecturers mainly teach general knowledge courses, elective specialised professional courses, professional skills, or career-oriented courses, under the coordination and supervision of the class supervisors. While part-time lecturers are primarily engaged in teaching activities without research or administrative obligations, full-time lecturers are responsible for teaching, research, and administrative duties in accordance with the DAV's Regulations on Standards, Responsibilities, Workload, and Policies for Academic Staff<sup>53</sup>.

Administrative duties of lecturers may include supervising class or cohort, coordinating with relevant offices in setting study and examination schedules, giving academic advice, organising academic conferences and workshops, undertaking community service activities, and performing other administrative tasks.

The DAV ensures gender equality in the recruitment and employment of lecturers. All decisions are based on academic competence and professional integrity regardless of gender.

Given the nature of the social sciences and humanities disciplines, the proportion of female lecturers in the DAV's Faculties is higher than that of male lecturers. This reflects the general

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<sup>53</sup> Issued under Decision No. 1306/QĐ-HVNG dated 8 August 2023.

trend in these fields rather than a gender imbalance. The DAV provides lecturers with equal opportunities in professional development, promotion, and participation in management positions, and actively encourages gender diversity within the teaching staff to maintain a dynamic and inclusive academic environment.

**Table 9: Gender distribution of lecturers**

Programme	Male (%)	Female (%)
EL	33.9%	66.1%
IC	36.6%	63.4%
APS	33,0%	67.0%

### Academic and comprehensive qualification of teaching staff

The DAV possesses a highly qualified teaching staff (with Master’s degree or higher<sup>54</sup>) receiving training at reputable higher education institutions both domestically and internationally. The number and qualifications of lecturers are sufficient to ensure the effective delivery of all programmes.

The teaching staff’s academic expertise is aligned with the DAV’s respective programmes:

**EL:** Approximately 80% of lecturers hold postgraduate degrees in *English language teaching, Linguistics, Translation and Interpretation*, or related fields. Many also hold a Bachelor’s degree in *International Relations, International Economics, or International Studies*. Lecturers with postgraduate degrees in other disciplines (e.g., *International Relations, International Law, International Economics, International Communication*) have obtained complementary certificates such as TESOL, teaching methodology, or professional qualifications, to meet the DAV’s academic requirements of teaching English for Specific Purposes courses.

**IC:** Lecturers hold a Master and Doctoral degree in *Communication Studies, Marketing, Journalism, and Cultural Studies* from reputable universities in Vietnam and abroad. They also bring extensive practical experience in communication and media. Their strong academic background and professional expertise in communication and media help the programme achieve its objectives of equipping students with both theoretical and practical knowledge in international and marketing communication, as well as the ability to communicate and work effectively in multilingual and multicultural environments.

**APS:** The teaching staff have been professionally trained both domestically and internationally, with diverse expertise in *International Relations, World History, Political Science, Oriental Studies, Korean Studies, Japanese Studies, Chinese Studies, Applied Linguistics, Chinese Language, Korean Language, Japanese Language*, etc. This diversity of specialisations allows lecturers to effectively deliver courses on history, politics, economy, culture, and languages in the respective specialisation.

In addition to lecturers of Faculties, the DAV possesses a team of lecturers responsible for general knowledge courses, including *Political Theory, Digital Competence, and Foreign*

<sup>54</sup> In accordance with the requirements of the *Law on Higher Education* No. 34/2018/QH14 dated 19 November 2018.

*Languages*. These lecturers have appropriate academic and professional qualifications in line with their teaching assignments.

### Pedagogical qualification of teaching staff

The DAV has established clear requirements regarding pedagogical competence as part of its lecturer recruitment standards. Candidates must hold at least a Master degree in a relevant discipline and possess professional pedagogical education evidenced by a certificate of pedagogical competence or a certificate of university lectureship or demonstrating equivalent teaching experience at the higher education level.

During the recruitment process, all candidates are required to conduct a teaching demonstration to assess their pedagogical competence. Upon completion of a one-year probationary period, newly recruited lecturers must undergo a second teaching assessment, during which they must demonstrate effective pedagogical skills, classroom management, and application of teaching methodologies.

DAV regularly nominates lecturers for professional development in pedagogy, higher education teaching, and workshops on methodology, technology integration, assessment, and research. These activities aim to keep staff current with modern teaching approaches and programme goals. Notably, two DAV lecturer cohorts completed the *Specialist Certificate in University Teaching* from the University of Melbourne in 2024 and 2025.

The DAV also actively organises major academic seminars with an aim to promote professional exchange and update teaching innovations. One prominent example is the national seminar “*Challenges, Opportunities, and Trends in English Language Teaching and Learning in Vietnam*”, jointly organised by the DAV, the National Foreign Languages Project Management Board, the U.S. Embassy in Vietnam (RELO Office), and the Vietnam TESOL Association on 30–31 March 2022, with the participation of nearly 200 delegates from higher education institutions nationwide. The Faculty of International Communication and Culture has also taken the lead in pedagogical innovation through its focus on integrating artificial intelligence into teaching and assessment. Two internal workshops on AI-enhanced pedagogy were organised on the Faculty’s initiative in April 2024 and April 2025, helping strengthen lecturers’ digital pedagogical skills and informing subsequent updates to course syllabi and teaching materials. In addition, the Department of Education and Training, in collaboration with the Office of Personnel Affairs, periodically organises in-house training courses on pedagogical and research skills for both full-time and part-time lecturers, in which participation is compulsory for newly recruited lecturers.

**Table 10: Statistics on Participation in in-house pedagogical training**

Academic year	Training activity	Number of participants
2021-2022	Training on assessment methods	70
2022-2023	In-house training on pedagogy, teaching, and research skills	80
2023-2024	In-house training on pedagogy, teaching, and research skills	90
2024-2025	Summer 2025 training programme for lecturers	95

All DAV Faculties regularly organise professional development initiatives aimed at improving lecturers' teaching skills. They hold seminars and workshops to exchange practical experience, offer advice on creating e-learning resources, introduce ways to use artificial intelligence in teaching, and support research activities. Regular peer observation sessions further encourage lecturers to share insights and work together to solve teaching challenges.

In its digital transformation efforts, DAV focuses on building lecturers' skills in using technology for teaching. Recent internal training has covered topics like “Digital technology in higher education”, “Effective E-Learning materials design”, and “AI integration in teaching and assessment”. These initiatives aim to help lecturers stay current with pedagogical trends and strengthen their digital competence.

### Professional experience of teaching staff

The teaching staff of DAV possess extensive practical experience across multiple programmes directly related to the DAV’s disciplines of EL, IC and APS. This strong professional background enables lecturers to integrate theoretical knowledge and practice effectively in their teaching.

**EL:** Many lecturers possess practical experience in translation and interpretation, including simultaneous and consecutive interpreting for international events hosted by Vietnam (such as the *ASEAN Future Forum*) and official working visits of Vietnamese and foreign leaders. In addition, several lecturers have engaged in book translation projects for the *Su That National Political Publishing House*.

**IC:** Lecturers in International Communication bring substantial experience from previous positions in technology and media corporations, national television broadcasters, international advertising agencies, and international organisations, where they have served in roles such as news anchors, producers, public relations officers, brand consultants, and international cooperation specialists. This real-world experience is actively integrated into teaching through case studies and applied projects in areas such as *Print and online Journalism, Broadcasting in Digital era, Communication Strategic Planning, Branding, Crisis Management, and Digital Media*, etc.

**APS:** Lecturers offer professional experience in diplomatic service, including roles as ambassadors or members of international negotiation delegations. Many have also contributed to linguistic and cultural cooperation projects. Their practical experience is integrated into the courses such as *Asia–Pacific Security, International Negotiation, Country Studies, and Intercultural Communication*.

**Table 11: Proportion of lecturers with professional and international experience**

Programmes	Lecturers with Professional Experience (%)	Lecturers with International Experience (%)
EL	66.7	52.0
IC	70.6	53.8
APS	50.4	50.4

Lecturers' practical experience is reflected not only in their teaching activities but also in the design and revision of the curricula and course content. They significantly contributed to the DAV's continuous improvement of its study programmes, ensuring their practical relevance and alignment with the demands of the international labour market.

### Internal cooperation

Faculties hold regular meetings, either weekly or monthly, depending on the regulations of each Faculty. These meetings may occur: i) at the Faculty level (including all faculty members) to discuss general issues such as curriculum design, teaching methodologies, sharing of experience, and training management; ii) at the subject team level to discuss subject-specific issues such as course content, learning materials, assessment methods, and students' learning progress. The Programme Manager, assisted by the Programme Administrative Assistant, maintains close coordination with lecturers through Faculty meetings, regular briefings, timely sharing of curricular updates, and continuous support for teaching and assessment.

A faculty member is assigned as the class supervisor, responsible for providing all necessary course materials to the lecturers, and organising meetings to ensure consistency in teaching, prevent content overlap, and guarantee the coherence and flow among class sessions.

Faculty members also collaborate closely in the curriculum development and review. Lecturers are required to contribute opinions on proposals for establishing new programmes or for reviewing and updating existing programmes. Especially when major changes occur, meetings at the Faculty and inter-Faculty level are organised to systematically allocate course learning outcomes, clearly define the role of each unit, and ensure logical sequencing and coherence throughout the entire programme.

Team teaching or co-teaching is implemented across faculties in two forms: i) a course is divided into several topics/content sections, with each lecturer responsible for one or more sections; or ii) the course is offered to multiple class groups, and each lecturer is assigned to teach one or more of these groups. In both cases, the full-time and visiting co-lecturers maintain regular contact to agree on a common approach, content, and teaching methodology.

In scientific research activities, members from different Faculties frequently collaborate to compile textbooks, reference materials, monographs, and carry out research projects at various levels (Institution, Ministry, and State).

Researchers from different Faculties often work together to produce textbooks, reference books, monographs, and to conduct research projects at institutional, ministerial, and state levels. These achievements are mainly collaborative efforts, highlighting a strong culture of teamwork both within single Faculties, between different Faculties, and in partnership with Research Institutes throughout the DAV.

