



ASIIN Seal & EQAS Food Label

Accreditation Report

Master's Degree Programmes

Food Technology

Biotechnology

Provided by

International University (IU) – Vietnam National University Ho Chi Minh City

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A About the Accreditation Process

Name of the degree programme (in original language)	(Official) English translation of the name	Labels applied for ¹	Previous accreditation (issuing agency, validity)	Involved Technical Committees (TC) ²
Thạc sĩ Công nghệ Thực phẩm	Master of Engineering in Food Technology	ASIIN, EQAS Food Label		08
Thạc sĩ Công nghệ Sinh học	Master of Science in Biotechnology	ASIIN	AUN-QA (until Feb. 22)	10
Date of the contract: 24.07.2023 Submission of the final version of the self-assessment report: 04.10.2024 Date of the onsite visit: 19./20.2.2025 at: International University, Ho Chi Minh City				
Expert panel: Prof. Dr. Uta Bergstedt, Niederrhein University of Applied Sciences; Prof. Dr. Gerhard Schleining, University of Natural Resources and Life Sciences, Vienna; Dr. Knut Franke, Leibniz University Hannover; Dr. Hoang Cong Phan, EPOD; Đoàn Lưu Nguyễn Thục, Ho Chi Minh City University of Science				
Representative of the ASIIN headquarter: Sascha Warnke				

¹ ASIIN Seal for degree programmes; EQAS Food Label.

² TC: Technical Committee for the following subject areas: TC 08 - Agriculture, Forestry, Food Sciences, and Landscape Architecture; TC 10 - Life Sciences.

Responsible decision-making committee: Accreditation Commission for Degree Programmes	
Criteria used: European Standards and Guidelines as of May 15, 2015 ASIIN General Criteria, as of December 10, 2015 Subject-Specific Criteria of Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture as of March 27, 2015; Technical Committee 10 – Life Sciences as of June 28, 2019 EQAS Food Criteria as of January 16, 2018	

B Characteristics of the Degree Programmes

a) Name	Final de- gree (origi- nal/English translation)	b) Areas of Specialization	c) Corre- sponding level of the EQF ³	d) Mode of Study	e) Dou- ble/Joint Degree	f) Duration	g) Credit points/unit	h) Intake rhythm & First time of offer
Food Technology	M.Eng.	Research 1 Research 2	07	Full time	/	4 semesters	60 credits (equiv- alent to 116.8 ECTS (Research 1); 115.8 (Re- search 2)	Each semester, since August 2016
Biotechnology	M.Sc.	Research 1 Research 2	07	Full time	/	4 semesters	60 credits (equiv- alent to 116.8 ECTS (Research 1); 115.8 (Re- search 2)	Each semester, since August 2009

For the Master's degree programme Food Technology the institution has presented the following profile in the student handbook:

„The specific objectives of the Master's program in Food Technology are as follows:

- Knowledge: International University's Master of Food Science program provides extensive and in-depth knowledge in the fields of Food Science and Engineering, as well as knowledge of food service and management.
- Skills: International University's Master of Food Science program provides and trains skills in management, operation, consulting, design, completion and optimization of food production lines; analytical, evaluation and decision-making skills in food management.
- Qualification and professional capacity (theory, practice): Learners have professional ethics, high community responsibility, knowledge of laws and regulations on food safety. Learners have the ability to work in groups, critical thinking, lifelong learning ability and the ability to communicate internationally.
- Position or job after graduation: Capable of taking on management positions, production operations, government management, scientific research and teaching in companies, factories, universities, research institutes as well as government management agencies.“

³ EQF = The European Qualifications Framework for lifelong learning

For the Master's degree programme Biotechnology the institution has presented the following profile in the student handbook:

„The Master of Science in Biotechnology program is designed for working adults and other individuals who want to acquire advanced skills and knowledge and are willing to move forward in their professional careers in the biotechnology and pharmaceutical industries. This program covers a broad range of topics, including advanced molecular biology, genetics, stem cells, genomic reprogramming and applications, pharmaceuticals, and more. Master's students will have the opportunity to engage in hands-on laboratory work, collaborate with industry professionals, and gain real-world experience through internships or research projects.“

C Expert Report for the ASIIN Seal⁴

1. The Degree Programme: Concept, Content & Implementation

Criterion 1.1 Objectives and Learning Outcomes of a Degree Programme (Intended Qualifications Profile)

