

**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

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

Assessment Report

Higher Education Institution:

Diplomatic Academy of Vietnam

Bachelor/Master programme:

- Bachelor - International Relations (IR)
- Bachelor - International Economics (IE)
- Bachelor - International Business (IB)
- Bachelor - International Law (IL)
- Bachelor - International Trade and Business Law (ITBL)

Qualification awarded on completion:

- Bachelor of International Relations
- Bachelor of International Economics
- Bachelor of International Business
- Bachelor of International Law
- Bachelor of International Trade and Business Law

Decision of the FIBAA Accreditation and Certification Committee

21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	24/040 Cluster 1
Higher Education Institution:	Diplomatic Academy Vietnam
Location:	Hanoi, Vietnam
Study programmes:	• Bachelor - International Relations • Bachelor - International Economics • Bachelor - International Business • Bachelor - International Law • Bachelor - International Trade and Business Law
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.

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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For Bachelor Programmes

The Bachelor programmes Bachelor of International Relations, Bachelor of International Economics, Bachelor of International Business, Bachelor of International Law, and Bachelor of International Trade and Business Law offered by the Diplomatic Academy of Vietnam fulfil 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 of International Relations, Bachelor of International Economics, Bachelor of International Business, Bachelor of International Law, and Bachelor of International Trade and Business Law 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 panel¹, which was approved by the HEI. The panel consisted of:

Prof. Dr. Reinhard Bachmann

University of London

Professor of International Management

Business Administration, International Business, General Management, Strategic Management, Public Management, Public Policy, Business Ethics, Marketing, Human Resource Management, Tourism and Hospitality, Public Health, Sustainability, Economic Systems, Entrepreneurship, Leadership, Organizational Behavior, MBA

Kira Kock

UConn School of Law/University of Münster

LLM Student

Prof. Dr. Jonathan Kuyper

University of Oslo

Professor of Political Science and International Relations

Political Science, with a specialization in International Relations, Global Governance, Democratic Theory

Dr. Madeleine Martinek LL.M.

Görg Law Firm, Frankfurt/Berlin

Lawyer

Private International Law, Comparative Law, German Corporate Law, UN Sales Law, Chinese Law

Assoc. Prof. Dr. Edy Santoso

Pakuan University, Bogor

Associate Professor

Business Law, International Trade Law, Intellectual Property Law and Cyber Law

Dr. Thi Thu Ha Dinh

Thai Binh Duong University

Head of Finance - Banking Division

¹ The panel is presented in alphabetical order.

Financial Management, Project Preparation and Appraisal, Financial Analysis, Corporate Finance

Prof. Dr. Mouna Thiele

Düsseldorf University of Applied Sciences

Professor of Economics, in particular International Economic Relations

International Economics, National Economics, Applied Economics, Economic Policy, Foreign Trade, Monetary Policy, European Policy, Labour Market

FIBAA project manager:

Dr. Nina Rotermund

Accreditation Data at a Glance

Mode of the site visit	On-site visit at the premises of Diplomatic Academy of Vietnam, Hanoi, Vietnam At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.
Date of the site visit	on January 27-28, 2026
Groups interviewed	• Management of DAV • Programme managements of the five study programmes • Teaching staff • Students and graduates • Administration staff
Facilities and equipment inspected	• Classrooms and lecture halls • Study rooms • Library • Teaching staff's offices • IT department
Use of virtual learning platforms/tools demonstrated	Yes
Documents reviewed additionally on-site: (e.g., exam samples, internal QA reports, thesis examples)	No
Date Report Delivered to HEI for Statement	March 8, 2026
Date of HEI Statement	March 13, 2026

General Information on the Study Programme

General information

Type of study programme:

Bachelor programme

Name of the study programme (in original language and English translation):

1. Bachelor of International Relations,
Quan hệ quốc tế
2. Bachelor of International Economics,
Kinh tế quốc tế
3. Bachelor of International Business,
Kinh doanh quốc tế
4. Bachelor of International Law,
Luật quốc tế
5. Bachelor of International Trade and Business Law
Luật Thương mại quốc tế

Degree title awarded (in original language and English translation)

Bachelor of Arts

Projected study time (years / months / semester / trimester)

4 years / 8 semesters

Number of ECTS credits & national credits assigned to the study programme

1. 123 VN credits
2. 126 VN credits
3. 126 VN credits
4. 127 VN credits
5. 121 VN credits

Type of accreditation:

Initial accreditation

Mode of study:

Full-time

Methodological approach:

Study programme with obligatory class attendance

Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):

Vietnamese

English

Other languages for Foreign Languages Courses: English, French, Chinese, Japanese, Korean, Spanish, German

Double/Joint Degree programme:

no

Implementation

Dates and scope

Initial start of the programme:

1. Bachelor of International Relations: 1959
2. Bachelor of International Economics: 09/2008
3. Bachelor of International Business: 09/2021
4. Bachelor of International Law: 09/2008
5. Bachelor of International Trade and Business Law: 09/2022

Programme cycle starts in:

Both winter and summer semester

Scope (planned number of parallel classes) and enrolment capacity

1. Bachelor of International Relations: 450-460 depending on year
2. Bachelor of International Economics: 250 - 260 depending on year
3. Bachelor of International Business: 200 - 260 depending on year
4. Bachelor of International Law: 200 – 250 depending on year
5. Bachelor of International Trade and Business Law: 100 - 200 depending on year

Summary

Brief description of the study programmes:

Bachelor of International Relations (IR)

The Diplomatic Academy of Viet Nam (DAV) is Vietnam's first institution for international relations and diplomacy. The Bachelor of International Relations was launched in 1959 and provides students with in-depth knowledge of international relations and foreign policy, develops their diplomatic and research skills, and supports them in building broad perspectives and the adaptability needed to thrive in a global environment.

Bachelor of International Economics (IE)

The Diplomatic Academy of Viet Nam (DAV) was among the first institutions in Vietnam to be licensed to offer a programme in International Economics. The programme started in 2008. Its curriculum equips students with specialised knowledge of international trade, investment, finance and economic integration, while also developing the research capabilities and practical professional skills needed to work in a globalised economy.

Bachelor of International Business (IB)

Launched in 2021, the Bachelor of International Business provides knowledge of business administration, international marketing, import–export operations, logistics, and supply chain management. It trains students to analyse and address challenges in international business, while developing the professional skills required for effective global management.

Bachelor of International Law (IL)

The DAV is among the first institutions in Vietnam to offer specialised training in international law. The programme was launched in 2008. The curriculum brings together theoretical and practical knowledge of modern international law and Vietnamese law, while developing students' legal reasoning, analytical and critical thinking, and practical legal skills.

Bachelor of International Trade and Business Law (ITBL)

Launched in 2022, the Bachelor of Trade and Business Law equips students with specialised knowledge and skills in international trade and business law as well as Vietnamese commercial law. It also develops the professional legal competencies needed to meet the growing demand for legal expertise in international economic cooperation.

Highlights of the programmes and the site-visit

The programmes stand out for their clear alignment with labour market needs and their positioning within the University's strategic concept. The panel commends the University's network and alumni activities as well as its committed teaching staff. The site visit was well-structured and provided comprehensive insights into the academic and organisational framework. The site visit took place on-site and included in-depth discussions with programme management, teaching staff, students, alumni, and administrative representatives.

Special Features of the Study Programme

For all five programmes, being offered by Vietnam's Diplomatic Academy, a key distinguishing feature is their focus on diplomacy and diplomatic education across all programmes, including practice-oriented curricula (such as Moot Courts, Summer Schools, mandatory internships) with an interdisciplinary approach and courses taught in foreign languages as well as a strong alumni network also offering career opportunities for students.

General impressions of the panel members

The expert panel formed a positive overall impression of the five study programmes and DAV's strong commitment to quality and further development. The panel considers that there is clear need for improvement 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. Beyond this, there are certain areas that could be further enhanced through appropriate revisions (see Chapter 3).

Besides that, the open dialogues and transparency demonstrated during the on-site visit 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.

Quality Profile

HEI: Diplomatic Academy Vietnam

Bachelor / Master programme:

- Bachelor - International Relations (IR)
- Bachelor - International Economics (IE)
- Bachelor - International Business (IB)
- Bachelor - International Law (IL)
- Bachelor - International Trade and Business Law (ITBL)

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

² quality requirements.

³ quality requirements.

⁴ quality requirements leading to condition or recommendation.

⁵ 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.

3.1.1*	Structure of the study programme (Asterisk Criterion)			X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X			
3.1.3*	Conceptual coherence of the curriculum (Asterisk Criterion)			X			
3.1.4*	Study and exam regulations (Asterisk Criterion)			X			
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			X
3.2	Intended Competences and Skills						
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			
3.3	Teaching and Learning Methodology						
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			
3.3.4	Extracurricular events			X			
3.4	International environment and mobility opportunities						
3.4.1	Foreign language contents			X			
3.4.2	International mobility of students and teaching staff			X			X
3.4.3	International composition of students and teaching staff			X			X
4	Academic Environment and Framework Conditions						
4.1	Teaching staff						
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	Programme Management and Administrative Support						
4.2.1	Programme management			X			
4.2.2	Administrative support			X			
4.2.3	Public information			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	Cooperation and partnerships						
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X			
4.3.2(*)	Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X			
4.4	Facilities and equipment						
4.4.1*	Quantity, quality, media and IT equipment of 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	Quality Assurance						
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			
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Recommendations

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

- providing more students with the opportunity to write a final thesis and introducing mandatory defenses for final theses (see chapter 3.1.5)
- increasing opportunities for students and teaching staff in international exchange, such as international conference, summer schools, online programmes (see chapter 3.4.2)
- increasing opportunities for incoming students by offering summer schools, international conferences etc. (see chapter 3.4.3)
- providing updated and more editions of relevant textbooks (see chapter 4.4),
- 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),
- training teaching staff and students in using these databases (see chapter 4.4).

Exceeding

In addition to the conditions and recommendations, the panel members also recognised strengths of the programmes that exceed the required standards:

- Positioning of the Bachelor of International Relations on the educational market, (see chapter 1.2)
- Positioning of the Bachelor of International Relations, Bachelor of International Law, and the Bachelor of International Economics within the HEI's overall strategic concept (see chapter 1.3)
- Alumni activities for all five programmes (see chapter 4.2.6)

The panel acknowledges the institution's engagement and encourages the HEI to build on the feedback provided in this report. The 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.⁶

Given its unique mission and organisational structure, the DAV defines its mission, vision, core values, and educational philosophy⁷ 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

⁶ Issued under Decision No. 08/2024/QĐ-TTG dated 28 June 2024.

⁷ 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: Responsible for *International Relations* (Bachelor, Master, and Doctorate) and *Asia–Pacific Studies* (Bachelor).
- Faculty of International Economics: Responsible for *International Economics* (Bachelor, Master) and *International Business* (Bachelor).
- Faculty of International Law: Responsible for *International Law* (Bachelor, Master, and Doctorate) and *International Trade and Business Law* (Bachelor).

In accordance with the *Law on Higher Education*⁸ 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.

Further development of the programme, implementation of recommendations from previous accreditation

Following the accreditation by MOET in 2021 for five Bachelor programmes including the Bachelor of International Relations, Bachelor of International Economics, Bachelor of International Law, Bachelor of English Language and the Bachelor of 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* 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 five 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.

⁸ Law No. 34/2018/QH14 dated 19 November 2018.

- 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* class was replaced with *Digital Competence*, which covers both technical skills and key digital mindsets for today's world.
- ii) New courses on sustainable development, digital innovation, and technology were added to existing curricula. For example
 - In the Bachelor of International Relations, topics such as sustainable development, non-traditional security and digital governance were added to modules including Global Governance, Asia-Pacific Security, International NGOs and International Relations, and International Institutions.
 - In the Bachelor of International Economics, content on sustainable development and social equity was incorporated into Development Economics, while Corporate Finance was updated to include ESG trends in finance, green finance and sustainable corporate behaviour.
 - In the Bachelor of International Law, recent developments in dispute settlement and negotiations in the South China Sea were included in International Law of the Sea, and the application of artificial intelligence was introduced in Research Methodology.
- 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 for the programmes with national accreditation

Bachelor of International Relations (IR):

The History of International Relations curriculum was restructured into two courses, namely Modern History of International Relations I (1648–1945) and Modern History of International Relations II (1945–present), to improve thematic depth and chronological coherence. Eight new specialised professional courses (e.g., Geopolitics, Nationalism in International Relations, and Multilateral Diplomacy) and two skills-based courses (Academic Writing; International Event Management and Diplomatic Protocol) were introduced to broaden students' choices. Several existing courses were updated to include sustainable development and global technology governance, and professional practice was strengthened through specialised seminars on diplomacy, foreign policy, international security, and niche diplomacy.