### Student support by the teaching staff

The DAV regards student support services as an essential component of its training activities, aimed at ensuring that learners receive sufficient academic, psychological, and career mentorship throughout their studies.

Both full-time and visiting lecturers are tasked with providing comprehensive support to students throughout their courses. This includes promptly responding to inquiries, recommending effective learning strategies, delivering detailed feedback on assignments, and advising on ways to enhance personal competencies. The methods of support are determined by the lecturers and clearly communicated to students at the beginning of each semester. Support may be provided through direct meetings during office hours, scheduled individual appointments, or via online communication.

The system of academic advisors (AA) is uniformly organised across all Faculties. Each class is assigned a dedicated faculty member who provides continuous guidance throughout the course of study. Furthermore, each course or group of courses has a specialised AA. These AAs are responsible for advising students on their study pathways, specialised track orientation, monitoring academic performance, and helping students address personal or academic issues.

In scientific research activities, faculty members mentor students in completing graduation theses, conducting scientific research projects within the scope of the courses they teach, and participating in academic clubs, competitions, and scientific seminars. The mechanism for assigning and selecting supervising lecturers is implemented transparently, based on lecturers' professional expertise and students' aspiration. Research outcomes published in specialised journals or conference proceedings under joint authorship are counted toward the faculty members' research quota, thereby encouraging lecturers to be more proactive in supporting and mentoring students in research.

DAV upholds a support policy for students with special needs, including international students, ethnic minorities, those experiencing financial hardship, or students with limited academic abilities. Throughout each semester, the DAV organises supplementary classes to enhance knowledge and language skills for Laotian students, as well as foreign language courses in English, Korean, and Japanese for students who struggle with language proficiency and meeting required learning outcomes. Ethnic minority students receive attention from their faculties to help them fully engage with the learning environment. Between 2022 and 2025, the DAV identified five students with disabilities and ensured they received appropriate academic and assessment support, promoting fair access to education.

## Appraisal:

The structure and number of teaching staff in the study programme ensure the achievement of the intended qualification objectives. The HEI has a policy for a balanced gender-ratio of teaching staff.

The academic qualification of the teaching staff in the study programme corresponds to the qualification objectives of the study programme. The HEI verifies the qualifications of the teaching staff by means of an established procedure. Specific measures for further academic qualification and comprehensive qualification (e.g.: training on inclusion and equity) of the teaching staff are implemented. Academic qualifications are demonstrated by regular scientific publications.

DAV periodically organises and promotes pedagogical in-house training as well as seminars and workshops for their teaching staff. Pedagogical qualifications of the teaching staff are an important requirement as part of lecturer recruitment procedures. Therefore, the pedagogical qualification of the teaching staff corresponds to the qualification objectives of the study programme. Specific measures for further qualification of the teaching staff are implemented, including appropriate qualification regarding online teaching and learning elements.

The teaching staff members have above-average professional experience that corresponds to the qualification objectives of the study programmes. The teaching staff include their experience and practical examples in their teaching with a substantial impact on students' employability. Lecturers with extensive industry backgrounds provide students with practical insights, industry connections, and hands-on case studies, equipping them with the skills and knowledge needed to secure competitive positions in the job market.

There is a regular process for internal cooperation between teaching staff of the study programme, the programme management as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives. Cooperation also takes place in form of joint teaching activities, joint research projects and regular exchange opportunities.

Student support is offered on a regular basis and serves to help students to study successfully. The teaching staff take appropriate time to answer their inquiries and provide regular office hours for consultation.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.1</b>	Teaching staff						
<b>4.1.1*</b>	Structure and quantity of teaching staff (Asterisk Criterion)			X			
<b>4.1.2*</b>	Academic and comprehensive qualification of teaching staff (Asterisk Criterion)			X			
<b>4.1.3*</b>	Pedagogical qualification of teaching staff (Asterisk Criterion)			X			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.1.4	Professional experience of teaching staff		X				
4.1.5*	Internal cooperation (Asterisk Criterion)			X			
4.1.6*	Student support by the teaching staff (Asterisk Criterion)			X			

## 4.2 Programme management and administrative support

### Programme management

Each of the three study programmes EL, IC, and APS has one primary manager (the Dean or Vice Dean) and one assistant in charge of administrative and academic support. Each Faculty is responsible for overseeing the programme within its disciplinary area.

**Table 12: Assignment of Responsibilities for Programme Management**

Faculty	Programme
English Faculty	EL
Faculty of International Communication and Culture	IC
Faculty of International Politics and Diplomacy	APS

The programme manager is responsible for:

- Leading the development and review of the curriculum to ensure that its content is complete, regularly updated, and aligned with the intended learning outcomes, professional requirements, and international trends.
- Assigning and supervising teaching staff, including managing the teaching team, approving teaching plans, organising academic meetings, and providing professional development training.
- Monitoring teaching and learning activities, including planning semester, collecting student feedback, and collaborating with the OTQA to design and implement improvements to the curriculum, teaching methods, and assessment practices to ensure programme relevance and quality enhancement.
- Promoting cooperation with partners from domestic and international education institutions, various stakeholders to organise academic workshops, internship and career orientation programmes, and experiential learning activities for students and lecturers.

In addition, the programme manager serves as a key contact point for students when necessary, including matters such as grade reviews or appeals for midterm assessments, programme-related queries, or requests for support from the Faculty. Although the programme manager does not work with students on a daily basis, they meet each student cohort at least

once per semester to provide programme updates, clarify academic requirements, and address general programme-level issues. Students may also request a meeting with the Programme Manager in urgent or exceptional cases. The programme manager also directs the programme administrative assistant, class supervisors, and academic advisors in providing academic guidance, addressing enquiries related to programme requirements, collecting student feedback, and coordinating with relevant units to resolve issues and support students' learning progress.

### Administrative support

At the institutional (DAV) level, specific offices are responsible for providing administrative and academic support within their respective functions:

- **OCAA**<sup>55</sup> supports students in course registration, class scheduling, academic record verification, academic advising, and the provision of information related to the curriculum and training policies. It assists teaching staff in course planning, classroom allocation, workload verification, payment procedures, and updating new training regulations and policies.
- **OSA**<sup>56</sup>: manages student records, scholarships, and financial aid programmes, provides psychological and career counselling, organises civic education and extracurricular activities, and assists both Vietnamese and international students with administrative procedures. It also supports academic staff in class supervising roles, monitoring students' conduct and discipline, providing student data for teaching and advising purposes, and handling cases of academic misconduct or students requiring specialised psychological support.
- **OTQA**<sup>57</sup>: collects feedback from students and lecturers to improve training processes and ensure fairness and transparency in student assessment. It assists lecturers in curriculum design, examination development, and test-bank construction by providing templates, procedural guidance, and examples of good practice. The Office also supports lecturers in dealing with special cases (e.g., exam regulation violations, grade appeals) and provides consultancy on quality assurance and accreditation processes.
- **Office of Administration and Finance**: handles issues related to facilities, classrooms, teaching equipment, and financial procedures, including payments associated with teaching and learning activities.
- **Office of Information Technology**: operates the DAV's digital infrastructure, online learning systems, internal email network, and provides technical support for teaching and learning activities.
- **Office of International Cooperation**: provides administrative support for international students and lecturers, coordinates exchange programmes, and assists in visa applications for outbound students and staff on exchanges or official missions.

The DAV implements special support policies for students with disabilities, students from disadvantaged backgrounds, and international students. The OSA monitors and provides these students with academic, financial, accommodation, and mental health support services.

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<sup>55</sup> Office of Undergraduate Academic Affairs

<sup>56</sup> Office of Student Affairs

<sup>57</sup> Office of Testing and Quality Assurance

Students receive the contact information of relevant offices during Orientation and Citizenship Education Week for new students, through the Student Handbook, and via the official DAV website<sup>58</sup>. Lecturers are informed of support contacts through internal databases, official announcements during meetings, and communication from administrative assistants. Each office maintains an official email address and assigns designated staff to receive and respond to inquiries from both students and lecturers.

At Faculty level, academic assistants and administrative staff serve as the primary liaison between students, lecturers, and Offices. Their responsibilities include:

- Communicating and updating class and examination schedules; facilitating schedule adjustments; and ensuring the timely progress of study plans.
- Handling academic-related matters such as exam postponement requests, class transfers, and student feedback on course quality.
- Assisting lecturers with internship approval procedures, organising career-oriented and soft-skills training activities, and coordinating student career seminars.
- Supporting Offices (OUAA and OSA) in advising specific student groups (e.g., international, ethnic minority, disabled, or disadvantaged students) and assisting with financial-aid applications, academic support, dormitory arrangements, and cultural exchange activities.
- Collaborating with academic advisors or class supervisors to organise regular class meetings, provide individual counselling, and guide students on academic and career matters.

In line with the national digital transformation trend, the DAV has implemented online administrative services through a “one-stop” and remote-service model, reducing the need for repeated in-person visits. Students can request academic certifications, track application progress, and receive results via the online portal.

Lecturers can perform professional tasks such as rescheduling classes, registering make-up sessions, declaring teaching workloads, and entering grades on the Lecturer Portal (<https://giangvien.dav.edu.vn>)<sup>59</sup> and the internal management system (<https://xspace.base.vn/>).

The DAV is currently transitioning to a new academic management platform (expected to be fully operational by the first quarter of 2026) designed to enhance access to advisory services, optimise students’ individual learning pathways, and synchronise lecturers’ academic tasks.

### **Online Learning and Technical Support**

The DAV is developing its online learning platform<sup>60</sup> to support online and blended-learning modalities, allowing unlimited access to course materials and lecture recordings. The system is continuously maintained by technical staff to ensure stability and timely user support.

### **Professional Development for Administrative Staff**

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<sup>58</sup> See <https://dav.edu.vn> (last seen on February 5, 2026).