Evidence:

- Self-Assessment Report
- Curricula for both degree programmes
- Module handbooks for both degree programmes
- Objective-module-matrix per programme
- Diploma Supplements
- Websites for both schools and study programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The experts refer to the respective ASIIN Subject-Specific Criteria (SSC) of the Technical Committees 08 (Agriculture, Forestry, Food Sciences, and Landscape Architecture) and 10 (Life Science), the objective-module-matrix for each degree programme, the matching learning objectives and the modules as a basis for judging whether the intended learning out-comes of the Master's degree programmes correspond with the competences as outlined by the SSC. For the Ma Food Technology the EQAS Food criteria were consulted as well. The descriptions of the qualification objectives are comprehensive and include the achieved competencies and possible career opportunities of the graduates.

The International University is a university in Ho Chi Minh City, Vietnam and belongs to an association of universities called Viet Nam National University Ho Chi Minh City. Hence, officially it is abbreviated as IU-VNU (or HCMIU, respectively). Established in 2003, IU-VNU

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

is the first public research university in Vietnam that offers programs taught entirely in English. As such, it strives for internationality in its entire environment, which includes, next to the language of instruction, its academic and research infrastructure, and the teaching staff.

Both degree programmes under review here are part of the university's School of Biotechnology, which is currently the second biggest academic unit. Its goals focus on cultivating creative talent and global leaders in biotechnology, food technology, and biochemistry, while also developing human resources and building capacity in these fields. In research, the emphasis is on promoting excellence, fostering innovation and entrepreneurship, and leading major large-scale projects. Cooperation efforts aim to establish diverse global partnerships and promote a collaborative, sharing environment at BT-IU. In terms of administration, the focus is on autonomous and responsible management, with a commitment to pioneering future educational environments. These goals align with the general mission of the university and are reflected in the Programme Objectives (PO) and Intended Learning Outcomes (ILOs) of the programmes. The POs are valid for both programmes and are depicted in the below table (taken from the self-assessment report, p. 19); the ILOs for either programme can be found in the appendix of this report.

Program Objectives	Contents
PO1	Have in-depth and updated knowledge of advanced biotechnology and food technology elements, meet the needs of economic development and integration in the stage of national industrialization and modernization.
PO2	Able to analyze and solve theoretical and applied problems in biotechnology and food technology related to the research and technical aspects of the industry.
PO3	Able to describe the legal, ethical, social and business aspects of biotechnology- and food technology-based products and services
PO4	Demonstrate leadership and fulfilling the needs of the community and industrial sector of Vietnam and the world, and engage in lifelong learning to maintain and enhance professional skills

Generally, the objectives for the two programmes can be summarised as follows: The Master's degree programme Food Technology trains highly qualified professionals with strong theoretical and practical expertise in Food Processing and Preservation Technology. It focuses on three main areas: Advanced Food Processing, Post-harvest Preservation, and Nutrition & Food Safety. Graduates are prepared for roles as lecturers, researchers, and managers through advanced knowledge of physical, chemical, and biological processes applied to food quality, safety, and nutrition.

The Ma Biotechnology prepares students for careers in pharmaceutical, agricultural, biomedical, and reproductive biotechnology industries. Established in 2011, it is recognized for its strong curriculum combining basic and advanced biotechnological training with elements like genetic engineering, stem cell therapy, and bioprocessing. The program aims to develop research leaders with entrepreneurial skills who can innovate in bio-industrial fields, while also understanding societal and environmental impacts.

Both programmes offer two tracks for students to choose from: Research 1 and Research 2. While both tracks include a combination of research and coursework, the Research 1 track places a stronger emphasis on the thesis, which can account for up to 90% of the workload over four semesters. As a result, this track includes only a limited number of general courses. In contrast, the Research 2 track involves a smaller-scale thesis and a greater number of taught courses. This will be discussed in more detail in Chapter 1.3.

The POs and ILOs are developed through a structured process designed to define and refine the expected outcomes of each programme. This process ensures alignment with the expectations of key stakeholders, including employers, alumni, students, academic staff, national higher education regulations, and the institutional vision and mission. The formulation of the POs and ILOs involves consultations among school leadership, academic staff, subject matter experts, and representatives from government, professional associations, and industry. Once finalised, the ILOs are communicated consistently across all official documents, websites, and promotional materials related to the programmes.