Bachelor of International Economics (IE):

Courses were reallocated to balance foundational content and specialised professional knowledge. New applied courses, such as Applied Economics, International Financial Management, Data Analysis Practice, and E-Commerce, were introduced, and specialised courses are now organised into two orientations, namely International Trade and International Finance. Soft skills development was strengthened through a Personal and Professional Development Skills course and expert seminars with professionals and business representatives.

Bachelor of International Law (IL):

Foundational courses were revised to strengthen essential knowledge of the Vietnamese legal system (Administrative Law, Civil Law, and Criminal Law). Credits for Public International Law were increased, and students now have more elective options through two new courses, for instance International Law on Borders and Territory and ASEAN Law.

Statistical Data

Bachelor of International Relations

Undergraduate Programme: International Relations								
		1. Cohort 46 (2019-2023)	2. Cohort 47 (2020-2024)	3. Cohort 48 (2021-2025)	4. Cohort 49 (2022-2026)	5. Cohort 50 (2023-2027)	6. Cohort 51 (2024-2028)	7. Cohort 52 (2025-2029)
# Study Places		90	90	400	450	500	460	460
# Applicants	Σ	1565	657	4142	1569	2753	2512	5384
	Female	1222	510	3173	1195	2112	1906	3982
	Male	343	147	969	374	641	606	1402
Application rate		1738,89%	730,00%	1035,50%	348,67%	550,60%	546,09%	1170,43%
# First-Year Students (accepted applicants)	Σ	120	149	447	429	405	388	410
	Female	92	112	327	334	308	302	301
	Male	28	37	120	95	97	86	109
Rate of female		76,67%	75,17%	73,15%	77,86%	76,05%	77,84%	73,41%
# Foreign Students	Σ	15	20	14	16	5	17	21
	Female	10	6	5	10	3	9	7
	Male	5	14	9	6	2	8	14
Rate of foreign		12,50%	13,42%	3,13%	3,73%	1,23%	4,38%	5,12%
Percentage of occupied study places		133,33%	165,56%	111,75%	95,33%	81,00%	84,35%	89,13%
# Graduates	Σ	103	127	329				
	Female	81	98	241				
	Male	22	29	88				
Success rate		93,64%	89,44%	83,93%				
Dropout rate		8,33%	4,70%	7,16%	4,20%	3,46%	2,06%	1,95%
Average		4,08	4,02	4				
Average grade		3,22	3,3	3,52				

The International Relations programme was among the first programmes offered by DAV following its establishment in 1959. Although the number of study places was reduced during the pandemic in 2019–2020, it rose again to over 400 places in 2021 and reached 460 in the most recent cohort (2025).

The number of applications consistently exceeds the available study places. However, not all places are taken up at enrolment. Female students have outnumbered male students across the past seven cohorts. Over the same period, the proportion of international students declined, but still accounts for around five per cent. With a success rate of over 80 per cent, student performance is strong, and most students take around four years to graduate.

Bachelor of International Economics

Undergraduate Programme: International Economics								
		1. Cohort 46 (2019-2023)	2. Cohort 47 (2020-2024)	3. Cohort 48 (2021-2025)	4. Cohort 49 (2022-2026)	5. Cohort 50 (2023-2027)	6. Cohort 51 (2024-2028)	7. Cohort 52 (2025-2029)
# Study Places		90	90	250	250	265	260	260
# Applicants	Σ	1348	821	2370	763	2525	1574	3888
	Female	1098	659	1752	580	1829	1090	2724
	Male	250	162	618	183	696	484	1164
Application		1497,78%	912,22%	948,00%	305,20%	952,83%	605,38%	1495,38%
# First-Year Students (accepted applicants)	Σ	112	106	254	241	226	219	231
	Female	101	91	193	189	158	156	160
	Male	11	15	61	52	68	63	71
Rate of female students		90,18%	85,85%	75,98%	78,42%	69,91%	71,23%	69,26%
# Foreign Students	Σ	0	0	0	0	0	0	0
	Female							
	Male							
Rate of foreign students		0	0	0	0	0	0	0,00%
Percentage of occupied study places		124,44%	117,78%	101,60%	96,40%	85,28%	84,23%	88,85%
# Graduates	Σ	98	85	214				
	Female	89	73	161				
	Male	9	12	53				
Success rate		93,33%	84,16%	88,80%				
Dropout rate		6,25%	4,72%	3,15%	2,90%	3,54%	3,20%	3,46%
Average		4,06	4,01	4				
Average grade		3,16	3,27	3,48				

The Bachelor of International Economics was launched in 2008. After the pandemic, it started offering up to 265 study places each year. The number of applications consistently exceeds the available study places. However, not all places are taken up at enrolment. Female students have outnumbered male students across the past seven cohorts. The IE programme does not have any international students yet. With a success rate of over 84 per cent, student performance is strong, and most students take around four years to graduate.

Bachelor of International Business

Undergraduate Programme: International Business						
		1. Cohort 48 (2021-2025)	2. Cohort 49 (2022-2026)	3. Cohort 50 (2023-2027)	4. Cohort 51 (2024-2028)	5. Cohort 52 (2025-2029)
# Study Places		100	200	260	260	260
# Applicants	Σ	1102	1269	2031	1452	3599
	Female	791	1009	1562	1080	2655
	Male	311	260	469	372	944
Application rate		1102,00%	634,50%	781,15%	558,46%	1384,23%
# First-Year Students (accepted applicants)	Σ	108	192	228	217	244
	Female	84	149	180	171	189
	Male	24	43	48	46	55
Rate of female		77,78%	77,60%	78,95%	78,80%	77,46%
# Foreign Students	Σ	0	0	0	0	0
	Female					
	Male					
Rate of foreign		0	0	0	0	0,00%
Percentage of occupied study places		108,00%	96,00%	87,69%	83,46%	93,85%
# Graduates	Σ	78				
	Female	63				
	Male	15				
Success rate		81,25%				
Dropout rate		8,33%	3,13%	5,70%	0,92%	3,28%
Average duration		4				
Average grade of		3,41				

The Bachelor of International Business is among the younger programmes at DAV, being launched in 2021. It started offering up to 100 study places at the beginning which have increased to 260 since the academic year 2023-2024. The number of applications consistently exceeds the available study places. However, not all places are taken up at enrolment. Female students have outnumbered male students across the past five cohorts. The IB programme does not have any international students yet. With a success rate of over 81 per cent, the first cohort of students demonstrated solid performance. The students took around four years to graduate.

Bachelor of International Law

Undergraduate Programme: International Law								
		1. Cohort 46 (2019-2023)	2. Cohort 47 (2020-2024)	3. Cohort 48 (2021-2025)	4. Cohort 49 (2022-2026)	5. Cohort 50 (2023-2027)	6. Cohort 51 (2024-2028)	7. Cohort 52 (2025-2029)
# Study Places		90	90	200	200	255	200	200
# Applicants	Σ	933	514	1819	1083	1693	1472	3310
	Female	737	411	1331	804	1313	1074	2439
	Male	196	103	488	279	380	398	871
Application		1036,67%	571,11%	909,50%	541,50%	663,92%	736,00%	1655,00%
# First-Year Students (accepted applicants)	Σ	89	107	198	184	245	194	188
	Female	69	86	142	149	187	150	143
	Male	20	21	56	35	58	44	45
Rate of female		77,53%	80,37%	71,72%	80,98%	76,33%	77,32%	76,06%
# Foreign Students	Σ	2	2	0	0	2	1	1
	Female	1	0	0	0	1	0	0
	Male	1	2	0	0	1	1	1
Rate of foreign		2,25%	1,87%	0,00%	0,00%	0,82%	0,52%	0,53%
Percentage of occupied study places		98,89%	118,89%	99,00%	92,00%	96,08%	97,00%	94,00%
# Graduates	Σ	74	98	146				
	Female	59	74	107				
	Male	15	24	39				
Success rate		88,10%	95,15%	85,38%				
Dropout rate		5,62%	3,74%	8,59%	5,43%	2,86%	1,55%	4,26%
Average		4,12	4	4				
Average grade		3,25	3,43	3,55				

The Bachelor of International Law was launched in 2008. After the pandemic, it started offering up to 255 study places each year. The number of applications consistently exceeds the available study places. However, not all places are taken up at enrolment. Female students have outnumbered male students across the past seven cohorts. The IL programme has a few international students. With a success rate of over 85 per cent, student performance is strong, and most students take around four years to graduate.

Bachelor of International Trade and Business Law

Undergraduate Programme: International Trade and Business Law

		1. Cohort 49 (2022-2026)	2. Cohort 50 (2023-2027)	3. Cohort 51 (2024-2028)	4. Cohort 52 (2025-2029)
# Study		100	135	200	200
# Applicants	Σ	880	1140	1124	3265
	Female	663	879	849	2447
	Male	217	261	275	818
Application		880,00%	844,44%	562,00%	1632,50%
# First-Year Students (accepted)	Σ	98	130	173	184
	Female	72	103	136	156
	Male	26	27	37	28
Rate of		73,47%	79,23%	78,61%	84,78%
# Foreign Students	Σ	0	0	0	0
	Female				
	Male				
Rate of		0	0	0	0,00%
Percentage of occupied study places		98,00%	96,30%	86,50%	92,00%
# Graduates	Σ				
	Female				
	Male				
Success rate					
Dropout rate		5,10%	2,31%	1,16%	4,35%
Average					
Average					

The Bachelor of International Trade and Business Law is also among the younger programmes at DAV, being launched in 2022. It started offering 100 study places, which were soon increased to 200 places. The number of applications consistently exceeds the available study places. However, not all places are taken up at enrolment. Female students have outnumbered male students across the past four cohorts. The ITBL programme does not have any international students yet. Data regarding graduation performance is not available yet.

Appraisal:

The panel acknowledged the high level of interest and was pleased to see how attractive the study programmes are across Vietnam, including in comparison with competing institutions. During the interview, DAV representatives noted that the Bachelor of International Law faces strong competition from the Foreign Trade University, Open University in Ho Chi Minh City and Hanoi as well as Hanoi Law University, whereas the Bachelor of International Economics and Bachelor of International Business compete with the Vietnam National University and the Foreign Trade University which offer similar courses. The Bachelor of International Relations stands out as a unique programme.

Programme Description and Appraisal in Detail

1. OBJECTIVES

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

All study programmes

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.

Bachelor of International Relations

The Bachelor of International Relations is designed to prepare graduates for positions as officers and specialists in external relations within ministries, central and local government agencies, and Party and State foreign affairs institutions. Graduates may also work as officers and experts in international organisations, non-governmental organisations, and foreign embassies in Vietnam. Further career pathways include external affairs roles, such as officers, managers, and specialist staff, for instance in private enterprises, joint ventures, and wholly foreign-owned companies. In addition, graduates may pursue academic careers as lecturers and researchers in political science, international relations, public policy, and related fields at universities and research institutes in Vietnam and abroad. Employment opportunities are also available in the media sector, including roles as editors, journalists, and contributors specialising in international affairs and external relations within press agencies and mass media organisations.

Table 1 Alignment between the Objectives of the Bachelor of International Relations and the VQF, Mission, Vision, and Core Values of the DAV

Programme Objectives (POs)	Vietnamese Qualifications Framework (VQF)	Mission (M), Vision (V), and Core Values (CV) of the DAV
O1: Foundational understanding of social sciences, politics, economics, and law as well as basic knowledge of the international environment and foreign policy practices.	- Basic knowledge of social science, political science and legislation.	M: Training and developing high-quality human resources with comprehensive knowledge . V: To create comprehensive educational and interdisciplinary research environment.

O2: Solid practical knowledge and comprehensive theoretical understanding of international relations and foreign policy.	- Solid theoretical and factual knowledge in the field of study.	M: Training and developing high-quality human resources with comprehensive knowledge.
O3: Comprehensive knowledge of research methods, analysis of international relations, foreign policy, and security, along with in-depth understanding of global issues, international politics, area studies, and research planning and strategic forecasting.	- Basic knowledge of the management and control of professional activities.	M: Conducting research and strategic forecasting, disseminating knowledge to serve diplomacy effectively and efficiently
O4: Skills in critical thinking, analysis, synthesis, and solving complex problems in international relations and practices of foreign policy; capability to lead research and professional tasks; diplomatic practice skills; communication and interpersonal skills necessary for presenting issues and solutions in the workplace and for disseminating knowledge.	- Argument skills and skills to criticise and apply alternative solutions in unpredictable or changeable contexts. - Skills required to solve complex problems. - Skills to communicate problems and solutions to others at workplace; transfer and disseminate knowledge and skills in performance of specific or complex tasks.	M: Training and developing high-quality human resources with comprehensive knowledge; Conducting research and strategic forecasting, disseminating knowledge.
O5: Proficiency in at least one foreign language and essential soft skills to adapt to diverse work environments and to integrate effectively into multicultural settings.	- Foreign language capacity at level 3/6 referencing to Vietnam's framework of foreign language proficiency.	CV: Provides numerous opportunities for its students to interact with the world beyond Vietnam and improve their foreign language proficiency. CV: "Integration – Diversity – Identity".