<sup>59</sup> In Vietnamese only (last seen on February 5, 2026).

<sup>60</sup> See <https://hocructuyen.dav.edu.vn> (last seen on February 5, 2026).

The DAV facilitates professional development opportunities for administrative personnel, including training in administrative skills, information technology, foreign languages, and service quality within an internationalised educational environment.

### Monitoring and Evaluation

Administrative support services are periodically reviewed and evaluated through annual student surveys and lecturer feedback collected during meetings (at least twice per semester). Survey results indicate that most students expressed satisfaction with the responsiveness, timeliness, and professionalism of the Offices.

**Table 13: Student Feedback on Administrative Support Services**

Survey Item	2022 (n = 362)	2023 (n = 390)	2024 (n = 522)	2025 (n = 1260)
Students receive effective advice and support in course registration and academic matters (retakes, grade improvement, graduation review, re-evaluation, etc.), and are clearly informed about programme structure and study plans	N/A	N/A	N/A	88.73%
Students receive comprehensive administrative support (certification, referral letters, and student services)	N/A	N/A	N/A	92.30%
Staff of offices are courteous, attentive, and responsive to legitimate student requests	90.90%	88.46%	85.63%	86.75%
Policies and student-related procedures are handled promptly by the institution	91.40%	85.64%	87.74%	89.37%
Academic advisors/class supervisors actively support students in their studies	92.30%	87.95%	85.44%	82.78%
Faculties provide effective academic and advisory support to students	88.70%	83.85%	82.95%	83.65%
Students are encouraged to provide feedback and participate in quality-improvement processes	N/A	N/A	N/A	90.24%
Students have access to the Board of Directors, Academic Affairs, and Faculty Deans to share opinions on teaching activities and receive appropriate responses	82.90%	78.98%	82.95%	86.03%

### Public information

The DAV fully complies with the disclosure obligations as stipulated in Circular No. 09/2024/TT-BGDĐT on public disclosure for HEIs.<sup>61</sup> In accordance with these regulations, the DAV publishes comprehensive reports providing transparent information on all aspects of its operations. All reports are accessible in the “Public Disclosure” section (Ba công khai) on the DAV’s official website<sup>62</sup>. In addition to these institutional reports, detailed information on each study programme is publicly available in sections dedicated to each study programme.

<sup>61</sup> Circular No. 09/2024/TT-BGDĐT on public disclosure for higher education institutions dated 1 July 2024 of the MOET (replacing Circular No. 36/2017/TT-BGDĐT)

<sup>62</sup> See <https://dav.edu.vn/thong-tin-cong-khai/> (last seen on February 5, 2026).

The information published covers all essential aspects of the study programmes, including programme title, qualification level, target group, mode of delivery, educational objectives, intended learning outcomes, career prospects, curriculum structure and credit distribution, course descriptions, teaching and assessment methods, graduation requirements, and benchmarking information. These details are publicly accessible on the DAV official website: i) Vietnamese version: <https://dav.edu.vn/chuong-trinh-dao-tao-dt-dh/>; ii) English version: <https://dav.edu.vn/en/undergraduate-studies/>.

### **Inclusive and equitable education**

The DAV complies with the provisions of the *Law on Higher Education*, including the principle of equality and non-discrimination, under which learners are respected and treated equally regardless of gender, ethnicity, religion, or background. Similarly, the *Regulations on Student Affairs for full-time undergraduate programmes* affirm students' rights to be “*respected and treated equally.*”

A number of internal regulations and policies further embody these principles.

The DAV's *Regulations on Admission*<sup>63</sup> identify fairness as a core principle in student recruitment, affirming the DAV's commitment to ensuring equal access to information, fair assessment of applicants' competencies, and equal opportunities for admission (Article 4). The regulations also include flexible admission mechanisms for disadvantaged groups, such as applicants with disabilities, ethnic minority students, and international students.

The DAV's *Regulation on Undergraduate Education* advances inclusivity and equity by providing flexible learning pathways, targeted support measures, and transparent assessment procedures. Students are afforded the opportunity to adjust their academic pace, receive recognition for accumulated credits, and participate in adaptive learning arrangements, such as online classes during adverse weather conditions. Specific provisions exist to accommodate students with health challenges, disabilities, or caregiving responsibilities. The assessment process upholds fairness and transparency by offering course retake options, clear communication of grading criteria, and formal mechanisms for re-mark requests.

DAV promotes inclusive education not only through regulations, but also in teaching and student support. Lecturers incorporate equality into lessons, use flexible assessments for diverse needs, and provide extra help to students who need it. Service-learning and volunteer programs, such as charity events, rural campaigns, and blood drives, foster empathy and social responsibility, particularly toward disadvantaged and ethnic minority groups.

### **Career counselling and placement service**

At the DAV, career counselling and placement services are provided to all students in a joint effort between the Offices and Faculties.

Services are delivered both in groups and on an individual basis, addressing student's specific academic backgrounds and career interests. Faculty members, employers, and alumni are actively involved in counselling activities, including one-on-one mentoring and thematic sessions. Key activities include:

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<sup>63</sup> Issued under Decision No. 422/QĐ-HVNG dated 20 March 2025.

- Career orientation talks and industry seminars: From 2021 to 2025, DAV's Faculties hosted numerous thematic events attracting over 2,000 student participants. The content has expanded over time, covering not only sector-specific trends and employer expectations but also practical skills such as CV writing, interview preparation, networking strategies, job-seeking with AI tools, and self-assessment for career planning.
- Job fairs (DAV career day): Participation has increased steadily in recent years. In 2021–2022, the fair attracted around 400–500 students, but in 2025 attendance exceeded 1,000 students. Employer involvement has also expanded, from 17 companies in 2022 to 34 companies in 2025, representing sectors such as Media & Marketing, Languages & Education, Economics & Business, and Law.
- 1:1 Mentoring: Since 2023, the DAV has piloted a mentoring programme in which selected students (20 per year) are paired with alumni or professionals for individualised guidance.
- Internship placements: DAV has significantly broadened its internship network, particularly since 2022. Students may either secure placements independently or apply through DAV's partnerships. Around 300–400 students have completed internships with public and private partners during this period. Since 2024, DAV has taken a more active role in organising 30 internship cohorts across Vietnamese Embassies, Departments of the MOFA and partners in private sector.
- Online platforms and outreach: DAV maintains the DAV Jobs private group (16,000+ members) and DAV Career Day Fanpage (4,500+ followers). Both platforms have seen steady growth, becoming important hubs for job announcements, internship opportunities, and event communication.

### Alumni activities

While the DAV does not have formal alumni associations as independent organisations, structured alumni engagement is coordinated across the institution. The OSA oversees an alumni database at the institutional level and collaborates with graduates to facilitate mentoring, internships, and guest speaking engagements. Meanwhile, each Faculty maintains its own informal alumni network, often using Facebook groups and annual events for alumni and students. These initiatives help reconnect graduates with their Faculties and encourage interaction with current students.

Alumni contribute to student development in several meaningful ways:

- *Teaching and Leadership*: Many DAV alumni now serve as academic staff or institutional leaders. Currently, three out of four members of DAV's Board of Directors and five out of eight Faculty deans or vice-deans are DAV alumni, along with numerous lecturers.
- *Mentoring*: Alumni take part in structured mentoring activities, such as the one-on-one mentoring programme launched in 2023. So far, 20 alumni have mentored selected students, offering individualised career advice and personal development support.
- *Contribution to curriculum development*: Alumni are invited to contribute to the development and revision of study programmes as part of DAV's regular curriculum review process.

- *Participation in Club Activities and Events:* Alumni are regularly invited to speak at student-run events hosted by major clubs such as the MC Club, Galileo Society, Diplomatic Protocol Club, and Marketing Club.
- *Organisation of study tours and field visits:* Alumni also facilitate study tours and field visits to institutions and organisations where they work.

## Appraisal:

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programmes run smoothly. The administrative staff support teaching staff and students in the organisation of the study programme. Decision-making processes for the administrative support services are clearly defined and consider special circumstances of students and teaching staff. The HEI offers the administrative staff opportunities for continuous professional development.

The administrative staff's support services clearly go beyond the organisation of studies and teaching. The support structures are strategic, tailored, and designed, for example, to enhance teaching quality, research impact, student success, and the well-being of students and teaching staff (e.g. psychological services, remedial activities for disadvantaged groups). The administrative staff utilises current tools (e.g. AI tools) to provide support services.

The study programmes' content and qualification objectives are suitably communicated to the public and are available in the relevant national language(s) and in a foreign language. The panel welcomes that DAV regularly publishes current news and information about the study programmes on different communication channels such as its website and social media channels.

The study programmes comply with principles of inclusive and equitable education, or non-discrimination policies. There are assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds.

The HEI offers students and graduates support in career counselling. Placement services (including the compulsory internships) take place through available channels and events, such as job fairs, resume workshops. In addition to the standard services, the career counselling and placement services are offered to the students and graduates on an individual basis. Where required, alumni are also available for individual counselling sessions.

Such activities are planned on a long-term basis, performed regularly, and are actively marketed. Students have access to the HEI-wide professional network.

To facilitate the career development, an alumni network has been established, even at institutional and at Faculty level. It connects graduates with current students and providing them with access to professional networks, mentorship opportunities, and job placement assistance tailored to their specific fields of study.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.2</b>	Programme management and administrative support						
<b>4.2.1</b>	Programme management			X			
<b>4.2.2</b>	Administrative support		X				
<b>4.2.3</b>	Public information			X			X
<b>4.2.4*</b>	Inclusive and equitable education (Asterisk Criterion)			X			
<b>4.2.5</b>	Career counselling and placement service		X				
<b>4.2.6</b>	Alumni activities			X			

### 4.3 Cooperation and partnerships

#### Cooperation with HEIs and other academic institutions or networks

As an institution under the MOFA, the DAV regards external relations and international **cooperation with universities** as one of its main important pillars. As of November 2025, the DAV has signed 122 MOUs, including 50 active agreements with universities and institutes related to academic and research cooperation as well as student and staff exchanges. Based on these signed agreements, DAV has implemented a wide range of cooperative activities, including joint training programmes, student and faculty exchanges, co-organisation of conferences and seminars, and joint research project. Based on these signed agreements, DAV has implemented a wide range of cooperative activities, including joint training programmes, student and faculty exchanges, co-organisation of conferences and seminars, and joint research projects.