The assessors examine the POs and ILOs of this programme and come to the conclusion that the programmes fully satisfy the expectations set for graduates of Food Technology or Biotechnology. They are described in a comprehensible and competence-oriented way. The expert team also note that the objectives and learning outcomes are anchored and published in a transparent manner and are thus available to students, teachers and interested third parties. For the Ma Food Technology, the assessors can also confirm the adherence to the guidelines of the EQAS Food Label.

The ILOs of both Master's programmes are reviewed annually through a structured process involving academic staff and programme leadership. Revisions are informed by stakeholder feedback gathered via surveys targeting students, alumni, industry professionals, and academics. Survey results for both programmes indicate that the ILOs are consistently rated as important, with average scores exceeding 4 out of 5, confirming their continued relevance and alignment with stakeholder expectations. In the Ma Food Technology, the highest-rated outcome relates to English proficiency and the use of engineering tools. Similarly, the Ma Biotechnology highlights the importance of English proficiency to support students in achieving outcomes related to knowledge, analysis, and application.

During the audit, the assessors discuss the review of the learning outcomes with various parties. Students, alumni, and industry partners all confirm that they understand the review process and have previously participated in providing feedback. They also highlight that communication between the university and stakeholders is effective, ensuring a smooth and transparent exchange of information and implementation of changes. Given these results, the assessors are very content with the current state of the POs and ILOs as well as the engagement of all parties involved in maintaining and reviewing the programmes.

Criterion 1.2 Name of the Degree Programme

Evidence:

- Self-assessment report
- Diploma Supplement
- Discussion during the audit

Preliminary assessment and analysis of the experts:

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

Criterion 1.3 Curriculum

Evidence:

- Self-Assessment Report
- Curricula for both degree programmes
- Module handbooks for both degree programmes
- Student handbooks
- Websites for both schools and study programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:**Structure & content**

Both degree programmes under review are two-year study programmes, each comprising 60 Vietnamese Credits (VC). Variations in the conversion to ECTS may lead to slight differences depending on the specific programme and chosen research track. At IU-VNU, the academic year is structured into two regular semesters and one summer semester. The summer semester, typically used for internships or supplementary courses, lasts eight weeks—seven weeks for classes and one week for final examinations. Regular semesters span 20 weeks, including 15 weeks of instruction, two weeks for midterm exams, two weeks for final exams, and one reserve week.

In the Master's programme in Food Technology, the curriculum is divided into a General Course, Compulsory Major Courses, Selective Major Courses, and the Thesis. All students, regardless of their chosen research track, take the General Course, which is Philosophy, comprising 3 Vietnamese Credits (4.6 ECTS). The Compulsory Major Courses total 12 Vietnamese Credits (18.9 ECTS), although students in the Research 1 track complete only one-third of these. The Selective Major Courses, which apply only to students on the Research 2 track, amount to 18 Vietnamese Credits (29.6 ECTS). In the Research 1 track, the thesis constitutes the core of the programme, accounting for 53 Vietnamese Credits (106 ECTS). By contrast, the Research 2 track divides the thesis component between a project (12 Vietnamese Credits / 32.7 ECTS) and the thesis itself (15 Vietnamese Credits / 30 ECTS). This means that coursework accounts for 12% of the total credits in Research 1, compared to 55% in Research 2. Both tracks sum to 60 Vietnamese Credits; however, due to differences in credit calculation, Research 1 totals 116.8 ECTS, while Research 2 totals 115.8 ECTS.

Students of Research 1 begin their studies with Philosophy and Advanced Research Methodology in Food Technology, which is the Compulsory Major Course. The rest of the time they focus on research and their thesis.

For Research 2, the compulsory major courses include Human Nutrition and Nutraceuticals, Food Chemistry and Biochemistry, Research Methodology in Food Technology, and Current Food Science and Technology. These courses focus on theoretical learning hours designed to build a solid foundation in key areas of Food Technology.

Students then select six elective major courses from nine options, covering specialised subjects such as Advanced Food Analysis, Advanced Food Microbiology, Food Quality Assurance and Food Safety, Heat and Mass Transfer, Food Preservation Technology, Food Processing Technology, Advanced Food Unit Operations, Engineering Properties of Food Materials, and Food Sensory Analysis and Product Development. These courses typically include theory and a varying number of practical credits.