O6: Self-motivation , lifelong learning for professional growth, and a commitment to improving physical fitness to better meet evolving demands of work and life.	- Make self-orientation and ability to form professional conclusions and to defend personal viewpoints.	M: Meet the diverse needs of society and upholding the interests of the nation and its people. CV: Responsibility – Service.
O7: Appropriate political awareness , firm moral character, professionalism, a sense of responsibility , and a readiness to serve the country.	- Meet ethical, political , and social responsibility requirements.	M: Meet the diverse needs of society and upholding the interests of the nation and its people. CV: Responsibility – Service.

Bachelor of International Economics

The Bachelor of International Economics intends to prepare graduates for positions as officers and specialists in units responsible for information synthesis and analysis, policy advice, and policy formulation in areas such as international trade, international investment, international finance, and economic integration within ministries, agencies, and other government bodies at both central and local levels. Graduates may also pursue academic careers as lecturers and researchers in international economics and related fields at universities and research institutes in Vietnam and abroad. Further opportunities include specialist roles in foreign representative offices in Viet Nam, as well as in offices of international economic organisations and non-governmental organisations. In addition, graduates may work as business staff, market analysts, or managers in domestic and foreign enterprises and other economic organisations.

Table 2 Alignment between the Objectives of the Bachelor of International Economics and the VQF, Mission, Vision, and Core Values of the DAV

Programme Objectives (POs)	Vietnamese Qualifications Framework (VQF)	Mission (M), Vision (V), and Core Values (CV) of the DAV
O1: Foundational and contemporary knowledge in politics, society, philosophy, history, law, international relations, international law, communication, and diplomacy, serving as a basis for the applied study of international economic and integration-related issues.	- Basic knowledge of social science, political science and legislation.	M: Training and developing high-quality human resources with comprehensive knowledge . V: To create comprehensive educational and interdisciplinary research environment.

O2: Core knowledge in foreign economic relations, import-export operations, finance, marketing, investment, geoeconomics, development economics, and economic diplomacy, including an understanding of how international and domestic environments influence international economic activities.	- Solid theoretical and factual knowledge in the field of study.	M: Training and developing high-quality human resources with comprehensive knowledge.
O3: Specialised knowledge of international trade and international finance to address practical problems and case scenarios in international economic operations.	- Solid theoretical and factual knowledge in the field of study - Skills required to solve complex problems.	M: Training and developing high-quality human resources with comprehensive knowledge.
O4: Research and economic analysis skills, combined with logical and critical thinking with competencies in data processing, strategic orientation, and research conduct on emerging issues in international economics; skills in communication, independent work, teamwork, presentation, and leadership in a globally integrated economic environment.	- Argument skills and skills to criticise and apply alternative solutions in unpredictable or changeable contexts. - Skills required to solve complex problems. - Skills to communicate problems and solutions to others at workplace.	M: Training and developing high-quality human Resources with comprehensive knowledge; Conducting research and strategic forecasting, disseminating knowledge.

O5: Proficiency in at least one foreign language for academic and professional purposes, and effective application of information technology tools for data collection, processing, and analysis in international economics.	- Foreign language capacity at level 3/6 referencing to Vietnam's framework of foreign language proficiency. - Skills to transfer information about problems and solutions to other people at workplace; transfer and disseminate	V: Nurture outstanding individuals who aspire to contribute to society and are capable of taking leading roles in various fields and becoming global citizens . CV: Provides numerous opportunities for its students to interact with the world beyond Vietnam and improve
	knowledge and skills in performance of defined or complex tasks. - Work independently or in team in changeable contexts, take personal responsibility and take partial responsibility for teamwork results.	their foreign language proficiency CV: Integration – Diversity – Identity.
O6: Capacity for lifelong learning and professional development through research, experience accumulation, and adaptability to the international integration environment; together with professional ethics, social responsibility , legal compliance, and a strong sense of national and public interest .	- Make self-orientation, produce professional conclusions , and have ability to protect own viewpoints.	M: Meet the diverse needs of society and upholding the interests of the nation and its people. CV: Responsibility – Service.

Bachelor of International Business

Graduates of the Bachelor of International Business may work as specialists in departments dealing with import and export, supply chain management, logistics, and international marketing within domestic and international enterprises, including multinational corporations. They may also pursue careers as consultants in business management, business environment analysis, and business strategy at consulting organisations in Vietnam and abroad. In addition, the programme aims to equip graduates to become entrepreneurs who are able to establish and manage their own businesses in fields related to international business. Further employment opportunities include roles as officers and specialists in governmental agencies or organisations—both domestic and international—that are involved in promoting international trade and investment. Graduates may also pursue academic pathways as

researchers and lecturers in international business and international business management at research institutes, research centres, and higher education institutions.

Table 3 Alignment between the Objectives of the Bachelor of International Business and the VQF, Mission, Vision, and Core Values of the DAV

Programme Objectives (POs)	Vietnamese Qualifications Framework (VQF)	Mission (M), Vision (V), and Core Values (CV) of the DAV
O1: Foundational and contemporary knowledge in politics, society, philosophy, history, law, international relations, international law, communication, and diplomacy, serving as a basis for the applied study of international business and global integration issues.	- Basic knowledge of social science, political science and legislation.	M: Training and developing high-quality human resources with comprehensive knowledge . V: To create comprehensive educational and Interdisciplinary research environment.
O2: Core knowledge in economics, statistics, and management within the business domain , along with foundational understanding of the international business environment, actors, and activities, forming the basis for identifying and addressing essential issues in international business practice, supporting functional operations within enterprises, and enabling adaption to globalization trends and local business contexts	- Solid theoretical and factual knowledge in the field of study .	M: Training and developing high-quality human Resources with comprehensive knowledge .
O3: Theoretical and practical knowledge in international marketing, logistics, and supply chain management enabling analysis of functional activities and operational processes and supporting problem- solving in international business operations.	- Solid theoretical and factual knowledge in the field of study.	M: Training and developing high-quality human Resources with comprehensive knowledge .

O4: Professional skills in the use of analytical tools and business research; competencies in identifying, analysing international business issues, skills in enterprise business planning, international business negotiation and contracting; and a business mindset in the global economy, together with communication, presentation, independent work, teamwork, and leadership skills in an international business environment.	- Skills required to solve complex problems.	M: Training and developing high-quality human resources with comprehensive knowledge.
O5: Proficiency in at least one foreign language for effective communication, reading, comprehension, information synthesis, and the presentation of professional content in international business; along with competences in applying ICT tools, especially software for data collection, processing, and analysis in professional tasks and activities.	- Foreign language capacity at level 3/6 referencing to Vietnam's framework of foreign language proficiency. - Skills to transfer information about problems and solutions to other people at workplace;	V: Nurture outstanding individuals who aspire to contribute to society and are capable of taking leading roles in various fields and becoming global citizens. CV: Provides numerous opportunities for its students to interact with the world beyond Vietnam and improve their foreign language proficiency CV: Integration – Diversity – Identity.
O6: Commitment to self-directed learning, research, and independent work for continuous personal and professional development; adherence to strong work ethics and accountability, combine with respect for national and social interests, patriotism, and dedication to service.	- Make self-orientation, produce professional conclusions, and have ability to protect own viewpoints.	M: Meet the diverse needs of society and upholding the interests of the nation and its people. CV: Responsibility - Service

Bachelor of International Law

The Bachelor of International Law wants to prepare for careers as civil servants and public employees in government bodies and agencies whose functions and responsibilities relate to international law, legal affairs, or international cooperation at both central and local levels,

particularly within units under the Ministry of Foreign Affairs (MOFA). Graduates may also work as legal officers in enterprise legal departments, where they review matters involving international and domestic law, especially in companies engaged in international trade and services. Further career pathways include work as legal practitioners in domestic and international law firms, or as independent legal consultants advising Vietnamese and foreign businesses. The programme also prepares graduates for academic careers as lecturers and researchers in international law and related disciplines at universities, research institutes, and academic centres in Viet Nam and abroad. In addition, graduates may take up specialist roles handling legal and international law-related matters in intergovernmental and non-governmental international organisations. Opportunities are also available in the media sector, including roles as journalists, editors, or contributors specialising in legal and international law topics for press and media organisations, such as television, radio, newspapers, and journals.

Table 4 Alignment between the Objectives of the Bachelor of International Law and the VQF, Mission, Vision, and Core Values of the DAV

Programme Objectives (POs)	Vietnamese Qualifications Framework (VQF)	Mission (M), Vision (V), and Core Values (CV) of the DAV
O1: Basic knowledge of politics, economics, society, security, and national defence, as well as basic understanding of other aspects of international relations that relate to international law e.g., international politics, international economics or international communications in order to equip students with an inter-transdisciplinary approach.	- Basic knowledge of social science, political science and legislation.	M: Training and developing high-quality human resources with comprehensive knowledge . V: To create comprehensive educational and interdisciplinary research environment.
O2: Solid theoretical and practical knowledge of international law and Vietnamese laws.	- Solid theoretical and factual knowledge in the field of study.	M: Training and developing high-quality human resources with comprehensive knowledge .

O3: General and professional skills including argument skills, skills to criticize, writing skills, communication skills, information synthesis, digital skills, and specialised legal research skills such as legal research, consultation and advocacy.	- Argument skills and skills to criticise and apply alternative Solutions in unpredictable or changeable contexts. - Skills required to Solve complex problems.	M: Training and developing high-quality human resources With comprehensive knowledge .
O4: Ability to use at least one foreign language proficiently to communicate effectively and perform professional duties in an international working environment.	- Foreign language capacity at level 3/6 referencing to Vietnam's framework of foreign language proficiency.	CV: Provides numerous opportunities for its students to interact with the world beyond Vietnam and improve their foreign language proficiency . CV: "Integration – Diversity – Identity.
O5: Ability to adapt and integrate effectively into a changing multicultural working environment ; demonstrate creativity, having a spirit of professional responsibility and ethics , civic responsibility and commitment to community engagement and professional activities.	- Work independently or in team in changeable contexts , take personal responsibility and take partial responsibility for teamwork results.	EP: Fostering holistic education, unleashing individual potential, embracing humanistic values, focusing on adaptability and cultivating a global vision . CV: Responsibility - Service - Integration

Bachelor of International Trade and Business Law

The Bachelor of International Trade and Business Law (ITBL) wants to prepare students as civil servants or public employees in state agencies and units whose functions relate to international trade law, legal affairs, or international cooperation, particularly within the Ministry of Industry and Trade, the Vietnam Chamber of Commerce and Industry, and the Ministry of Justice. Graduates may also work as legal officers in enterprise legal departments, where they review and advise on legal matters in general and, in particular, on international trade and business law, especially in companies engaged in international trade, international business, and related services. Further career pathways include work as legal practitioners or consultants providing independent legal advice to Vietnamese and foreign enterprises operating in international trade and business. The programme also prepares graduates for academic careers as lecturers and researchers at universities and research institutes in Vietnam and abroad, specialising in international law, international trade and business law, or related disciplines. In addition, graduates may take up roles as programme officers or

specialists in intergovernmental organisations and international non-governmental organisations, focusing on international trade law or broader legal affairs. Opportunities are also available in the media sector, including roles as journalists, editors, or contributors covering legal affairs for press and media organisations such as television, radio, newspapers, and journals.

Table 5 Alignment between the Objectives of the Bachelor of International Law and the VQF, Mission, Vision, and Core Values of the DAV

Programme Objectives (POs)	Vietnamese Qualifications Framework (VQF)	Mission (M), Vision (V), and Core Values (CV) of the DAV
O1: Basic knowledge of politics, security, national defence, economics, business and related aspects of international relations that underpin international trade and business law. This interdisciplinary grounding enables students to approach legal issues in cross-border trade through an inter- and transdisciplinary perspectives;	- Basic knowledge of social science, political science and legislation.	M: Training and developing high- quality human resources with comprehensive knowledge . V: To create comprehensive educational and interdisciplinary research environment.
O2: Solid theoretical and comprehensive factual knowledge of international trade and business law, and Vietnam's business law; enable students to analyse, interpret, and apply legal rules and principles to resolve practical legal issues arising in international trade and business transactions, particularly with the involvement of Vietnam; in international trade and business transactions in Vietnam with foreign elements; and in domestic trade and business transactions;	- Solid theoretical and factual knowledge in the field of study.	M: Training and developing high- quality human resources with comprehensive knowledge .