Cooperation agreements with universities such as *Sungshin and Busan (Republic of Korea), Gunma and Wakayama (Japan), Chulalongkorn University (Thailand), Baruch College (City University of New York, USA), Flinders University (Australia), and Sciences Po Paris (France)* have facilitated student exchanges for study, internships, and cultural immersion. Agreements with *Fulbright University Vietnam, the University of Bristol (UK), the Tony Blair Institute London (UK), Korea University of Law (South Korea), and Udon Thani Rajabhat University (Thailand)* have likewise enabled working sessions and academic exchanges, contributing to the expansion of cooperation initiatives.

As a key research body under the MOFA, the DAV also maintains an extensive network with global and regional research institutions and serves as a focal point for bilateral dialogue mechanisms with major partners such as the *China Institutes of Contemporary International Relations (CICIR), Japan Institute of International Affairs (JIJA), Institute of Foreign Affairs of Laos (IFA), the Asia New Zealand Foundation (ANZF), the Economic Research Institute for*

*ASEAN and East Asia (ERIA), China Foreign Affairs University (CFAU), the Institute of Diplomacy and International Affairs (IDIA) in Indonesia, The Institute of Chinese Communist Studies (ICCS), and Stockholm International Peace Research Institute (SIPRI).*

The *Strategic Development Plan of the DAV for 2019–2029* (updated for 2024–2025)<sup>64</sup> and the *Draft of Development Project toward 2030, Vision for 2045* both identify the objective to “expand international cooperation; connect with networks of policy advisory institutions; promote scholarly dialogue to generate new forums and ideas for the region; and design and develop an innovation hub to foster initiatives in research, education, and academic diplomacy, linking enterprises, localities, and international organisations”.

### **Cooperation with professional fields**

**Cooperation agreements with professional fields** are also formalised through MOU, framework contracts, or official correspondence, which clearly define the responsibilities, benefits, and modes of collaboration between the DAV and its partners.

As an institution under the MOFA, the DAV has developed long-standing cooperation with various Departments of the MOFA and the Vietnamese diplomatic missions abroad. Students are regularly assigned to internships at these entities every three months, through both in-person and online mode.

DAV also signs cooperation agreements with foreign embassies and international organisations in Vietnam to facilitate student internships, expert and scholar exchanges, guest lectures, and joint research activities. In addition to academic collaboration, the DAV has received substantial support from international partners for upgrading and modernising training facilities.

Parallel to diplomatic institutions, the DAV actively expands its network with various enterprises and employers to diversify students’ employment opportunities. Through cooperation agreements with major corporations (e.g. UNIQLO (Japan), AEON (Greece), DNSE (Vietnam), Sun Group (Vietnam), etc.) and collaborative relations with partners (e.g. Vietnam Airlines). DAV arranges student internships and field visits to these organisations. These activities enable students to gain first-hand exposure to professional environments, apply theoretical knowledge in practice, and develop both professional and soft skills.

Representatives of employers and businesses are also invited to curriculum-development activities such as employer conferences and Councils of Programme Evaluation, where they provide valuable feedback on existing curricula and contribute to the design and development of new study programmes.

### **Appraisal:**

Cooperation with academic institutions relevant for the programmes and particularly for Student and staff exchange possibilities are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. The panel appreciates DAV’s efforts to intensify this international cooperation with foreign universities and other

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<sup>64</sup> Issued under Decision No. 1748/QĐ-HVNG dated 25 September 2023.

scientific institutions. However, it recommends DAV intensifying the international cooperation in order to achieve more student exchange.

Cooperation with the professional field relevant for the programme are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. The panel appreciates DAV's efforts to expand the cooperation agreements with business and industry. It recommends DAV further intensifying the cooperation with business and enterprises in the professional field.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.3</b>	Cooperation and partnerships						
<b>4.3.1 (*)</b>	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X			X
<b>4.3.2 (*)</b>	Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X			X

## 4.4 Facilities and equipment

### Quantity, quality, media and IT equipment of HEI's facilities

As the on-site visit had to be replaced by an online conference, DAV made available to the panel numerous photos of its buildings, rooms, and the library as well as descriptions in the self-evaluation report thereof.

The DAV campus in Hanoi encompasses 12,136.4m<sup>2</sup> with a total built area of 26,234m<sup>2</sup>. The DAV facilities, including lecture halls, research spaces, libraries, administrative offices, and dormitory, are accommodated in five buildings (A, B, C, D, E) ranging from five to seven stories.

### Instructional Facilities

The DAV maintains 60 classrooms in Buildings A and D, providing a total of 6,065m<sup>2</sup> of instructional space. Classroom sizes range from 50–250m<sup>2</sup> and accommodate 80–150 students, allowing flexible arrangements for diverse teaching and learning needs.

The former 500m<sup>2</sup> multipurpose auditorium, which previously accommodated up to 200 students, has been dismantled to make way for a new academic complex comprising an

auditorium, classrooms, and a modern library, which is scheduled to operate by September 2026.

The second campus construction project, encompassing 13,089m<sup>2</sup> across five buildings of five to seven stories, is currently in progress. Upon completion, this expansion will substantially enhance the DAV's capacity with classrooms, practice facilities, library space, assembly halls, athletic facilities, residential halls, and guest accommodations, thereby strengthening educational quality and research capability.

DAV has equipped its buildings with elevators featuring Braille signs to accommodate students with disabilities. As of 2025, there are five students with disabilities currently enrolled at the DAV. The DAV is committed to creating all favourable conditions to ensure that they can fully integrate and pursue their studies in an inclusive and supportive learning environment.

### **Specialised Practice Facilities**

The DAV operates one multimedia studio serving the International Communication programme, equipped with computers, LED lighting systems, professional audio equipment, microphones, video cameras, and teleprompters to support student production of films, documentaries, journalistic content, and communication materials. Twelve seminar and conference rooms (128-240m<sup>2</sup>) facilitate practical instruction in negotiation, debate, presentation skills, and event management, complemented by two large assembly halls (500-1000m<sup>2</sup>). Additionally, the DAV provides a dedicated diplomatic protocol practice room that supports simulation-based learning, along with four specialised language libraries (Chinese Library, Australian Library, Francophone Library, and Vietnam-U.S. Cooperation Centre) which offer language-learning resources and materials for students.

### **Self-Directed Learning Spaces**

The DAV provides multiple facilities for independent study and collaborative work, including two reading rooms in the main library and three foreign-language libraries, all open from Monday to Saturday, 8:00 to 17:00. In addition, a student-managed reading room on the fourth floor of the Library operates from Monday to Saturday, 8:00 to 20:30, while a free-access study room located in the dormitory area is available 24/7. All study spaces are fully equipped with appropriate furnishings, climate control, and lighting. Furthermore, the garden areas and the atrium in Building D are furnished to support informal study and peer interaction beyond scheduled class hours.

### **Technology Infrastructure for Instruction**

The DAV has made substantial investments in communication systems and information technology to support pedagogical excellence. Classrooms in Buildings A and D feature comprehensive modern equipment including climate control, projection systems, audio amplification, microphones, writing surfaces, and wireless internet access. Technology resources include 300 desktop computers, 87 printers, 11 photocopiers, 49 laptops, 9 portable audio systems for language instruction, 7 scanners, 70 projection systems, 30 75-inch LCD displays, 4 300-inch LED screens, and 320 security cameras deployed across classrooms, offices, conference facilities, and the library. Desktop computers and laptops are allocated to the working offices of faculties, research institutes, administrative departments, and to teaching

rooms to support academic activities, administrative operations, and technology-enhanced learning.

### **Information Technology Development**

In recent years, the DAV has prioritised the investment in IT infrastructure. Fourteen IT applications now support management, instruction, and operation, including Microsoft Active Directory, the academic management system, Unisoft software, library management systems, and Edubit. The DAV has established a digital repository with integrated international databases, providing over 10,000 digital library accounts.

The COVID-19 pandemic accelerated the need for online instruction and virtual meetings, leading the DAV to adopt flexible digital solutions supported by secure cloud computing. Digital library systems, electronic databases, and training-management software now underpin student data management and the development of digital curricula and learning materials.

Office 365 serves as the core digital platform for teaching and learning, with Microsoft Teams functioning as the central hub that integrates communication, resource sharing, online classes, and virtual meetings through a unified interface with high-quality audio, video, and interactive features.

Wireless coverage extends throughout all instructional spaces, campus grounds, and administrative areas. Inter-building network connectivity has been upgraded to 10Gbps fibre optic cabling, with core switching systems upgraded to 10Gbps capacity. Router, DHCP server, and distribution switch systems ensure efficient internet access for all Faculties, students, and staff.

### **Sustainability and Cybersecurity**

Network infrastructure design emphasises sustainability and security with flexible scalability, enabling equipment upgrades and service integration without disrupting current operations. Critical equipment including wireless controllers, servers and core switches utilises 1+1 redundancy configurations ensuring continuous availability. A 24/7 monitoring system tracks all equipment operations with incident detection and alert capabilities for the operation centre to enable timely response.

The system supports concurrent usage by over 3,000 users with extensive coverage and seamless roaming capability across devices within coverage areas. Current wireless technology complies with IEEE 802.11a/b/g/n/ac standards, providing high-speed connectivity for all end-user devices including laptops, smartphones, and tablets.