The research component of the programme is divided into a research project and a thesis. The research project is allocated 12 Vietnamese credits (32.7 ECTS) with 3 credits for practical work, allowing students to gain hands-on research experience. The thesis follows with 15 Vietnamese credits (30 ECTS), including 4 credits dedicated to practical research activities, where students carry out an in-depth independent study on a specialised topic.

The structure of the Ma Biotechnology is similar. It offers two research tracks with a total of 60 Vietnamese credits each. In the Research 1 track, the majority of credits (90%, equivalent to 108 ECTS) are devoted to the thesis, with smaller portions allocated to general knowledge (5%) and compulsory knowledge courses (5%). Conversely, the Research 2 track distributes credits more evenly: 40% (42.6 ECTS) are dedicated to compulsory major courses, 25% (31.5 ECTS) to projects or special studies, and 25% (30 ECTS) to the thesis, while general and compulsory knowledge courses each account for 5%. The total ECTS for Research 1 sums to 117.2, while for Research 2 it is slightly lower at 113.3, reflecting differences in calculations.

The Research 1 track includes a compulsory general course, Philosophy, which carries 4.6 ECTS credits (3 Vietnamese credits) and involves 1 practical credit. The compulsory major course is Advances in Research Methodology, also worth 4.6 ECTS credits (3 Vietnamese credits) with 1 practical credit. The core of the programme is the thesis, accounting for 108 ECTS credits (54 Vietnamese credits), conducted over semesters 1 to 4. Overall, the programme totals 117.2 ECTS credits (60 Vietnamese credits), comprising 9.2 ECTS credits (6 Vietnamese credits) of coursework and 108 ECTS credits (54 Vietnamese credits) of thesis work.

The Research 2 track begins with a compulsory general course in Philosophy, carrying 4.6 ECTS credits (3 Vietnamese credits) with 1 practical credit. The compulsory major course, Advances in Research Methodology, also carries 4.6 ECTS credits (3 Vietnamese credits) with 1 practical credit. Students must select six elective major courses from eight specialised options, including Advanced Genetic Engineering, Advanced Applied Microbiology, Advanced Molecular Immunology, Advanced Biochemistry, Advanced Plant Cell Biotechnology, Advances in Genomic Reprogramming and Applications, Advanced Pharmaceutical Biotechnology, and Advances in Reproductive Biotechnology. These electives total 42.6 ECTS credits (24 Vietnamese credits), with a balanced split between theory and practical components. The programme includes projects or special study courses, where students complete three special studies worth a total of 31.5 ECTS credits (15 Vietnamese credits), all of which are theory-based. The thesis component accounts for 30 ECTS credits (15 Vietnamese credits), conducted in the final semesters. In total, the Research 2 programme comprises 113.3 ECTS credits (60 Vietnamese credits), with 59.3 ECTS credits (33 Vietnamese

credits) allocated to coursework (theory and practical) and 54 ECTS credits (27 Vietnamese credits) dedicated to thesis research.

During the audit, discussions about the two research tracks reveal that five years ago the two distinct tracks have been introduced, allowing students to choose based on their career goals. The Research 1 track appeals primarily to students aiming for research careers, as it supports publication opportunities that enhance their CVs. In contrast, Research 2 is designed for students less interested in publishing and more focused on practical applications, making it particularly suitable for engineers and those targeting industry roles. In Biotechnology, all students have opted for Research 1, while in Food Technology, Research 2 is preferred by students seeking a strong industrial focus through research projects. The choice between the two tracks is guided by discussions with students about their future aspirations—those aiming for a PhD usually select Research 1, whereas those planning to work in industry tend to choose Research 2.

Upon review, the assessors find that the two curricula are well structured and designed to enable the achievement of the respective programme learning outcomes. They conclude that both programmes deliver a high standard of education in their technical fields at EQF level 7 and align with the respective SSCs of the Technical Committees involved. Furthermore, the assessors confirm that the curricula are developed to equip students with the competences required by the EQAS Food Framework Standards and Guidelines.