O3: General and professional skills required for effective legal and business practice, including argument skills, skills to criticise, information synthesis skills, writing skills and specific skills such as legal research skills, legal counselling and lawyering skills , , and the ability to work with different legal systems.	- Argument skills and skills to criticise and apply alternative solutions in Unpredictable or changeable contexts. - Skills required to solve complex problems.	M: Training and developing high- quality human resources with comprehensive knowledge .
O4: Ability to use at least one foreign language proficiently to communicate and perform professional duties in international, transnational and multicultural working environments.	- Foreign language capacity at level 3/6 referencing to Vietnam's framework of foreign language proficiency.	CV: Provides numerous opportunities for its students to interact with the world beyond Vietnam and improve their foreign language proficiency .
O5: Ability to adapt and integrate into multicultural and dynamic working environments; show initiative, creativity, professional responsibility, and uphold ethical standards, commitment to community engagement and active participation in professional activities.	- Work independently or in team in changeable contexts, take personal responsibility and take partial responsibility for teamwork results.	EP: Fostering holistic education, unleashing individual potential, embracing humanistic values, focusing on adaptability and cultivating a global vision. CV: Responsibility - Service

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.

		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. While International Economics (IE) and International Business (IB) are offered by many multi-disciplinary universities, International Relations (IR) is provided by fewer institutions, and International Law (IL) and International Trade and Business Law (ITBL) are offered by only a limited number. Across all programmes, DAV pursues a clear differentiation strategy that highlights its competitive advantages. According to DAV's representatives, beyond programme-specific features, applicants are attracted by DAV's internationally oriented reputation under the Ministry of Foreign Affairs (MOFA), its strong policy research capacity and conference activity, and its highly qualified staff, including academics trained abroad and practising diplomats. DAV also promotes an international learning environment through exchanges and internships in embassies and international organisations. Despite strong competition, applicant numbers have remained stable or increased in recent years, with admission ratios typically ranging from 1:5 to 1:10.

Bachelor of International Relations

For International Relations, DAV is among the three institutions with the highest entrance scores nationally, alongside the Academy of Journalism and Communication and the University of Social Sciences and Humanities (VNU-HCM). DAV's curriculum intends offering a balanced credit structure and places particular emphasis on foreign language proficiency and skills development (e.g., negotiation, critical thinking, and international communication). Unlike competitors, DAV's specialised courses focus on core IR content without blending into other disciplines. Applicants value the programme's long-standing tradition, strong links with the Ministry of Foreign Affairs (MOFA), and access to high-level diplomatic activities.

Bachelor of International Economics

For International Economics, DAV operates in a highly competitive environment, particularly in northern Vietnam (e.g., National Economics University (NEU), Foreign Trade University (FTU), Vietnam National University- University of Economics and Business (VNU-UEB), Thuong Mai University (TMU)). As one of the earliest authorised providers, DAV has continuously updated the programme to match labour-market needs and international integration. The curriculum combines economics with politics- and diplomacy-oriented courses, offers two tracks (International Trade and International Finance), and stands out for its comparatively high share of foreign language credits.

Bachelor of International Business

The International Business programme, launched in 2021–2022, competes with well-established providers such as NEU, FTU, UEH, Hoa Sen, and RMIT Vietnam. It was benchmarked internationally and adapted to Vietnamese higher education and labour-market needs, combining management-related foundations with distinctive courses from IR, IL, and international communication. Students choose between two tracks (International Marketing,

and Logistics and Supply Chain Management), and the programme is strengthened by an international collaboration, including a 1+2 joint training model with Monash University (Australia).

Bachelor of International Law

The International Law programme is a specialised field requiring strong legal reasoning in an international context, high foreign language competence, and broad knowledge of the international legal system. DAV is regarded as the leading provider, with higher admission scores than the Open University and UEF-HCM. The curriculum balances international law with a substantial share of compulsory Vietnamese law, and it places stronger emphasis than comparators on foreign languages and legal skills. DAV also integrates diplomacy- and IR-related courses to support careers in international organisations, diplomatic missions, and multinational companies.

Bachelor of International Trade and Business Law

The Bachelor of International Trade and Business law is currently offered as a pilot at four institutions (DAV, FTU, Hanoi Law University, and VNU School of Law). FTU focuses mainly on cross-border trade regulations, whereas DAV's curriculum is more balanced across general, foundational, and specialised components, complemented by foreign language and skills modules. DAV also integrates interdisciplinary courses (e.g., cultural diplomacy and international economic relations), providing a broader perspective for international legal practice.

Appraisal:

For the Bachelor of International Economics, International Business, International Law and International Trade and Business Law, the panel acknowledges the reasons given for the positioning of the study programmes on the educational market. Their positioning and benchmarking against competing higher education institutions across Vietnam is convincing and plausible thanks to the clear qualification objectives and the graduation profiles.

For the Bachelor of International Relations, the panel sees an even stronger position given that DAV has established a unique and competitive profile of the study programme and has demonstrably examined the educational market, makes advantage of its relations to the MOFA, such as providing job opportunities for graduates.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.2	Positioning of the study programme on the educational market		IR	IE IB IL ITBL			

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

All study programmes

DAV's mission is to train and develop a high-quality workforce that serves the diplomatic sector effectively and meets wider societal needs. Its vision is to lead in Vietnam in education, professional development and research in international relations, diplomacy and international integration, while extending its influence across Southeast Asia and beyond. DAV also aims to expand interdisciplinary education through sustainability and the use of advanced science and technology, and to provide an inclusive environment that attracts talented individuals and develops future leaders and global citizens.

These ambitions are translated into concrete objectives in DAV's development planning for 2019–2029 (revised for 2024–2029) and its long-term blueprint through 2030 with a vision towards 2045. The plans set directions for enrolment, programme development, research capacity, international cooperation and quality assurance. Study programmes are aligned with these priorities by responding to national and labour-market needs, benchmarking against domestic and international peers, and using international partnerships to keep curricula current and globally competitive.

DAV's strategy defines priorities by field: **International Relations** is positioned as a flagship major linked to the Ministry of Foreign Affairs, with ambitions for stronger international recognition; **International Economics** and **International Business** are meant to enhance quality and international competitiveness while maintaining a distinct integration-focused profile; **International Law** builds on strengths in legal training relevant to integration and dispute resolution; and **International Trade and Business Law** aims to support employability in international trade and business law. In addition, DAV plans to introduce honours tracks in every major by 2026–2027, with more English-taught specialised courses, overseas components, strengthened internships, and an increased emphasis on research and publications.

The programmes reflect DAV's core values and sustainability orientation, including the integration of sustainable development themes in specialised courses and activities. Admissions remain highly competitive, with expanded criteria that include foreign languages and more holistic assessment. Graduate employment exceeds 90% (excluding newer programmes without data), with many graduates working in international settings or starting businesses. This is supported by modern facilities and digital learning initiatives, strong employer links and alumni involvement, and a continuously developing quality assurance system with the aim of meeting international standards at both programme and institutional levels.

Appraisal:

The panel recognises the exceptional position of the Bachelor's programmes in International Relations, International Economics, and International Law. These programmes were

established at an early stage and form an integral part of DAV's identity, particularly in terms of their qualification objectives.

DAV has also convincingly integrated the Bachelor's programmes in International Business and International Trade and Business Law into its overall strategic concept. The panel acknowledges that these programmes are comparatively new and will require further time to develop a reputation comparable to that of the long-established programmes.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
1.3	Positioning of the study programme within the HEI's overall strategic concept		IR IE IL	IB ITBL			

2. ADMISSION

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: [@hocviennngoaignao.dav](https://www.tiktok.com/@hocviennngoaignao.dav)
- and other media publications.

Currently, the DAV employs four 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.

Method 4. Admission based on Interview: Applicants who have completed a foreign high school curriculum, or an international programme in Viet Nam, must hold internationally recognised qualifications that meet DAV’s requirements and must attend an admission interview. In 2025, the interview-based route was tightened: candidates are required to present either Cambridge A Levels with at least grade D in each subject, or an International Baccalaureate Diploma with a minimum total score of 30.

Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)

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.
- *Admission based on interview*: higher requirements are applied, candidates must achieve at least 7.0 IELTS (or equivalent) and must have completed high school education in a foreign language, either in Vietnam or abroad.

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

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 6 Number of Enrolled Students with Internationally recognised Foreign Language Certificates from 2022 to 2025

Type of Foreign Language Certificate		2022	2023	2024	2025
I	ENGLISH	660	1341	1262	1492
1	IELTS 6.0	57	209	220	193
2	IELTS 6.5	136	320	267	321
3	IELTS 7.0	210	447	347	438
4	IELTS 7.5	171	272	312	373
5	IELTS 8.0	77	86	106	153
Type of Foreign Language Certificate		2022	2023	2024	2025
6	IELTS 8.5	6	5	7	10
7	IELTS 9.0				1
8	TOEFL iBT 60 – 78			1	
9	TOEFL iBT 94 – 101	1	1	1	
10	TOEFL iBT 102 – 109	1	1	1	
11	Cambridge English Qualifications 200 - 204	1			1
12	PTE-A 46 – 55				1
13	PTE-A 56 – 65				1
II	KOREAN	10	12	6	30

1	Topic 3	2	2		2
2	Topic 4		5	1	11
3	Topic 5	3	2	2	13
4	Topic 6	5	3	3	4
III	JAPANESE	11	30	45	19
1	JLPT-N1	1	1	2	1
2	JLPT-N2	1	8	11	7
3	JLPT-N3	9	21	32	11
IV	FRENCH	65	100	74	40
1	DELFB1	21	35	21	7
2	DELF-B2	39	54	53	28
3	DALF-C1	3			3
4	TCF B1				2
5	TCF 300 – 399	2	10		
6	TCF 400 – 499		1		
V	CHINESE	70	104	149	171
1	HSK4	4	15	37	24
2	HSK5	44	59	92	92
3	HSK6	22	30	20	55
VI	STANDARDISED TESTING	17	72	169	121
1	ACT 27 – 28		1		
2	SAT 1200 – 1240	4	9	18	1
3	SAT 1250 – 1290	4	12	33	4
4	SAT 1300 – 1340	2	24	35	7
5	SAT 1350 – 1390	2	18	39	23
6	SAT 1400 – 1440	5	6	25	30
7	SAT 1450 – 1490		1	14	41
8	SAT 1500 – 1600		1	5	15

DAV has established a structured foreign language programme that progresses in line with students' entry-level proficiency. Upon admission, students select one compulsory main language (English, French, Chinese, Japanese, or Korean) and are placed into elementary, intermediate, or advanced levels based on certificates and/or placement tests. Students at intermediate level or above may choose an additional foreign language from a wider range, including German and Spanish. At the start of each academic year, DAV provides advisory sessions on language requirements. In addition, language faculties and language clubs in collaboration with the Office of Undergraduate Academic Affairs, offer co-curricular activities to support language practice.

The programme develops both general and specialised language competence, enabling students, depending on their progress, to take foreign-language-taught courses from the second year. It also integrates skills such as presentations, negotiation, debate, research, and academic writing. Quality is supported through regular standardised testing and, where

needed, supplementary language enhancement and academic support courses. Students also practise through activities such as academic clubs, international student conferences, and Model United Nations simulations conducted in foreign languages.

International students are supported through an intensive English programme (for those with sufficient Vietnamese proficiency), Vietnamese language tutoring where required, and additional activities to facilitate their participation in DAV's academic community.

Professional experience

Not relevant for the five study programmes under evaluation.

Selection procedure

All study programmes

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.

Counselling for prospective students

All study programmes

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 website⁹, and official social media channels such as Fan page: *Diplomatic Academy of Vietnam Admissions Consulting*¹⁰, TikTok @hocviennngoigiao.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.

⁹ <https://www.dav.edu.vn> (last seen on February 22, 2026).

¹⁰ <https://www.facebook.com/dav.openhouse>

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:

- 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 four 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.

The panel especially considers advertisement on social media (such as Tiktok) and open campus activities as effective and attractive approaches to welcome interested students. 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 DAV 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
2.1*	Admission requirements (Asterisk Criterion)			X			
2.2 (*)	Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)			X			
2.3 (*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X	
2.4	Selection procedure (if relevant)			X			
2.5	Counselling for prospective students			X			

3. IMPLEMENTATION OF THE STUDY PROGRAMME

3.1 Structure and Content

Structure of the study programme

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 programme¹¹. 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 regulations¹² and DAV's internal regulations¹³, 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*¹⁴, *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 proficiency.
- (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.
- (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

¹¹ Article 5 of the Regulations on Undergraduate Education (Full-time Programmes) issued under Decision No. 29/QĐ-HVNG dated 9 January 2025.