### **Access to literature**

The DAV currently operates one main library with over 10,000 Vietnamese and foreign-language titles, along with four specialised foreign-language libraries (including the Chinese Library, Francophone Library, Vietnam–US Center, and Australian Library). Students can also use the *Libol Bookworm* software to borrow e-books or to reserve books remotely or access the online library at <https://thuvien.dav.edu.vn>. Additionally, students have access to databases such as ProQuest, VirtualSource, Nasati (National Agency for Science and Technology Information), and eLibraryUSA ([elibraryusa.state.gov](http://elibraryusa.state.gov)) to retrieve research papers, academic journals, and scholarly articles or reference books that effectively support their studies. Moreover, DAV offers access to databases for study programme specific fields such as for

- English Language (Canadian Center of Science and Education),
- International Communication (Canadian Core, OpenStax, Elsevier Open Access), and
- Asia-Pacific Studies (National Security Archive Washington D.C., CNKI Chinese National Knowledge Infrastructure, J-Stage which is a platform for scholarly publications in Japan, and OAK Central, the Open Access platform of South Korea).

The library also cooperates with a number of domestic and foreign partners to expand access to materials, such as:

- *Department of Information and Statistics (Ministry of Science and Technology)*: provides 2 databases including: i) *STD - Vietnam Science and Technology Documents*, which was developed and updated since 1987 with more than 250,000 records, of which 185,000 records are attached with original documents in PDF format.
- *ProQuest Central*: a multidisciplinary aggregated database, providing access to academic journals, e-books, dissertations, newspapers, reports, and specialised papers from international publishers across economics, society, education, technology, medicine, and humanities.

Students can look up and borrow books directly in the reading rooms from Monday to Saturday, from 8:00 to 17h00. A student-managed reading room on the fourth floor of the Library operates from 8:00 to 20:30 (during exams, the opening hours are extended). Students can also access online on the DAV's campus or remotely 24/7 via the electronic library (<https://thuvien.dav.edu.vn>) and the Libol Bookworm book borrowing application.

The DAV is implementing an ODA-funded project with support from the Government of South Korea to modernise its library and enhance training and research capacity through advanced IT solutions. The project includes the full replacement of server systems and network equipment, along with comprehensive upgrades to routers, switches, and network-security devices to ensure stable, secure, and efficient connectivity.

The library modernisation also involves deploying an Integrated Library System (ILS) with updated software and hardware to streamline resource management, support document digitisation, and create an open, flexible, and user-friendly smart-library environment is scheduled for completion and operation by September 2026.

The Library organises instruction sessions for the 1<sup>st</sup> year students so that they can look up the book catalogue in the reading room, use the electronic search system, search for documents, academic citations, use EndNote, Zotero software and exploit the international databases during the Orientation and Citizenship Education Week for new students. In addition, the Library also offers a one-on-one counselling service to support students and lecturers; and carries out many activities of practical significance such as the *Annual Series of Activities in response to Vietnam's Book and Reading Culture Day (21/4)*, *events to introduce books with authors who are distinguished diplomats from the MOFA* or *"Eco-books – Exchanging paper for trees"* with more than 200 participants. These activities have contributed to spreading the reading culture among the student community, contributing to improving the image and role of the Library in the learning and research life at the DAV.

The library regularly collects readers' opinions. The results of the 2024 survey show:

- 82% of students rated the Library as meeting their learning needs well or very well.
- 61% of users were satisfied with the richness of the material but suggested updating more specialised books.
- 92% of users believed that digital Libraries are highly friendly, making it easy for students to look up remotely.

## Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the Academy's buildings. Instead, DAV provided a video, photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of the study programmes is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality and equipment of the facilities correspond to the necessities described for the study programme. A sufficient number of workplaces (individual and for study groups) are available. Sufficient IT equipment and software appropriate for the programme are available. Further, the technical equipment is adequate for online learning elements as applied by the study programme's concept and content. Technical support is offered to students during working hours.

The requirements for students with special needs are adequately provided.

Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure.

Students have access to relevant recent literature including in other languages, international and national magazines, licence subscriptions and databases required for the study programme. The opening hours and the facilities of the library take students' needs sufficiently into account. Relevant digital resources can be accessed from outside the campus, where possible outside normal working hours. A support system for students is available.

The panel notes that DAV continuously improves the volume of scientific books and the access to digital scientific books and journals. However, it has doubts that the still low number of about 10.000 available paper book titles and other scientific materials is sufficient for students and staff, for teaching, learning and research. Also, the online access to literature (books and journals) seems to be limited. Moreover, the teaching staff also shared that they have private accounts for certain relevant databases and pay for the subscriptions themselves. This is mirrored by the fact that survey results indicate 61 % (including students, lecturers, and staff) reported being satisfied with the richness of the materials, while also suggesting the need to update more specialised books. At the same time, 39 % of library users were not satisfied. The panel takes the view that this basis for staff and students for scientific work be it for learning, teaching or research must still be improved. That is why, the panel **recommends** the DAV to

- (1) provide updated and more editions of relevant textbooks,
- (2) provide access to more scientific platforms that offer access to scientific literature and journals for the study programmes under evaluation

(3) consider cooperating with other universities regarding relevant subscriptions and sharing resources

Following the online visit, DAV has been in contact with database providers to further expand our electronic resources. They have received quotations from two providers, EBSCO and IGroup. DAV indicated that once the contract is signed, the installation and activation process will take approximately two weeks.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
<b>4.4</b>	Facilities and equipment						
<b>4.4.1*</b>	Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)			X			
<b>4.4.2*</b>	Access to literature (Asterisk Criterion)				condition		

#### 4.5 Financing of the study programme (Asterisk Criterion)

DAV has transitioned from a traditional state-funded model to a financially autonomous institution, achieving self-sufficiency in recurrent expenditures since January 2021 and full financial autonomy covering both recurrent and investment expenditures since April 2023. Current revenue streams comprise:

- State Budget Allocation: Representing a declining proportion of total revenue (from 30% in 2021 to 14% in 2024)
- Public Service Revenue: Demonstrating substantial growth annually, encompassing tuition fees, professional development programmes, collaborative training initiatives, and auxiliary revenue sources.

**Table 14: Revenue structure for the period 2022-2024**

*Unit: million VND*

No	Year	State budget	Ratio	Public service revenue	Ratio	Total Revenue
1	Year 2022	45,547	35%	86,471	65%	132,018
2	Year 2023	48,673	22%	168,049	78%	216,722
3	Year 2024	40,746	14%	250,101	86%	<b>290,847</b> <sup>65</sup>

<sup>65</sup> Corresponding to about 9,5 Mio. Euro

The DAV has utilised financial resources to ensure stable operation of regular activities, enhance infrastructure, improve the capacity of teaching staff, support students, international cooperation activities, research, and innovation.

To ensure that financial management is conducted in compliance with regulations, remains balanced, and mitigates all financial risks, the DAV has implemented a multi-layered oversight system:

- Budget planning at the departmental level;
- Internal audit conducting pre-audits and concurrent reviews;
- Accounting department providing ongoing monitoring and consolidation;
- Public disclosure at staff and faculty meetings;
- Periodic state audits.

### Appraisal:

The income related to the study programmes ensures that each cohort of students starting within the accreditation period is able to complete their respective study programme.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.5*	Financing of the study programme (Asterisk Criterion)			X			

## 5. QUALITY ASSURANCE

### 5.1 Quality assurance and quality development with respect to contents, processes and outcomes

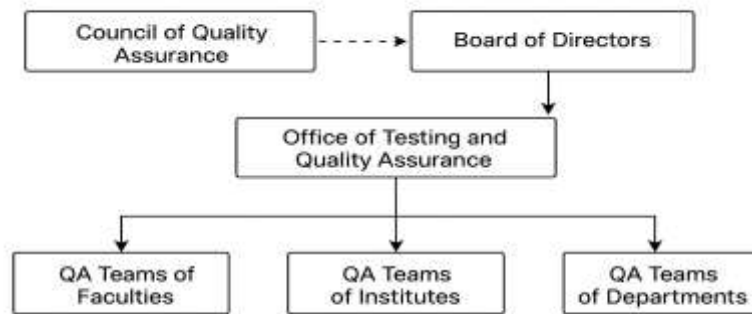
The DAV has established an internal quality assurance system supported by a comprehensive set of regulatory documents, guidelines, and implementation tools, including the *Quality Assurance Strategy for the period 2019–2024 with a vision toward 2035*<sup>66</sup>, the *Regulation on Quality Assurance Activities*<sup>67</sup>, and the *Regulation on Stakeholder Feedback Surveys*<sup>68</sup>. These documents define the responsibilities, procedures, and instruments applied in the implementation of quality assurance processes across the institution.

**Table 15: Internal Quality Assurance (IQA) System of DAV**

<sup>66</sup> Issued under **Decision No. 1126/QĐ-HVNG dated 5 November 2019.**

<sup>67</sup> Issued under **Decision No. 583/QĐ-HVNG dated 2 June 2022.**

<sup>68</sup> Issued under **Decision No. 171/QĐ-HVNG dated 24 February 2022.**



At the institutional level, the *Board of Directors* oversees QA activities, with a *Vice President* responsible for the IQA implementation. The *Quality Assurance Council* advises and monitors QA efforts, while *OTQA* coordinates activities, tracks quality indicators, and prepares reports for the Board. Faculties, institutes, and administrative departments each have QA teams that collaborate in:

- Implementing DAV’s strategies, objectives, and policies on quality assurance, accreditation, and the promotion of a quality culture.
- Managing and monitoring academic, research, and student support activities to ensure the overall quality and effectiveness of institutional operations.

At the programme level, the Faculty’s Dean, Vice Dean(s), or a designated key lecturer responsible for the study programme holds primary responsibility for organising, implementing, and monitoring the QA activities of the respective programme. The functional units, such as the *OUAA* and *the OTQA* are involved in this process by providing support and oversight for these activities.

The *OTQA* oversees quality assurance by monitoring programme development, creating surveys, and analysing student feedback from current, graduating, and alumni students. These activities aim to ensure the programmes remain current and meet educational goals and stakeholder needs.

Quality assurance (QA) is also prioritised during the implementation of study programmes through mechanisms for approval, monitoring, and supervision. The Dean, Vice-Dean, or designated programme manager is responsible for approving teaching plans, assigning teaching staff, and determining the formats and contents of examinations and assessments.

The academic programmes at the DAV are evaluated through various forms, including:

- **Course and Teaching Activity Evaluation:** Conducted periodically each semester through student surveys, faculty feedback, and Faculty-level reports.
- **Programme Evaluation:** Conducted through surveys of graduating students, alumni, and employers; soliciting feedback from experts and industry representatives at workshops and conferences; as well as through the activities of programme review committees during the development of new programmes or the revision of existing ones.
- **Evaluation of Graduates' Job Performance and Preparedness:** Conducted through surveys of employers and alumni.

The results from these evaluations are synthesised to identify strengths and areas for improvement, forming the basis for an action plan to enhance the academic programmes on a 2.5-year cycle, or more frequently if necessary.

The OTQA, the OUAA, and the OSA are responsible for collecting, analysing, and monitoring statistical data related to the academic programmes, including:

- Data on admissions, enrolment, and graduation;
- Academic performance results (grade distributions, pass/fail rates, academic warnings, foreign language proficiency attainment rates, etc.);
- Graduate employment rates and the extent to which programme learning outcomes are achieved;
- Feedback data from surveys of students, alumni, faculty members, and employers.

## 5.2 Instruments of quality assurance

### Evaluation by students

**Student surveys** conducted regularly after each semester over the past years indicate that the DAV's teaching staff are highly evaluated for their pedagogical competence, teaching methodologies, and supportive attitude. Students appreciate the diversity and innovation in teaching methodologies, noting that lecturers actively employ learner-centred and interactive methods that promote critical thinking among students. Particularly, they seek the enhancement of student engagement and the integration of information technology and real-life case studies to help learners combine academic knowledge with professional practice. Apart from these strengths, students have also suggested reducing presentation time to allow for more discussions and practical activities or incorporating more video materials to make lectures more engaging.

**Prior to graduation**, students are surveyed regarding the overall study programme, including its objectives, learning outcomes, programme content, preferred courses, and the organisation of teaching and assessment. They are also asked to provide feedback on the DAV's facilities, library, information technology resources, and other student support services provided by the institution.

Survey results and feedback gathered from various channels are consolidated and analysed in comprehensive internal reports prepared by the OTQA. These reports are submitted to the DAV's Board of Directors, to faculties, and relevant departments, with key findings conveyed to students through scheduled meetings between student representatives and institutional stakeholders.

The OTQA maintains respondent anonymity by sharing only aggregated feedback with appropriate units, thereby safeguarding student identities and fostering an environment conducive to candid and constructive responses. Furthermore, to promote participation, the DAV recognises survey involvement as a type of community engagement, enabling students to earn activity points and formally acknowledging their role in advancing the continuous improvement of the institution.

### Evaluation by teaching staff

Evaluations by teaching staff are primarily conducted through faculty meetings, discussion forums, direct consultations with the Board of Directors, the OUAA, the OTQA, or during professional workshops. Faculty meetings are held on a weekly or monthly basis, depending on the faculty's working schedule, to ensure timely consideration of emerging issues and opportunities for programme improvement. With the forthcoming implementation of the training management software Edusoft, the OTQA will conduct periodic surveys of lecturers at the end of each semester.

Lecturers' feedback is reviewed at the Faculty level and used to update the respective study programme. Major recommendations are reported by the Dean to the Board of Directors, who consult with the Scientific and Training Council and relevant units (OUAA, OTQA) to decide on improvement measures.

Lecturers are informed of evaluation outcomes and corresponding corrective actions through internal reports, faculty meetings, DAV lecturers' meetings, or professional exchange workshops.

### External evaluation by alumni, employers and third parties

The DAV actively seeks feedback from external stakeholders - including alumni, employers, industry partners and policy experts - to ensure that the study programme aligns with practical requirements and labour market needs. Feedback is collected through online surveys, in-depth interviews, and workshops, providing multifaceted insights into the quality of the study programme and the preparedness of graduates for the workforce. The feedback collection focuses on several key areas:

- The programme's relevance to the practical needs of the labour market.
- The readiness of graduates to enter a professional work environment.
- The integration of theoretical knowledge and practical skills within the programme.
- The soft skills and foreign language proficiency of graduates.

Moreover, annually, the DAV conducts surveys of graduating students and alumni to assess the attainment of skill-based learning outcomes and their relevance to recruitment requirements. Results from the past three years indicate that 90–95% of students are employed or pursuing further studies within 12 months post-graduation, with approximately 80% working in fields closely related to their area of study.

Based on the survey type, OTQA, OSA, or OUAA evaluate the survey outcomes, identify key issues, and work in collaboration with Faculties to recommend improvement strategies. The resulting analytical reports are then presented to the Board of Directors, Faculties, and pertinent units for review and determination of appropriate actions.

Based on feedback from alumni and employers, the DAV has implemented key improvements, such as:

- Updating course content for greater practical relevance and alignment with emerging industry trends,
- Adjusting teaching methods to foster interactive and applied learning,
- Expanding internship opportunities through industry partnerships to create practical experience opportunities for students, and

- Strengthening training in soft skills and skills for working in an international environment to meet employer requirements.

## Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programme with respect to its contents, processes, and outcomes, has been established. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. Responsibilities for quality management are clearly defined. The HEI ensures that necessary measures and developments are implemented and documented. Representatives of faculty members and students are involved in the quality assurance and development procedures.

An evaluation by the students of the study programme, in particular of teaching and learning processes, is carried out on a regular basis and in accordance with a prescribed procedure. The results are documented and clearly communicated to the students. They provide input for the quality development process.

As far as the assessment of students' actual workload is concerned, see above the Appraisal in chapter 3.1.

Quality control of the programme by the internal and external teaching staff is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are documented and adequately 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, for instance in the form of a report on employment.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
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 teaching staff			X			
5.2.3	External evaluation by alumni, employers and third parties			X			

## Appendices

### Appendix 1

#### EL curriculum

**Curriculum Overview**  
**Bachelor of Arts in English Language, 8 Semesters**

Title of Module / Course Unit	Compulsory or elective course (C/E)	Credit Points per Semester								Workload	
		1	2	3	4	5	6	7	8	Hours in Class	Hours Self-Study/ research

#### 1<sup>st</sup> semester

<b>Module 1: General knowledge</b>		<b>5</b>								<b>135</b>	<b>315</b>
Marxist - Leninist Philosophy	C	3								45	105
Introduction to Vietnam's Legal System	C	2								30	70
<i>Digital Competence</i>	C	<i>2 (non-weighted)</i>								(30)	(70)
<i>Physical Education</i>	C	<i>2 (non-weighted)</i>								(30)	(70)
<b>Module 2: Second Foreign Languages</b>		<b>3</b>								<b>90</b>	<b>60</b>

Second Foreign Language - Course 1 (For French, Japanese, Korean: Course 1 can be either FL1, FL3 or FL5; For Chinese: Course 1 can be either FL1; FL3; FL4)	E	3								90	60
<b>Module 4: Professional Knowledge and Skills</b>		<b>11</b>								<b>210</b>	<b>340</b>
English Pronunciation in Use	C	3								45	105
Professional Skills Elective 1 *	E	3								45	105
<b>General English (GE) III or (Intermediate students) English for Specific purpose (ESP) I (Advanced students)</b>	C	3								90	60
Introduction to Sociology	C	2								30	70

### 2nd semester

<b>Module 1: General Knowledge</b>			<b>2</b>							<b>60</b>	<b>140</b>
Scientific Socialism	C		2							30	70
<i>National Defence Education</i>	C		<i>2 (non-weighted)</i>							(30)	(70)
<b>Module 2: Second Foreign Language</b>			<b>3</b>							<b>90</b>	<b>60</b>
Second Foreign Language - Course 2 (For French, Japanese, Korean: Course 2 can be either FL2, FL4 or FL6; For Chinese: Course 2 can be either FL2; FL4; FL5)	E		3							90	60

<b>Module 4: Professional Knowledge and Skills</b>			<b>12</b>							<b>225</b>	<b>375</b>
Theoretical Grammar of English	C		2							30	70
Introduction to Linguistics	C		2							30	70
History of World Civilisation	C		2							30	70
Professional Skills Elective 2	E		3							45	105
<b>GE IV (Intermediate students) or ESP II (Advanced students)</b>	C		3							90	60

### 3rd Semester

<b>Module 1: General Knowledge</b>				<b>2</b>						<b>30</b>	<b>70</b>
Marxist-Leninist Political Economy	C			2						30	70
<b>Module 2: Second Foreign Language</b>				<b>3</b>						<b>90</b>	<b>60</b>
Second Foreign Language - Course 3 (For French, Japanese, Korean: Course 3 can be either FL3, FL5 or FL6; For Chinese: Course 2 can be either FL2; FL4; FL5)	E			3						90	60
<b>Module 4: Professional Knowledge and Skills</b>				<b>14</b>						<b>255</b>	<b>445</b>
Vietnamese in Use	C			2						30	70
Anglo and American Studies	C			2						30	70

Translation and Interpretation Theories	C			2						30	70
Professional Skills Elective 3	E			3						45	105
<b>ESP I (Intermediate students) or ESP III (Advanced students)</b>	C			3						90	60
Introduction to Psychology	C			2						30	70

#### 4th Semester

<b>Module 1: General Knowledge</b>					<b>2</b>					<b>30</b>	<b>70</b>
History of Vietnamese Communist Party	C				2					30	70
<b>Module 3: Complementary Knowledge</b>	<b>3</b>				<b>3</b>					<b>45</b>	<b>105</b>
Complementary Knowledge Elective 1*	E				3					45	105
<b>Module 4: Professional Knowledge and Skills</b>	<b>10</b>				<b>10</b>					<b>195 (150)</b>	<b>305 (350)</b>
Language, Culture and Society	C				2					30	70
English Phonetics and Phonology	C				2					30	70
<b>ESP II (Intermediate Students) or Translation I (Advanced Students)</b>	C				3					90 (45)	60 (105)