¹² 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.

¹³ 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.

¹⁴ *Digital Competence Course*.

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 7 Structure of the study programmes

Modules	IR	IE	IB	IL	ITBL
General Knowledge	13	13	13	13	13
Foreign Languages	24	24	24	24	18¹⁴
Complementary Knowledge	09	09	09	09	09
Professional Knowledge and skills	65	70	70	69	69
<i>General and/or Foundational Professional Knowledge</i>	28	33	33	40	31
<i>Specialised Professional Knowledge</i>	27	32	32	21	30
<i>Skills</i>	10	5	5	8	8
Career orientation and Graduation module	12	10	10	12	12
<i>Career Orientation*</i>	2	2	2	2	2
<i>Internship*</i>	3	3	3	3	3
<i>Thesis or Substitute Courses</i>	12	10	10	12	12
Total	123	126	126	127	121

International Relations

Projected study time (semesters, years)	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	123 VN credits $\approx$ 221.4 ECTS credits
Workload per national credit	50 hours
Workload per ECTS credit	27,5 hours
Conversion from national credit to ECTS credit	1 VN credit $\approx$ 1,8 ECTS credits
Weeks per semester	20-22 weeks
Credits for the final thesis/final project and time awarded for writing	12 VN credits $\approx$ 21.6 ECTS credits

International Economics

Projected study time (semesters, years)	4 years, 8 terms
Number of credits (national credits and ECTS credits)	126 VN credits $\approx$ 226.8 ECTS credits
Workload per national credit	50 hours

Workload per ECTS credit	27.5 hours
Conversion from national credit to ECTS credit	1 VN credit $\approx$ 1,8 ECTS credits
Weeks per semester	20-22 weeks
Credits for the final thesis/final project and time awarded for writing	10 VN credits $\approx$ 18 ECTS credits

International Business

Projected study time (semesters, years)	4 years, 8 terms
Number of credits (national credits and ECTS credits)	126 VN credits $\approx$ 226.8 ECTS credits
Workload per national credit	50 hours
Workload per ECTS credit	27.5 hours
Conversion from national credit to ECTS credit	1 VN credit $\approx$ 1,8 ECTS credits
Weeks per semester	20-22 weeks
Credits for the final thesis/final project and time awarded for writing	10 VN credits $\approx$ 18 ECTS credits

International Law

Projected study time (semesters, years)	4 years, 8 semesters
Number of credits (national credits and ECTS credits)	127 VN credits $\approx$ 228.6 ECTS
Workload per national credit	50 hours
Workload per ECTS credit	27.5 hours
Conversion from national credit to ECTS credit	1 VN credit $\approx$ 1,8 ECTS credits
Weeks per semester	20-22 weeks
Credits for the final thesis/final project and time awarded for writing	12 VN credits $\approx$ 21.6 ECTS credits

International Trade and Business Law

Projected study time (semesters, years)	4 years, 8 semesters
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Number of credits (national credits and ECTS credits)	121 VN credits $\approx$ 217.8 ECTS credits
Workload per national credit	50 hours
Workload per ECTS credit	27.5 hours
Conversion from national credit to ECTS credit	1 VN credit $\approx$ 1,8 ECTS credits
Weeks per semester	20-22 weeks
Credits for the final thesis/final project and time awarded for writing	12 VN credit $\approx$ 21.6 ECTS credits

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.

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 recognition¹⁵ (for exchange students) or accelerated study, support students in completing their programmes on time, or even in a shorter period are possible.

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

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

¹⁵ *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.

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)
Scale used for answers for the questions 1 & 2: 1: Strongly disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly agree.
3. Do you have any suggestions to improve the workload of this course?

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

1. The overall workload of the study program 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 program is appropriate.
Scale used for answers for the questions 1 & 2: 1: Strongly disagree; 2: Disagree; 3: Neutral; 4: Agree; 5: Strongly agree.
3. Do you have any suggestions regarding the workload of the study programme or the distribution of workload among semesters?

The planned study load calculation in the curricula of the five programmes (IR, IE, IB, IL, ITBL) excludes the courses Digital Competence (2 credits), Physical Education (3 credits), National Defence Education (8 credits), Career Orientation Seminars (2 credits), and Internship (3 credits). These courses are compulsory requirements for graduation but are not included in the GPA.

According to national regulations, the courses on Physical Education and National Defence Education must be part of each programme but are not weighted in the GPA.

Rationale for degree and programme name

All study programmes

DAV offers five undergraduate programmes in this cluster: Bachelor's degrees in International Relations (IR), International Economics (IE), International Business (IB), International Law (IL), and International Trade and Business Law (ITBL). The programme names and degree titles comply with Vietnam's legal and regulatory framework, including the Law on Higher Education, the Vietnamese Qualifications Framework (VQF), and the official lists of academic disciplines. The "Bachelor" title corresponds to VQF Level 6 and is aligned with national requirements on workload and learning outcomes. IR, IE, IB and IL are listed in Circular No. 09/2022/TT-BGDĐT, while ITBL is approved as a pilot discipline under Decision No. 1596/QĐ-BGDĐT.

The programme titles also align with DAV's mission and strategic ambition to support international integration and serve the diplomatic sector, while meeting broader societal needs. Each title accurately reflects the programme's objectives and disciplinary scope:

IR focuses on international relations, foreign policy and diplomacy; **IE** on economic theory and international economic policy; **IB** on management, marketing and supply chains in international contexts; **IL** on international legal frameworks and dispute resolution with comparative

reference to Vietnamese law; and **ITBL** on the intersection of trade, business and law, including contracts, investment and dispute settlement.

Conceptual coherence of the curriculum

All study programmes

Every 2.5 years, the curricula are officially revised, whereas informal updates are possible any time through discussion with the programme managers. Each DAV undergraduate curriculum follows a four-year (eight-semester) structure that provides a progressive and flexible learning pathway from foundational knowledge to advanced specialisation, ending with a capstone component. In years 1 and 2, students complete general education, foundational professional content, and basic skills courses (e.g., digital competence and presentation skills). Years 2 and 3 broaden learning through complementary and increasingly specialised courses that integrate perspectives from economics, law, politics and communication. Years 3 and 4 focus on specialised professional courses with greater depth and complexity. The Bachelor of International Relations, Bachelor of Law and Bachelor of International Trade and Business Law do not offer formal specialisation tracks. The Bachelor of International Economics offers two specialisation options, namely International Trade and International Finance; and the Bachelor of International Business provides two specialisation tracks, namely International Marketing and Logistics and Supply Chain Management. In the final semester, students either write a graduation thesis (top 20% by cumulative GPA) or take equivalent substitute courses, while foreign-language instruction runs continuously from semesters 1 to 7.

Table 8 Compulsory and Elective courses (including Foreign Language Courses, National Defence Education, Digital Competence)

Programme	Number of Compulsory Courses (excluding foreign language courses)	% of Compulsory Courses in Programme	Number of Elective Courses (excluding foreign language courses)	% of Elective Courses in Programme
IR	23	46%	27	54%
IE	28	57.1%	21	42.9%
IB	28	58.3%	20	41.7%
IL	21	35.6%	38	64.4%
ITBL	21	40.4%	31	59.6%

Qualification objectives are defined across knowledge, skills, and autonomy and responsibility and are expressed as Programme Learning Outcomes (PLOs). These outcomes shape curriculum structure and sequencing and are mapped to Course Learning Outcomes (CLOs)

via a curriculum alignment matrix, ensuring consistency between programme-level goals, course design, teaching activities and assessment.

Bachelor of International Relations

Qualification Objectives	Programme Learning Outcome	Examples of courses
O3: Equip students with comprehensive knowledge of research methods, analysis of international relations, foreign policy, and security, along with in-depth understanding of global issues, international politics, area studies, and research planning and strategic forecasting.	PLO5: Analyse practices of international relations, politics, and foreign policy on the basis of fundamental knowledge of international relations theory, international relations research methods, policy analysis, strategic forecasting, and research planning, project design, and proposal writing	IR Research Methodology; Vietnam's Foreign Policy from 1945 to 1975; Vietnam's Foreign Policy since 1975; IR Theories; Foreign Policy Analysis; Multilateral Diplomacy; International Conflicts after the Cold War; American Studies; International Institutions; INGOs and IR; Middle Eastern Studies; Diplomatic Services; International Negotiations
	PLO6: Apply in-depth knowledge of global issues, international politics, international security, area studies, and foreign policy to analyse and evaluate Vietnam's international relations and foreign policy	Foreign Policy Analysis; Global Governance; Major Power Relations after the Cold War; International Conflicts after the Cold War; Asia-Pacific Security; Security Policy Analysis; Chinese Studies; American Studies; ASEAN Studies; EU Studies; Russian Studies; Indian Studies; Nationalism in IR; Geopolitics in IR

Bachelor of International Economics

Qualification Objectives	Programme Learning Outcome	Examples of courses
O2: Equip students with core knowledge in foreign economic relations, import-export operations, finance, marketing, investment, geoeconomics, development	PLO3: Apply foundational knowledge of economics and international economics in practical contexts, as well as use both quantitative and qualitative analysis tools for research on international economic issues.	Microeconomics; Macroeconomics; Mathematics for Economics; International Economic Relations; Principles of Accounting; Monetary and Financial Markets; Research Methodology in Economics.

economics, and economic diplomacy, including an understanding of how international and domestic environments influence international economic activities.	PLO4: Utilise specialised knowledge of international trade, investment, international finance, international economic integration, and economic diplomacy, to support research and policy formulation.	Vietnam's Foreign Economy; Economic Diplomacy; International Investment; International Trade; International Commercial Transactions.
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Bachelor of International Business

Qualification Objectives	Programme Learning Outcome	Examples of courses
O2: Equip students with core knowledge in economics, statistics, and management within the business domain, along with foundational understanding of the international business environment, actors, and activities, forming the basis for identifying and addressing essential issues in international business practice, supporting functional operations within enterprises and enabling adaption to globalization trends and local business contexts.	PLO3: Apply foundational knowledge of economics, business, finance, accounting, statistics in business and international business law, management and leadership to explain issues of international business activities	Microeconomics; Macroeconomics; Statistics in Business; Principles of Management; International Business; Principles of Logistics and Supply Chain Management; International Business Law; International Economic Relations; International Financial Markets; International Marketing.
	PLO4: Utilise specialised knowledge to address issues related to business strategies and functional areas within organisations, aligned with international business trends and the global and local business environment.	Global Business Strategy; Corporate Financial Management; Foreign Trade Techniques; Business Project Planning in Practice; International Human Resource Management; Corporate Culture and Business Ethics; Brand Management; Negotiations and Signing Contracts in International Business.

Bachelor of International Law

Qualification Objectives	Programme Learning Outcome	Examples of courses
O2: Equip students with solid theoretical and practical knowledge of international law and Vietnamese laws.	PLO3: Analyse legal issues arising from the relations between states, international organizations and other subjects of international relations from the perspectives of international law.	Public International Law; Private International Law; International Law of the Sea; Diplomatic and Consular Law; International Humanitarian Law.
	PLO4: Apply relevant Vietnamese laws to resolve legal issues arising from the relations between natural and legal persons and other legal subjects from the perspectives of Vietnamese laws	Theory of Law and Vietnam's Legal System; Constitutional laws of Viet Nam and other countries; Vietnam's Civil Law 1 & 2; Vietnam's Commercial law; Viet Nam's Criminal Law
	PLO5: Analyse legal issues arising from trans-boundary activities between private actors with foreign elements such as the conflict of law and conflict of jurisdiction.	Private International Law; Comparative Law, International Intellectual Property Law, International Commercial Arbitration Law, International Business Law

Bachelor of International Trade and Business Law

Qualification Objectives	Programme Learning Outcomes	Examples of courses supporting the related PLO
O2: Equip students with Solid theoretical and practical knowledge of international trade and business law, and Vietnam's business	PLO3: Analyse practical legal issues arising in international trade and business transactions with the involvement of Vietnam.	Public International Law; International Business Law; WTO law, Settlement of International Trade Disputes; Settlement of International Investment Disputes, Trade Remedies; New-generation Free Trade Agreements.

law ; enabling students to analyse, interpret, and apply legal rules and principles to resolve practical legal issues arising in international trade and business transactions, particularly with the involvement of Vietnam; in international trade and business transactions in Vietnam with foreign elements; and in domestic trade and business transactions.	PLO4: Identify legal issues arising in international trade and business transactions in Vietnam with foreign elements.	Vietnam's Civil Law I; Vietnam's Civil Law II; Vietnam's Customs Law; Vietnam's Law on E-commerce; Vietnam's Civil Procedure Law
	PLO5: Analyse legal issues emerging from cross-border business activities involving private actors and foreign elements	Private International Law I; Private International Law II; International Commercial Arbitration; Vietnam's Civil Law II

Study and exam regulations

All study programmes

On study and examinations DAV has installed the following regulations: the *Regulation on Undergraduate Education*¹⁶, the *Regulation on Course Assessment of undergraduate Programmes*¹⁷, the *Regulation on Internship*¹⁸, the *Regulation on Graduation Thesis*¹⁹. These regulations are publicly available on the official website of the DAV²⁰ 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 system²¹. 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.