Professional Skills Elective 4	E					3				45	105
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### 5th Semester

<b>Module 1: General knowledge</b>						<b>2</b>				<b>30</b>	<b>70</b>
Ho Chi Minh's Ideology	C					2				30	70
<b>Module 3: Complementary Knowledge</b>						<b>3</b>				<b>45</b>	<b>105</b>
Complementary Knowledge Elective 2*	E					3				45	105
<b>Module 4: Professional Knowledge and Skills</b>	<b>12</b>					<b>12 (9)</b>				<b>225 (135)</b>	<b>375 (315)</b>
Specialised Professional Elective 1	E					3				45	105
<b>Translation I</b> (Intermed. Students) or <b>Translation III</b> (Advanced Students)	C					3				45	105
Professional Skills Elective 5	E					3				45	105
ESP III ( <i>Intermediate students only</i> )	C					3 (0)				90 (0)	60 (0)

### 6th Semester

<b>Module 3: Complementary Knowledge</b>						<b>3</b>				<b>45</b>	<b>105</b>
Complementary Knowledge Elective 3*	E					3				45	105
<b>Module 4: Professional Knowledge and Skills</b>						<b>13</b>				<b>240</b>	<b>410</b>

Discourse Analysis	C						2			30	70
Pragmatics	C						2			30	70
<b>Translation II</b> (Intermed. Students) or <b>Translation III</b> (Advanced Students)	C						3			45	105
Specialised Professional Elective 2*	E						3			45	105
ESP IV* (both levels)	E						3			90	60

### 7th Semester

<b>Module 4: Professional Knowledge and Skills</b>								<b>9 (12)</b>		<b>135 (225)</b>	<b>315 (375)</b>
British and American Literature	C						2			30	70
Comparative Linguistics	C						2			30	70
Research Methodology in Applied Linguistics	C						2			30	70
<b>Translation III</b> (Intermed. Students) or <b>ESP V</b> (Advanced Students)	C						3			45 (90)	105 (60)
<b>Specialised Professional Elective 3</b> (For Advanced-level students only)	E						0 (3)			0 (45)	0 (105)
<b>Module 5: Career Orientation and Graduation</b>										<b>90</b>	<b>210</b>
<i>Career Orientation</i>	C							3 (non-weighted)		(45)	(105)
<i>Internship</i>	C							3 (non-weighted)		(45)	(105)

### 8th semester

<b>Graduation Thesis</b>										<b>10</b>	<b>150</b>	<b>350</b>
<b>Substitute courses for Graduation Thesis</b>												
Diplomatic Correspondence Writing	C									2	30	70
Project Management	C									3	45	105
Career Development	C									3	45	105
Inter-Cultural Communication	C									2	30	70

	<b>Intermediate</b>					<b>17</b>		<b>9</b>		<b>2325</b>	<b>4225</b>
	<b>Advanced</b>	<b>19</b>	<b>17</b>	<b>19</b>	<b>15</b>	<b>14</b>	<b>16</b>	<b>12</b>	<b>10</b>	<b>2370</b>	<b>4330</b>
<b>Total: 122 VN credits / 220 ECTS credits</b>										<b>6.550 / 6.700</b>	
<b>Without the non-weighted workload</b>										<b>5.950/ 6.100</b>	

## Appendix 2

### Curriculum Overview International Communication

Title of Module / Course Unit	Compulsory or elective course (C/E)	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar, tutorial, ...
		1.	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study/ Research	

#### 1st semester

<b>Module 1 : General knowledge</b>		<b>3</b>										
Marxist-Leninist Philosophy	C	3								45	105	L/D/P
Digital Competence	C	2 non-weighted								(30)	(70)	L/D/E
<b>Module 3: Foreign Language Knowledge</b>		<b>6</b>										
		<b>(3)</b>										
First Foreign Language Course 1 (For English, French, Japanese, Korean: Course 1 can be either FL1, FL3 or FL5; For Chinese: Course 1 can be either FL1; FL3; FL4)	C	3								90	45	L/T/RP/G for FFL1 L/T/P/D for FFL3 or 5
Second Foreign Language (SFL), Course 1	E	3								90	45	L/T/RP/G

<b>Module 4: Professional Knowledge and skills</b>		7										
Introduction to Vietnamese Culture	C	2							30	70	L/D/P	
Communication Theories	C	3							45	105	L/D/P	
Elective professional skills course (Please refer to the Appendix: List of Elective courses)	E	2							30	70		

### 2nd semester

<b>Module 1: General Knowledge</b>			4									
Physical Education	C		3 non-weighted						(45)	(105)	L/Pra	
National Defense Education	C		8 non-weighted								L/Pra	
Scientific Socialism	C		2						30	70	L/P/D	
Introduction to Vietnam's Legal System	C		2						30	70	L/E/D/De	
<b>Module 2: Complementary Knowledge (See appendix)</b>			3									
Contemporary History of International Relations	C		3						45	105	L/D	
<b>Module 3: Foreign Language Knowledge</b>			6									
			(3)									

First Foreign Language (FFL)_Course 2 (For English, French, Japanese, Korean: Course 1 can be either FL2, FL4 or FL6; For Chinese: Course 1 can be either FL2, FL4 or FL5)	C		3						90	45	L/T/RP/G for FFL2 L/T/P/D for FFL4 or 6
2nd Foreign Language (SFL), Course 2	E		3						90	45	L/T/P/D
<b>Module 4: Professional Knowledge and skills</b>			<b>8</b>								
Introduction to Political Science	C		2						30	70	L/P/D
Introduction to International Communication	C		3						45	105	L/T/P/D/C/R/ Gue
Introduction to International Public Relations	C		3						45	105	L/T/P/G/D/C

### 3rd semester

<b>Module 1: General Knowledge</b>				<b>2</b>							
Marxist - Leninist Political Economy	C			2					30	70	L/D/P
<b>Module 3: Foreign Language Knowledge</b>				<b>6</b>							
				<b>(3)</b>							
First Foreign Language (FFL)_Course 3 (For English, French, Japanese, Korean: Course 1 can be either FL3, FL5 or FL7; For Chinese: Course 1 can be either FL3, FL5 or FL6)	C			3					90	45	L/T/RP/G for FFL3 L/T/P/D for FFL5 or 7

2nd Foreign Language (SFL)_Course 3	E			3					90	45	L/T/RP/G
<b>Module 4: Professional Knowledge and skills</b>				<b>11</b>							
Media Law and Ethics	C			3					45	105	L/T/P/D/Pr
Communication Research Methods	C			3					45	105	L/T/P/D
Marketing Principles	C			3					30	70	L/T/P/D/Pra
Elective course in General Professional Knowledge (Please refer to the Appendix: List of Elective courses)	E			2					30	70	

#### 4th semester

<b>Module 1 : General knowledge</b>				<b>2</b>							
Ho Chi Minh's Ideology	C			2					30	70	L/D/P
<b>Module 2: Complementary Knowledge</b>				<b>6</b>							
Vietnam's Foreign Policy				3					45	105	L/D
Elective course in Complementary Knowledge (Please refer to the Appendix: List of Elective courses)	E			3					45	105	L/T/P
<b>Module 3: Foreign Language Knowledge</b>				<b>3</b>							

First Foreign Language (FFL)_Course 4 (For English, French, Japanese, Korean: Course 1 can be either FL4, FL6 or FL8; For Chinese: Course 1 can be either FL4, FL6 or FL7)	C				3				90	45	L/T/P/D for FFL 4 or 6 L/T/P/D/De/S for FFL8
<b>Module 4: Professional Knowledge and skills</b>					<b>6</b>						
Writing for International Communication	C				3				45	105	L/P/D/Pra
Contemporary Media Channels	C				3				45	105	L/D/De

### 5th semester

<b>Module 1 : General knowledge</b>					<b>2</b>						
History of Vietnamese Communist Party	C				2				30	70	L/D/P
<b>Module 3: Foreign Language Knowledge</b>					<b>3</b>						
First Foreign Language (FFL)_Course 5 (For English, French, Japanese, Korean: Course 1 can be either FL5, FL7 or FL9; For Chinese: Course 1 can be either FL5, FL7 or FL8)	C				3				90	45	L/T/P/D for FFL 5 L/T/P/D/De/S for FFL7 or 9
<b>Module 4: Professional Knowledge and skills</b>					<b>9</b>						
Communication Strategy Planning	C				3				45	105	L/D/Pra

Digital Communication & Artificial Intelligence (AI)	C					3				45	105	L/Pra/D/RP/S
Common elective course 1 (Please refer to the Appendix: List of Elective courses)	E					3				45	105	
<b>Module 5: Career Orientation and Graduation</b>						<b>2</b>						
Career Orientation	C					2				30	70	L/T/Pra/D

### 6th semester

<b>Module 3: Foreign Language Knowledge</b>							<b>0</b>					
							<b>(3)</b>					
First Foreign Language (FFL)_Course 6 (For English, French, Japanese, Korean: Course 1 can be either FL6, FL8 or FL10; For Chinese: Course 1 can be either FL6, FL8 or FL9)	E						3			90	45	L/T/P/D for FFL 6 L/T/P/D/De/S for FFL8 or 10
<b>Module 4: Professional Knowledge and skills</b>							<b>12</b>					
Branding	C						3			45	105	L/P/D
Common elective course 2 (Please refer to the Appendix: List of Elective courses)	E						3			45	105	
Common elective course 3 (Please refer to the Appendix: List of Elective courses)	E						3			45	105	

Common elective course 4 (Please refer to the Appendix: List of Elective courses)	E						3		45	105	
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### 7th semester

<b>Module 3: Foreign Language Knowledge</b>							<b>0</b>				
							<b>(6)</b>				
First Foreign Language (FFL)_Course 7 (For English, French, Japanese, Korean: Course 1 can be either FL7, FL9 or FL11; For Chinese: Course 1 can be either FL7, FL9 or FL10)	E						3		90	45	L/T/P/D for FFL 7 L/T/P/D/De/S for FFL9 or 11
First Foreign language (FFL)_Course 8 (For English, French, Japanese, Korean: Course 1 can be either FL8, FL10 or FL12; For Chinese: Course 1 can be either FL8, FL10 or FL11)	E						3		45	90	L/T/P/D/De/S/Pr
<b>Module 4: Professional Knowledge and skills</b>							<b>12</b>				
Orientation elective course 1 (Please refer to the Appendix: List of Elective courses)	E						3		45	105	
Orientation elective course 2 (Please refer to the Appendix: List of Elective courses)	E						3		45	105	
Orientation elective course 3 (Please refer to the Appendix: List of Elective courses)	E						3		45	105	

Orientation elective course 4 (Please refer to the Appendix: List of Elective courses)	E								3	45	105	
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**8th semester**

<b>Module 5: Career Orientation and Graduation</b>									<b>12</b>			
Final internship	C								3	45	105	L/T/D/Pra
<b>Graduation : Students choose 1 of 3 following forms (conditional elective):</b>	E								9	150	350	
a/ Thesis/International Research Article	E								9	150	350	
b/ Project assignments/ communication products	E								9	150	350	
c/ Graduation modules (as followed)	E								9	150	350	
Graduation module 1: International Communication Project	E								3	45	105	L/T/D/Pra
Graduation module 2: Common elective course/ orientation elective course	E								3	45	105	
Graduation module 2: Common elective course/ orientation elective course	E								3	45	105	

		<b>16/ (13)</b>	<b>21/ (18)</b>	<b>19 (16)</b>	<b>17</b>	<b>16</b>	<b>12/ (15)</b>	<b>12 (18)</b>	<b>12</b>	<b>1875</b>	<b>5625</b>	
<b>Total:125 VN credits / 225 ECTS credits</b>										<b>7.500</b>	<b>7.250*</b>	

\*Without the non-weighted workload

### Appendix 3

#### Curriculum overview Asia-Pacific Studies (APS)

Title of Module / Course Unit	Compulsory or elective course (C/E)	Credit Points per Semester								Workload		Method of Teaching
		1	2.	3.	4.	5.	6.	7	8	Hours in Class	Hours Self-Study/ research	i.e. lecture course (L), seminar (S), tutorial (T)...
<b>1st semester</b>												
<b>Module 1 : General knowledge</b>		<b>3</b>								<b>75</b>		
Marxist-Leninist philosophy	C	3								45	105	L/P/D
Digital Competence	C	2 (non-weighted)								30	70	L/P/D
Physical Education	C	3 (non-weighted)								45	105	L/P
<b>Module 3: Foreign Language</b>		<b>3</b>								<b>90</b>		
Foreign Language_Course 1 (For English, Japanese, Korean: Course 1 can be either FL1, FL3 or FL5; For Chinese: Course 1 can be either FL1; FL3; FL4)	C	3								90	60	L/T/RP/G for FFL1 L/T/P/D for FFL3 or 5
<b>Module 4: Professional Knowledge &amp; Skills</b>		<b>8</b>										

Introduction to Asia – Pacific Studies and Regional studies	C	3								45	105	L/P/D/S
History of world civilisation	C	2								30	70	L/P/D
Contemporary History of International Relations	C	3								45	105	L/D

### 2nd semester

<b>Module 1 : General knowledge</b>			<b>2</b>									
Scientific Socialism	C		2							30	70	L/P/D
National Defense Education	C		8 ((Non weighted)									L/P
<b>Module 3: Foreign Language</b>			<b>3</b>									
Foreign Language (FFL)_Course 2 (For English, Japanese, Korean: Course 2 can be either FL2, FL4 or FL6; For Chinese: Course 2 can be either FL2, FL4 or FL5)	C		3							90	60	L/T/RP/G for FFL2 L/T/P/D for FFL4 or 6
<b>Module 4: Professional Knowledge &amp; Skills</b>			<b>11</b>									
International Relations Research Methodology	C		3							45	105	L/P/D/S
Geopolitics of Asia-Pacific	C		3							45	105	L/P/D
Introduction to Political Science	C		2							30	70	L/P/D
Country studies of China												L/P/D/De



Country studies of South Korea	C		3							45	105	L/P/D
Country studies of Japan												L/P/D
Country studies of America												L/P/D

**3rd semester**

<b>Module 1 : General knowledge</b>				<b>4</b>								
Marxist-Leninist Political Economy	C			2						30	70	L/P/D
Introduction to Vietnam's Legal System	C			2						30	70	L/D/P/De
<b>Module 2: Complementary Knowledge</b>				<b>6</b>								
Complementary Course 1	E			3						45	105	
Complementary Course 2	E			3						45	105	
<b>Module 3: Foreign Language</b>				<b>3</b>								
Foreign Language (FFL)_Course 3 (For English, Japanese, Korean: Course 3 can be either FL3, FL5 or FL7; For Chinese: Course 3 can be either FL3, FL5 or FL6)	C			3						90	60	L/T/RP/G for FFL3 L/T/P/D for FFL5 or 7
<b>Module 4: Professional Knowledge &amp; Skills</b>				<b>6</b>								
International Relations Theories	C			3						45	105	L/P/D
Chinese History	C			3						45	105	L/P/D/De

South Korean History													L/P/D
Japanese History													L/D
American History													L/P/D

**4th semester**

<b>Module 1 : General knowledge</b>					<b>2</b>								
History of Vietnamese Communist Party	C				2					30	70		L/P/D
<b>Module 2: Complementary Knowledge</b>					<b>3</b>								
Complementary Course 3	E				3					45	105		
<b>Elective course in Complementary Knowledge (Please refer to the Appendix: List of Elective courses)</b>					<b>3</b>								
Foreign Language (FFL)_Course 4 (For English, French, Japanese, Korean: Course 4 can be either FL4, FL6 or FL8; For Chinese: Course 4 can be either FL4, FL6 or FL7)	C				3					90	60		L/T/P/D for FFL 4 or 6 L/T/P/D/De/S for FFL8
<b>Module 4: Professional Knowledge &amp; Skills</b>					<b>5</b>								
Elective Professional course 1	E				3					45	105		L/P/D/De
Text drafting techniques	C				2					30	70		L/D

**5th semester**

<b>Module 1 : General knowledge</b>					<b>2</b>								
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Ho Chi Minh's Ideology	C					2				30	70	L/P/D
<b>Module 2: Complementary Knowledge</b>						<b>3</b>						
Complementary Course 4	E					3				45	105	
<b>Module 3: Foreign Language Knowledge</b>						<b>3</b>						
Foreign Language (FFL)_Course 5 (For English, Japanese, Korean: Course 5 can be either FL5, FL7 or FL9; For Chinese: Course 5 can be either FL5, FL7 or FL8)	C					3				60	120	L/T/P/D for FFL 5 or 7 L/T/P/D/De/S for FFL9
<b>Module 4: Professional Knowledge</b>						<b>9</b>						
Asia-Pacific Security	C					3				45	105	L/P/D
Elective Professional course 2	E					3				45	105	L/P/D/De
International Negotiation	C					3				45	105	L/D/RP

**6th semester**

<b>Module 3: Foreign Language</b>							<b>3</b>					
Foreign Language (FFL)_Course 6 (For English, Japanese, Korean: Course 6 can be either FL6, FL8 or FL10; For Chinese: Course 6 can be either FL6, FL8 or FL9)	C						3			90	60	L/T/P/D for FFL 6 L/T/P/D/De/S for FFL8 or 10
<b>Module 4: Professional Knowledge &amp; Skills</b>							<b>11</b>					
Elective Professional course 3	E						3			45	105	L/P/D/De/S

Elective Professional course 4	E						3			45	105	L/P/D/De
Elective Professional Skill course 1	E						2			30	70	
Elective Professional Skill course 2	E						3			45	105	

### 7th semester

<b>Module 2: Complementary Knowledge</b>							<b>3</b>					
Complementary Course 5	E						3			45	105	
<b>Module 3: Foreign Language</b>							<b>6</b>					
Foreign Language (FFL)_Course 7 (For English, Japanese, Korean: Course 7 can be either FL7, FL9 or FL11; For Chinese: Course 7 can be either FL7, FL9 or FL10)	C						3			90	60	L/T/P/D for FFL 7 L/T/P/D/De/S for FFL9 or 11
Foreign language (FFL)_Course 8 (For English, Japanese, Korean: Course 1 can be either FL12; For Chinese: Course 8 can be either FL11)	C						3			45	105	L/T/P/D/De/S/Pr
<b>Module 4: Professional Knowledge &amp; Skills</b>							<b>9</b>					
Elective Professional course 5	E						3			45	105	
Elective Professional Skill course 3	E						3			45	105	
Analysis of Asia-Pacific events	C						3			45	105	L/D/P
<b>Career Orientation and Graduation</b>							<b>2</b>					
Career Orientation	C (non-weighted)						2			30	70	L/S/T

### 8th semester

<b>Career Orientation and Graduation</b>									<b>12</b>			
Graduation Internship	C (non-weighted)								3	45	105	L/S/T
Graduation Thesis or 4 elective Specialised Professional Courses	C								12	150	300	L/S/T
		<b>14</b>	<b>16</b>	<b>19</b>	<b>13</b>	<b>17</b>	<b>14</b>	<b>18</b>	<b>12</b>	<b>2.175</b>	<b>4.105</b>	
<b>Total: 123 VN credits / 221 ECTS credits</b>										<b>6.280</b>	<b>6.030*</b>	

\*Without the non-weighted workload

#### List of abbreviations

**L:** *Lecture*

**S:** *Seminar*

**T:** *Tutorial*

**RP** *Role-play*

**G** *Game*

**P** *Presentation*

**D** *Discussion*

**De** *Debate*

**Pr** *Project*