¹⁶ Issued under Decision No. 29/QĐ-HVNG dated 9 January 2025.

¹⁷ Issued under Decision No.1078 /QĐ-HVNG dated 7 July 2024.

¹⁸ Issued under Decision No. 890/QĐ-HVNG dated 10 June 2204.

¹⁹ Issued under Decision No/1891/QĐ-HVNG dated 9 October 2023.

²⁰ See <https://dav.edu.vn/van-ban-quy-dinh/> (last seen on January 30, 2026).

²¹ See <https://daotao.dav.edu.vn>.

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 Scale²²: 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 (for courses included in GPA)	9.5 to 10.0	A+	4.0
	8.5 to 9.4	A	4.0
	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: Ordinary;
- 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.

²² See Art. 15 of the DAV Regulation on Full-time Undergraduate Training.

- 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*²³, 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).

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 supplements²⁴, 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.²⁵

To support credit transfer in mobility programmes, DAV has issued the *Regulation on Student Exchanges*²⁶, 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

²³ Issued under Decision No.841/QĐ-HVNG dated 12 June 2023.

²⁴ 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.

²⁵ Issued under Decision No. 244/QĐ-HVNG dated 25 February 2025

²⁶ Issued under Decision 2536/QĐ-HVNG dated 23 December 2024.

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

All study programmes

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 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.

Bachelor of International Relations

The programme uses varied assessments aligned with analytical and policy-focused objectives. Essay-based tasks in courses such as ASEAN Studies and Asia-Pacific Security assess critical thinking and applied analysis, while courses like Security Policy Analysis and European Union Studies require policy memos or briefs to develop concise, solution-oriented writing. Some modules, including Major Power Relations after the Cold War and International Conflicts, use oral examinations to test subject knowledge and analytical communication.

Bachelor of International Economics and Bachelor of International Business

These programmes combine written exams, multiple-choice tests, essays, presentations, and project reports to ensure both academic rigour and practical relevance. In courses such as International Marketing and Business and Project Planning in Practice, students design and defend project proposals involving market analysis and financial planning, strengthening teamwork and presentation skills. Other modules, such as Vietnam's Foreign Economy and Geoeconomics, rely mainly on exams and essays to assess theoretical understanding and analytical reasoning.

Bachelor of International Law and Bachelor of International Trade and Business Law

Assessment strongly emphasises practice-oriented formats, particularly moot court simulations and advocacy exercises. Courses such as *Advocacy and Mooting*, *International Human Rights Law*, *WTO Law*, and *Settlement of International Investment Disputes* use simulated hearings and debates in which students act as parties and legal representatives. These formats assess advanced legal knowledge alongside argumentation and communication, and they are complemented by legal writing tasks such as memoranda, pleadings, and research reports.

The Graduation Thesis (GT) or substitute courses form the final undergraduate requirement and are intended to help students integrate and apply their knowledge and skills. The GT is worth 10–12 credits and involves independent research within a student's specialism on a topic that is academically relevant and practically applicable. Students submit a 45–55 page report within ten to twelve weeks. Since 2024, only up to 20% of each cohort may complete a thesis, based on academic merit, and eligible students receive supervision and structured support.

Students who do not undertake a thesis complete three to four advanced elective courses of equivalent credit weight. These electives, assessed through essays, projects and analytical examinations, are designed to achieve comparable learning outcomes, particularly in research skills, critical thinking and applied disciplinary competence. Both routes are managed through standardised and closely monitored procedures to ensure transparency and quality assurance.

Student support includes access to detailed syllabi, exam preparation guidance, and regular workshops on research methods and academic writing. Students also receive academic advice through consultations and have access to learning resources via the library, digital platforms and MS Teams, with extended library hours during exam periods.

Assessment is centrally marked using approved rubrics and answer keys, with oral examinations conducted by two examiners. Students can request grade reviews through a clear procedure. Since 2024–2025, graduation theses are assessed by a three-member committee using published criteria, with the final mark calculated as the average score; a defence is optional and subject to additional conditions. Results are stored in the academic system, and the quality assurance unit monitors grade patterns and reports improvement needs to the Board of Directors.

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. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide 2015. DAV analyses the individual workload per student through specific questions. The study programmes can be completed within the projected study time.

An internship worth three national credits is integrated into each curriculum. The panel applauds the study programmes for the well-integrated internship. During the interview, DAV's teaching staff explained that they support students before, during and after their internships. For instance, they are willing to draw on their personal contacts in organisations to help secure internship placements. Representatives of the Bachelor of International Law also reported that students can undertake internships at the Ministry of Foreign Affairs to gain insight into the public sector, or at law firms to experience the private sector.

The degrees and study programmes' names correspond to the content of the curriculum and the study programmes' qualification objectives. They are in line with the national requirements.

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

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.

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 can prove their ability to undertake scientific work and the achievement of the study programme's qualification objectives.

The final theses and final written projects 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, based on academic merit. 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 students who are selected for the GT. Therefore, the panel **recommends** DAV providing more students with the opportunity to write a final thesis and introducing mandatory defenses for final theses.

In the statement on the report, DAV emphasised that the current policy allowing approximately 20% of students in each cohort to complete a thesis reflects the Academy's quality-oriented approach to this research-intensive capstone component. 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.

The panel appreciates the DAV's intention to safeguard academic quality through close supervision and to ensure that all students achieve the intended learning outcomes, whether through a full thesis or alternative graduation modules. At the same time, the preparation and completion of an independent final thesis can constitute a particularly valuable academic learning experience, especially for students who wish to deepen their research competences or pursue postgraduate study. Against this background, the DAV is encouraged to monitor the development of student demand for writing a final thesis and to review on a regular basis whether the current limitation remains appropriate. If student interest increases, the DAV should consider adapting its structures and supervisory capacity accordingly, so that academically qualified and motivated students are not unnecessarily prevented from undertaking a thesis. Such a responsive approach would help balance quality assurance with student aspirations and academic progression opportunities.

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 regulated analogous to the Lisbon Recognition Convention.

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

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.1	Structure and content						

3.1.1*	Structure of the study programme (Asterisk Criterion)			X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X			
3.1.3*	Conceptual coherence of the curriculum (Asterisk Criterion)			X			
3.1.4*	Study and exam regulations (Asterisk Criterion)			X			
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			X

3.2 Intended competences and skills

Methods and scientific practice

All study programmes

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 **International Relations**, students take International Relations Research Methodology (year 2) and Academic Writing Skills in International Relations (year 4). **International Economics and International Business** include methodology courses in economics and business (year 2) and develop reporting skills, supported by Econometrics and Data Analysis Practice to strengthen quantitative analysis and empirical work. **International Law and International Trade and Business Law** introduce Research Methodology in the first semester and further develop legal analysis and communication through courses such as Legal Reasoning and Writing and Advocacy and Mooting.

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.

Many subject-specific courses embed academic projects that prepare students for the Graduation Thesis by developing critical thinking, academic writing, analysis and interpretation skills. In **International Relations**, this includes analytical essays, policy papers, simulations and proposals (e.g., Foreign Policy Analysis and European Union Studies). In **International Economics**, students analyse trade, investment and financial policies and produce essays and reports in courses such as International Economic Relations and Geoeconomics, again supported by quantitative modules. In **International Business**, applied projects in areas such as marketing and logistics require market analysis and strategy development. In **International Law and International Trade and Business Law**, students compile and review case files, draft legal documents and participate in simulated hearings and improve their negotiation 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 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.

At university level, 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. Notable examples include annual workshop *Seminar on the Application of Artificial Intelligence (AI) in Learning and Scientific Research* (27 June 2025,

Faculty of International Politics and Diplomacy); Seminar on the Application of AI in Marketing (17 April 2025, Faculty of International Economics); Student Scientific Research Conference on Legal Challenges of Artificial Intelligence (December 2024); China Talk 25: Decoding China's AI Development (11 April 2025).

Further university activities to strengthen students' research competences and foster a research-oriented learning culture, include:

- Student research clubs are established to cultivate research interest and skills, including *Galileo*, *Juris Explanatories*, *Economica* (the Student Economics Research 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

All study programmes

DAV's undergraduate programmes are designed to integrate theory and practice in a systematic way, so that students develop both academic competence and professional skills. Programme learning outcomes require students to apply knowledge in real-world contexts. Across all curricula, foundational courses provide theoretical grounding, while specialised and skills-based modules use case studies, simulations and project work. Active learning methods, such as discussions, presentations, role-plays and seminars, are applied throughout to strengthen analysis, problem-solving and employability.

In **International Relations**, students work with real cases and simulations in areas such as diplomacy, negotiation and security policy. **International Economics** links economic theory to current developments through case-based assignments (e.g., regulatory and financial shocks), while **International Business** uses international business cases and role-play to analyse cultural, logistical and governance challenges. **International Law and International Trade and Business Law** embed case and simulation methods across key law modules, including moot-style activities and applied legal problem-solving.

Teaching is supported by lecturers with substantial professional experience, including former diplomats, policy advisers, practitioners and experts from enterprises and international organisations. DAV also supplements classroom learning with practitioner-led seminars and conferences. Programme design and review are informed by feedback from employers, experts and alumni, helping to keep curricula rigorous and responsive to labour-market needs.

The 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 (e.g. to financial centres or stock market), 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

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.

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

- History of International Relations and History of Diplomacy, which approach historical developments from both historical and international relations perspectives.
- International Negotiations, which integrates knowledge of international relations, international law, communication, argumentation, and the art of negotiation.
- International Economic Relations, Vietnam's Foreign Economy, International Trade, and International Investment, which combine economics, public policy, law, and global trade practices.
- Public International Law, which links legal studies with international politics and diplomacy.
- WTO Law, which integrates law, economics, and politics, with a focus on WTO regulations and free trade agreements.
- English for Specific Purposes (ESP) courses integrate linguistic training with disciplinary knowledge from fields such as diplomacy, international relations, economics, business, communication, enabling learners to use English as a tool for specialised professional and academic purposes.

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).

Students of **International Relations** may take Public International Law, International Economic Relations, or Introduction to International Communication to broaden their understanding of global issues from legal, economic, and communicative perspectives, whereas students of **International Economics, International Business, International Law and International Trade and Business Law** may enrol in Contemporary History of International Relations, Diplomatic Service, or Vietnam's Foreign Policy to deepen their understanding of how international political and diplomatic contexts influence economic and legal developments.

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, International Environmental Law – Legal Provisions and State Practices (24–29 May 2024) (integrating perspectives from the Law of the Sea, international environmental law, marine governance, and policy practice to address complex cross- border maritime and environmental challenges), U.S. Trade Policy Management (25 November 2024); ASEAN–EU Cooperation amid Recent U.S.- China Developments (7 April 2025).

International contents

All study programmes

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

Table 9 Selected Courses with International Orientation

Programmes	Examples of Course with International Content
International Relations	- History of world civilization - Vietnam's Foreign Policy since 1975 - Multilateral Diplomacy - International NGOs and International Relations - Geopolitics in International Relations - Global Governance - Foreign Policy Analysis
International Economics	- International Economic Relations - International Commercial Transactions - Economic Diplomacy - International Payment - International Finance Management - Analysis and Evaluation of International Investment Projects
International Business	- International Business - Global Business Strategy - International Marketing - Global Supply Chain Management - Negotiations and Signing Contracts in International Business - International Freight Transportation and Forwarding
International Law	- Private International Law - Public International Law - International Human Rights Law - International Environmental Law - International Humanitarian Law - International Business Law - International Law on Borders and Territories

International Trade and Business Law	- WTO Law - Vietnam and International Investment Law - Settlement of International Trade Disputes - Settlement of International Investment Disputes - Trade Remedies - Customary International Commercial Law (Lex Mercatoria)
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Furthermore, lecturers also 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 Signing Ceremony, the 10th 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

All study programmes

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

- *Regulation on Academic Integrity in Education and Research*²⁷, which defines prohibited acts of fraud and plagiarism and corresponding penalties.
- *Student Code of Conduct*²⁸, which stipulates expectations of attitude, behaviour, and discipline within the academic and social environment; and
- *Regulation on Community Service Hours*²⁹, 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.

In **International Relations**, introductory social science modules strengthen critical thinking, while diplomacy- and foreign policy-related courses emphasise ethical conduct in representing

²⁷ Issued under Decision No. 117/QĐ-HVNG dated 2 February 2022 and amended under Decision No. 1390/ QĐ-HVNG dated 15 August 2025.

²⁸ Issued under Decision No. 544/QĐ-HVNG dated 15 April 2024.

²⁹ Issued under Decision No. 545/QĐ-HVNG dated 15 April 2024.

national interests, compliance with international law and multilateral norms, transparency in negotiations and confidentiality. Students also examine major regional and global issues such as sustainable development, climate change, human rights and security.

In **International Economics**, trade- and development-focused courses promote fairness and transparency in economic policy and international commerce, supported by *Personal and Professional Development Skills* to reinforce professional behaviour. Students also analyse inequality, sustainability and welfare policy.

In **International Business**, a dedicated course on corporate culture and business ethics addresses governance, anti-corruption and corporate social responsibility, and related modules reinforce honesty and social responsibility. Societal themes such as inclusiveness, consumer protection and sustainability are integrated into marketing and supply chain courses.

In **International Law**, professional ethics is developed through modules on Vietnamese and international law, dispute settlement and advocacy, with a strong emphasis on justice, human rights and professional responsibility. Courses on human rights, humanitarian law, the law of the sea and international criminal law also address environmental protection and the rights of vulnerable groups.

In **International Trade and Business Law**, courses stress transparency and fairness in global commerce and deepen students' understanding of trade's societal impacts, including consumer welfare, environmental protection, climate change issues, equitable development and community rights.

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:

In all five study programmes, students acquire methodological competences and are enabled to do scientific work on the required level. Students are trained to use AI technologies ethically to support their learning and research process and to reflect critically the influence of AI on their studies. To keep standards high, the panel encourages DAV to continue updating the methods and adapting them to the latest trends.

Theory and practice are systematically interrelated throughout the curricula, also promoting students' ability to transfer theoretical knowledge to solve problems in practice. The panel appreciated that interviews gave examples of case studies and introduced external guest lecturers.

The students at all five programmes acquire interdisciplinary and transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures. With regard to International Business and International Trade and Business Law, the panel notes that both programmes could further strengthen their interdisciplinary approaches. However, given that they were launched only recently, the panel recognises their potential and views their development positively.

International contents are anchored in the curricula and in accordance with the qualification objectives to prepare students for working in an international 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
3.2	Intended competences and skills						
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			

3.3 Teaching and Learning Methodology

Logic and plausibility of the Teaching and Learning Methodology

All study programmes

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

All study programmes

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 10 Skill-focused course units

Programme	Course Units	Skills Developed
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IR	IR Research Methodology, Foreign Policy Analysis, Academic Writing Skills in IR, Text-Drafting Techniques, Diplomatic Service, International Negotiations, Organization of International Events and Diplomatic Protocol.	Critical Thinking, Analysis & Research. Communication & External Relations Skills. Collaboration, Negotiation & Leadership.
IE	Research Methodology in Economics, Econometrics, Data Analysis in Practice, Report Writing Skills, International Commercial Transactions, Leadership and Management, Personal and Career Development Skills.	Critical Thinking, Analysis & Research. Professional & Communication Skills. Collaboration, Negotiation & Leadership.
IB	Legal Research Methodology, Practical Legal Reasoning and Writing Skills, Legal Counselling and Lawyering Skills, Advocacy and Mooting Skills, Skills of Negotiating and Concluding Treaties, (IL), Negotiation and Conclusion of International Commercial Contracts ITBL)	Critical Thinking, Analysis & Research, Professional & Communication Skills. Collaboration, Negotiation & Leadership.
IL and ITBL	Legal Research Methodology, Practical Legal Reasoning and Writing Skills, Legal Counselling and Lawyering Skills, Advocacy and Mooting Skills, Skills of Negotiating and Concluding Treaties, (IL), Negotiation and Conclusion of International Commercial Contracts ITBL)	Legal Reasoning, Critical Thinking & Research. Litigation & Communication Skills, Collaboration & Negotiation.

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

All study programmes

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

All study programmes

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.

Appraisal:

The teaching and learning methodology of the 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 panel especially applauds the International Law and International Trade and Business Law programmes for offering Advocacy and Mooting Skills which prepare for Moot Court competition. They were delighted to learn about the DAV's successful participation in Moot Court competitions.

The teaching and learning methods are described for each course in the course descriptions. DAV has installed a digital platform as a practical tool that facilitates the delivery of the programme.

The panel confirmed that students acquire future skills currently in demand on the labour market. Students bring relevant digital and scientific competences that will be in even greater demand in the future: for instance, 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 programmes offer internships or practical work experiences.

The accompanying course materials including literature recommendations are up-to-date and 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 panel suggests all study programmes continuing to regularly update materials regularly, add quotation and sources in the course materials.

DAV organises extracurricular events 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).

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.3	Teaching and Learning Methodology						
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			
3.3.4	Extracurricular events			X			

3.4 International environment and mobility opportunities

Foreign language contents

All study programmes

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 I 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 **IR, IE, IB and IL** programmes include 24 compulsory credits in foreign languages, with modules progressing from introductory to specialised levels. The **ITBL** programme, which is being piloted, includes 18 compulsory foreign-language credits. Based on students' starting proficiency (evidenced by certificates or placement tests), they enrol in English, French, Chinese, Korean or Japanese at elementary, intermediate or advanced level.

Students' foreign-language proficiency is monitored on a regular basis through entry placement tests and ongoing assessment, including mid-term and final evaluations in each language module. Students must obtain at least 4/10 to pass each course. Where specialised modules are delivered in a foreign language, all assessment is conducted in that same language. A range of formats is used, including multiple-choice tests, written and oral examinations, presentations and essays.

The DAV has defined clear outcome standards: For all five programmes, the standard is IELTS 6.0 (or equivalent), which will increase to IELTS 6.5 from the 2025–2026 academic year. For additional languages, the benchmarks include DELF B2 (French), HSK4 (Chinese), JLPT N3 (Japanese), and TOPIK 3 (Korean). In most programmes, students must also pass Foreign Language for Specific Purposes III, whereas the English Language programme requires an advanced level of competence.

To help students reach these targets, the DAV provides extensive co-curricular support, including language clubs, foreign-language seminars and workshops, and competitive activities such as public speaking and debating. Students who struggle receive targeted assistance through extra classes or peer tutoring. Reportedly, the proportion of students meeting the required outcomes at the first annual graduation session in July has improved

over recent years, and students have also achieved notable results in national competitions across several languages, including prizes in English, Chinese and other contest formats.

International mobility of students and teaching staff

All study programmes

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.

Faculty members are encouraged to participate in long-term programmes such as doctoral studies abroad, and in short-term training courses aimed at updating their professional knowledge and adopting modern teaching methodologies. It provides administrative support and funding some or all of the costs for participation in overseas conferences and workshops. It also operates a publication incentive scheme that rewards international outputs, particularly articles published in ISI- and Scopus-indexed journals, in order to strengthen research quality.

International composition of students and teaching staff

All study programmes

During the period 2022–2025, annually, the DAV hosted approximately 55–70 international students, primarily from Laos, pursuing degree programmes in **IR** and **IL**. Most of these students are government scholarship holders studying at the DAV under bilateral cooperation agreements.

Table 11 Number of International Students by Country and Year

Countries	2022		2023		2024		2025	
	IR	IL	IR	IL	IR	IL	IR	IL
Laos	64	5	55	3	52	1	59	2
Ukraine				1		2		2
Mongolia	4		1		1		1	
Kazakhstan	1		1		1		1	

Regarding international teaching staff, the DAV welcomes 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.

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 strengthen the international profile of its staff, the DAV prioritises policies that support higher qualifications at recognised foreign universities and favours applicants with international training, teaching, research or professional experience. It further develops staff capacity through short courses, international workshops and exchange programmes abroad. While recruiting international lecturers remains difficult due to administrative constraints and limited pay competitiveness, the DAV expands international exposure through faculty exchanges and by inviting guest lecturers and speakers to academic events, ensuring students benefit from applied insights and global perspectives.

Appraisal:

In all five study programmes, students benefit from courses conducted in foreign languages, from foreign language courses and from course materials and literature in foreign language.

DAV implements targeted measures to enhance international student exchange and mobility, fostering students’ intercultural skills. Additionally, it also actively supports academic mobility for teaching staff, facilitating their participation in international conferences, teaching assignments, and research projects. 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, including lecturers from foreign countries, lecturers with international academic degrees and international professional experience, corresponds to the study programme’s concept.

To foster these positive developments, the panel **strongly recommends** DAV:

- increasing opportunities for students and teaching staff in international exchange, such as international conference, summer schools, online programmes
- increasing opportunities for incoming students by offering summer schools, international conferences etc.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
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3.4	International environment and mobility opportunities						
3.4.1	Foreign language contents			X			
3.4.2	International mobility of students and teaching staff			X			X
3.4.3	International composition of students and teaching staff			X			X

4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Teaching staff

Structure and quantity of teaching staff

Table 12 Teaching staff (excluding foreign language lecturers)

	IR	IE	IB	IL	ITBL
Full-time teaching staff	93	80	73	70	65
Part-time teaching staff incl. visiting/adjunct lecturers	24	42	38	27	29
Total number of teaching staff (*)	117	122	111	97	94
Among them:					
Teaching staff with professional experience	54	86	77	72	69
Teaching staff with international experience	50	71	65	68	64
Number of professors	5	1	1	1	1
Number of associate professors	13	9	9	10	9
Number of senior lecturers	101	93	87	84	80
Number of lecturers	16	29	24	13	14
PhD holders	80	71	63	54	53
Master's degree holders	37	51	48	43	41
Guest lecturers	15	72	27	19	19

All study programmes

In general, 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. 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.

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. 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.

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.

Table 13 Gender distribution among teaching staff

Programme	Male (%)	Female (%)
IR	41,9%	58,1%
IE	34.4%	65.6%
IB	30.6%	69.4%
IL	36.1%	63.9%
ITBL	38.3%	61.7%

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 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.

Academic and comprehensive qualification of teaching staff

All study programmes

The DAV possesses teaching staff with Master degrees or higher³⁰ 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.

Lecturers at the DAV are recruited through a standardised, multi-stage process set out in the annual recruitment plan. Applicants must hold at least a relevant Master's degree and meet foreign-language requirements for international integration (at least CEFR B2 for non-language programmes and IELTS 7.5 for the English Language programme). Selection typically includes application screening, a written examination of subject expertise, and a teaching demonstration plus interview assessed by an academic committee. Preference is given to candidates with doctorates, international publications (e.g., WoS/ISI/Scopus), or teaching experience at overseas universities. Successful candidates complete a probation period of at least one year, during which they are evaluated on teaching quality, research and publications, administrative duties, and participation in faculty academic activities.

Table 14 Proportion of Lecturers by Academic Qualification

Programmes	Lecturer	Professors /Associate Professors		Doctorates		Master's Degrees	
		Total number	Proportion	Total number	Proportion	Total number	Proportion
IR	Full time	14	15.1%	56	60.2%	37	39.8%
	Part-time	4	16.7%	24	100%	0	0
IE	Full time	6	7.5%	36	45%	44	55%
	Part-time	4	9.5%	35	83.3%	7	16.7%
IB	Full time	6	8.2%	32	43.8%	41	56.2%
	Part-time	4	10.5%	31	81.6%	7	18.4%
IL	Full time	8	11.4%	32	45.7%	38	54.3%
	Part-time	3	11.1%	22	81.5%	5	18.5 %
ITBL	Full time	6	9.2%	31	47.7%	34	52.3%
	Part-time	4	13,8%	22	75,9%	7	24,1%

Teaching expertise at the DAV is matched to each programme's disciplinary requirements. For **International Relations**, lecturers hold at least Master's or doctoral degrees in fields such as International Relations, Political Science or related areas, which underpin teaching in international politics, foreign policy and security. For **International Economics and International Business**, staff typically hold postgraduate qualifications in economics, finance, business and allied disciplines, supporting coverage of trade, investment, economic integration, marketing and supply chains. For **International Law and International Trade and Business Law**, lecturers are trained in reputable law schools and are equipped to teach international and trade law alongside Vietnamese legal frameworks, with an emphasis on practical application.

³⁰ In accordance with the requirements of the *Law on Higher Education* No. 34/2018/QH14 dated 19 November 2018.

Beyond programme-specific staff, the DAV also employs lecturers for general education subjects, including political theory, digital competence and foreign languages, with qualifications appropriate to their roles. Staff competence is evidenced through research outputs (such as books, textbooks, journal articles and conference papers, including work indexed in major international databases) and through policy-oriented contributions, including reports and advisory publications that inform decision-making.

Pedagogical qualification of teaching staff

All study programmes

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 15 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 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

All study programmes

The teaching staff of DAV possess extensive practical experience across multiple programmes directly related to DAV's disciplines. The teaching staff attends regular trainings, some of which are sponsored by the Konrad Adenauer Foundation. Also, DAV offers courses to help the staff keeping themselves updated with recent developments but also to improve their teaching skills and interdisciplinary expertise.

In **International Relations**, more than half of lecturers have worked in Vietnam's diplomatic missions abroad or in foreign-policy and international integration roles, including senior diplomatic posts and advisory work for the Ministry of Foreign Affairs and the Government. This experience is embedded in modules such as foreign policy, diplomacy, negotiation and security analysis, strengthening students' policy awareness and applied analytical skills.

For **International Economics and International Business**, lecturers' backgrounds include roles in embassies and consulates, ministries and public agencies, banks, enterprises and international organisations, alongside practical work in entrepreneurship, consultancy, logistics, e-commerce and supply chain collaboration. These perspectives are incorporated into courses on international economics, trade transactions, development and logistics, often through real-world case studies.

In **International Law and International Trade and Business Law**, lecturers have worked in the Ministry of Foreign Affairs, Ministry of Justice, courts, law firms and international organisations, and all have contributed to drafting or reviewing legal documents related to foreign affairs and international integration. Senior professional engagement is also highlighted through leadership and international candidacy roles, and staff draw on real legal cases in

teaching areas such as public international law, law of the sea, dispute settlement, legal writing, investment law and arbitration.

Internal cooperation

All study programmes

Faculties hold regular meetings, either weekly or monthly, depending on the regulations of each Faculty. These meetings may occur: a) at the Faculty level (including all faculty members) to discuss general issues such as curriculum design, teaching methodologies, sharing of experience, and training management; b) 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

All study programmes

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. DAV has an "open-door-policy" for students. 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 programmes ensure the achievement of the intended qualification objectives. DAV has a policy for a balanced gender-ratio of teaching staff.

The panel was especially impressed with the committed and highly qualified teaching staff. The academic qualifications of the teaching staff in the study programmes correspond to the qualification objectives of all study programmes and are verified by means of an established procedure. Specific measures for further academic qualification and comprehensive qualification of the teaching staff are implemented.

DAV offers and promotes pedagogical training for their teaching staff or verifies the pedagogical qualifications of the teaching staff by means of an established procedure. 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 professional experience of the teaching staff corresponds to the qualification objectives of the study programme. The teaching staff include their experience and practical examples in their teaching.

There is a regular process for internal cooperation between teaching staff of the study programmes and external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives.

Student support is offered on a regular basis and serves to help students to study successfully. During the on-site visit, the panel got the impression that teaching staff and students are working closely together. They confirmed that the teaching staff take appropriate time to answer student inquiries, even supporting students' literature research on a voluntary basis.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.1	Teaching staff						
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)						

4.2 Programme management and administrative support

Programme management

All study programmes

Each of the five study programmes 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.

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

All study programmes

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

- **OCAA**³¹ 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**³²: 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

³¹ Office of Undergraduate Academic Affairs

³² Office of Student Affairs

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.

- **OTQA³³:** 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.

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 website³⁴. 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.

³³ Office of Testing and Quality Assurance

³⁴ See <https://dav.edu.vn> (last seen on February 5, 2026).

- 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>)³⁵ 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 platform³⁶ 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

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.

Public information

All study programmes

The DAV complies with the disclosure obligations as stipulated in Circular No. 09/2024/TT-BGDĐT on public disclosure for HEIs.³⁷ 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 website³⁸.

³⁵ In Vietnamese only (last seen on February 23, 2026).

³⁶ See <https://hocruuctuyen.dav.edu.vn> (last seen on February 23, 2026).

³⁷ 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)

³⁸ See <https://dav.edu.vn/thong-tin-cong-khai/> (last seen on February 23, 2026).

In addition to these institutional reports, detailed information on each study programme is publicly available in sections dedicated to each study programme. 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/>.

News concerning academic activities, events, exchanges, extracurricular opportunities, internships and employment are disseminated via several channels, including the official website, the Student Information Portal, institutional and Faculty Facebook pages, the Outlook 365 email system, and messaging platforms such as Zalo, Teams and Messenger for rapid lecturer–student communication.

Stakeholders are also encouraged to provide feedback on education, research, staff development and facilities through multiple routes, including OTQA surveys, the online “Talk-to-DAV” form, academic advisers or class supervisors, direct emails to relevant offices, and open discussions in periodic meetings with Faculties or the Board of Directors. DAV collects this feedback systematically and uses it to support continuous quality improvement, ensuring that comments and suggestions are reviewed and addressed by the responsible units.

Inclusive and equitable education

All study programmes

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* 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

All study programmes

At the DAV, career guidance and placement support are provided to all students through joint delivery by Faculties and administrative offices. Provision is offered both in group settings and through individual support, tailored to students' academic profiles and career interests, with active input from faculty, employers and alumni.

From 2021 to 2025, the DAV organised a wide range of **career orientation talks** and industry seminars, drawing over 2,000 student participants and increasingly covering practical employability skills such as CV writing, interview preparation, networking, the use of AI tools in job searching, and structured self-assessment. The **DAV Career Day job fair** has expanded with student attendance rising from roughly 400–500 in 2021–2022 to over 1,000 in 2025, while participating employers increased from 17 companies in 2022 to 34 in 2025 across several sectors. Since 2023, a pilot **one-to-one mentoring scheme** has paired around 20 selected students each year with alumni or professionals. **Internship provision** has also grown, with approximately 300–400 students completing placements since 2022, and since 2024 the DAV has taken a more active coordinating role by organising multiple internship cohorts with Vietnamese embassies, MOFA departments and private-sector partners. Online communication and outreach are supported through dedicated platforms, including the **DAV Jobs private group** (over 16,000 members) and the DAV Career Day fanpage (around 4,500 followers), which function as key channels for vacancies, internships and event information.

Alumni activities

All study programmes

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. Administrative staff support teaching staff and students in the organisation of the study programmes. Decision-making processes for the administrative support services are clearly defined and consider special circumstances of students and teaching staff. DAV offers the administrative staff opportunities for continuous professional development.

The study programmes' content and qualification objectives are suitably communicated to the public and are available in Vietnamese and English. 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 is assistance and support for students in special circumstances, such as students with special needs.

DAV offers students and graduates support in career counselling. Placement services (including internships) take place through available channels and events, such as job fairs, resume workshops.

To facilitate the career development, an alumni organisation has been established at DAV. 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. Moreover, during the on-site visit, the panel experienced how alumni are welcome and considered an integral part of the daily operations of studies and teaching.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.2	Programme management and administrative support						
4.2.1	Programme management			X			

4.2.2	Administrative support			X			
4.2.3	Public information			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 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

All study programmes

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. The focus lies on non-common-law jurisdictions. 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 (JIIA)*, *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)³⁹ 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

All study programmes

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 (Japan), 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 and networks relevant for the programmes are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. The panel suggests that DAV continues intensifying international cooperation with some strategic partners, such as through a double degree because this will expand students’ opportunities for international exposure.

Cooperation with the professional field relevant for the programmes are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented.

³⁹ Issued under Decision No. 1748/QĐ-HVNG dated 25 September 2023.

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

4.4 Facilities and equipment

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

All study programmes

The panel was on site and visited key facilities at the DAV. The DAV campus in Hanoi encompasses 12,136.4m² with a total built area of 26,234m². 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 6,065m² of instructional space. Classroom sizes range from 50–250m² and accommodate 80–150 students, allowing flexible arrangements for diverse teaching and learning needs.

The former 500m² 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 13,089m² 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 (128-240m²) facilitate practical instruction in negotiation, debate, presentation skills, and event management, complemented by two large assembly halls (500-1000m²). 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 utilise 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

All study programmes

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) 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.

Following the on-site visit, DAV has compiled and systematised a list of relevant international and national databases (including open-access resources) as well as learning materials to provide clearer and more structured guidance for students and faculty members. These resources have been published on the Academy's official website:

- *Data platform:*

For Vietnamese version: <https://dav.edu.vn/co-so-du-lieu-quoc-gia-va-quoc-te/>

For English version: <https://www.dav.edu.vn/en/national-and-international-databases/>

- *E-book collection:*

For Vietnamese version: <https://dav.edu.vn/bo-suu-tap-e-book/>

For English version: <https://www.dav.edu.vn/en/e-book-collection/>

The Library organises instruction sessions for the 1st 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:

The quantity, quality and equipment of the facilities correspond to the necessities described for the study programme. A sufficient number of individual and group workplaces is 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 programmes' 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.

Visiting the library, the panel was able to look at relevant textbooks and research further literature online. 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 acknowledges that students have access to relevant recent literature including in other languages, international and national magazines, licence subscriptions and databases required for the study programmes. However, they see considerable room for improvement, which 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
- (4) train teaching staff and students in using these databases.

Following the on-site 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.

Moreover, DAV offers access to databases for study programme specific fields such as for :

- International Relations: Sipri database, Pais index, UN-library
- International Economics and International Business: World bank data, IMF data, UNCTADstat. Trade Map, RePEc (Research Papers in Economics) / IDEAS
- International Law and International Trade and Business Law: Legal Source, Legal Tools Database, Central and Eastearn European Online Library, European Parliament Library

In addition, following the recommendation of the FIBAA experts, DAV has developed a detailed plan to introduce and disseminate the selected databases to all students, lecturers, and researchers once the procurement process is completed, in order to ensure broad access and effective utilisation across the institution.

In a second statement, DAV indicated that the library has arranged broader access for DAV lecturers and students to a comprehensive set of academic databases, including Regional Business News, Business Source Complete, eBook Collection (EBSCOhost), eBook Academic Collection Trial, Academic Search Complete, Legal Source, and Political Science Complete. Faculties have been requested to review and update core textbooks and reference materials for key courses through the internal management system, with the aim of replacing older editions with more recent publications.

In addition, DAV is currently preparing cooperation initiatives with partner universities to expand access to digital resources and share selected library services. A Memorandum of Understanding (MoU) with the University of Trade (TMU) is currently under negotiation.

From 2026 onwards, the library will organise training activities on a quarterly basis to support students and teaching staff in effectively using digital databases and resources. The next training session is scheduled for early April 2026 and will focus on introducing the newly acquired databases.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.4	Facilities and equipment						
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

4.4 Financing of the study programme (Asterisk Criterion)

All study programmes

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%	290,847 ⁴⁰

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 programme ensures that each cohort of students starting within the accreditation period is able to complete the study programme.

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

⁴⁰ Corresponding to about 9,5 Mio. Euro

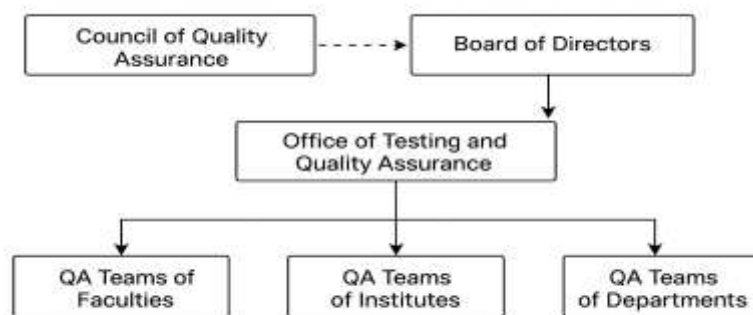
5. QUALITY ASSURANCE

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

All study programmes

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*⁴¹, the *Regulation on Quality Assurance Activities*⁴², and the *Regulation on Stakeholder Feedback Surveys*⁴³. 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



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.

⁴¹ Issued under **Decision No. 1126/QĐ-HVNG dated 5 November 2019.**

⁴² Issued under **Decision No. 583/QĐ-HVNG dated 2 June 2022.**

⁴³ Issued under **Decision No. 171/QĐ-HVNG dated 24 February 2022.**

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.

Evaluation by students

All study programmes

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

All study programmes

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

All study programmes

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, in the relevant student survey, DAV includes a question regarding the workload for each course, 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			