Periodic Curriculum Review

The curricula are subject to annual review and revision, incorporating feedback from both internal stakeholders—such as students and faculty—and external parties, including alumni and industry partners. This input is gathered through surveys and direct consultation. Proposed changes are formally reported by the Dean and the Secretary of the School to the Office of Graduate Affairs. The last major change to both programmes was conducted in 2022 and had to do with the redesign of the two research tracks. The assessors commend the regular and structured review process, which ensures that the curricula remain aligned with contemporary academic standards, industry demands, and student expectations. Stakeholders present during the audit also confirm their active involvement in the review process and acknowledge that their feedback is taken into consideration. The assessors particularly appreciate that IU-VNU has detailed recent curricular changes and the reasoning behind them in the Self-Assessment Report, reflecting a strong commitment to transparency and continuous improvement.

International mobility

As an international university, IU-VNU is committed to offering its students a wide range of opportunities for international mobility and to preparing them for careers abroad or within globally operating companies. To support this goal, all courses are delivered in English, and the majority of academic staff have gained international experience through study or teaching abroad. The Centre for International Mobility (CIM), operating under the Office of External and Public Relations, serves as the primary contact point for both incoming and outgoing students. It manages applications from international students and assists local students in preparing for study abroad opportunities.

Students who wish to participate in mobility programmes may be eligible for scholarships and financial support, provided they meet specific academic and social contribution criteria. The Centre for International Mobility collaborates with European universities through the Erasmus+ programme to secure additional funding that supports local students in undertaking international studies. Each year, IU-VNU allocates approximately USD 1.5 million in scholarships for the top 5% of students based on entrance exam scores, applicable to both domestic programmes and those at international partner institutions. Furthermore, outstanding students also have the opportunity to apply directly to the Vietnamese government for scholarships to pursue studies abroad.

That said, it is generally not considered realistic for students enrolled in these study programmes to spend extended periods abroad, as the thesis component is highly time-consuming and many students are already engaged in employment alongside their studies. Nevertheless, some students do take part in international exchanges on a case-by-case basis, with recent examples including placements in Norway and Taiwan. The School of Biotechnology also maintains Memoranda of Understanding (MoUs) with several international universities, which provide the institutional framework for these sporadic mobility opportunities. Since the study programmes have a relatively small student body, students who wish to pursue international opportunities find it easy to approach academic staff for advice or recommendation letters. During the audit, the assessors confirm this through discussions with the students, who report positive experiences in seeking support for mobility-related matters. Overall, the assessors do not regard the limited number of outbound mobility cases as a shortcoming. They note that students are actively engaged in other meaningful ways within the university and their academic fields. In addition to long-term exchanges, IU-VNU also offers short-term mobility opportunities, such as participation in international conferences, workshops, or academic events. These are supported by scholarships of up to USD 700, further enabling students to gain international exposure without extended periods abroad.

Criterion 1.4 Admission Requirements

Evidence:

- Self-Assessment Report
- University website
- Admission regulations
- Curricula for both degree programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The admission process for the two Master's programmes under review follows the general postgraduate regulations set by both the university and the umbrella association. Two admission pathways are currently available: direct admission and regular admission.

Direct admission is reserved for candidates who have completed a relevant undergraduate degree or possess recognised equivalent qualifications. Eligibility requires either the completion of at least 150 credits (Ma Food Technology) or 138 credits (Ma Biotechnology), on-time graduation, a GPA of 8.0/10 or higher, graduation with distinction, ranking as the top student in the field, or high achievement in national or international academic competitions. This pathway is limited to 20% of the annual intake and must be pursued within 24 months of graduation.

Regular admission is open to candidates with a relevant bachelor's degree or equivalent, including those from articulation programmes and international applicants who meet the language requirements. Applicants with a background in non-related disciplines may be required to complete bridging courses before taking the entrance examination. The decision to assign such courses is made by the Faculty Committees based on individual academic profiles.

To ensure all admitted students are prepared for the demands of the programmes, applicants from other science or engineering backgrounds must pass specified foundational courses. For the Ma Food Technology, these may include modules such as Food Engineering Principles, Food Microbiology, and Food Unit Operation. For the Ma Biotechnology, courses like Developmental Biology, Human Physiology, or Stem Cell Biology may be required. A minimum grade of 5/10 is necessary to progress. Furthermore, all applicants must be able to demonstrate an English language level of at least B1 according to the Common European Framework of Reference for Languages (CEFR). Applicants who do not have the required level of English will be required to take an English language assessment test and course and then demonstrate the required level to be admitted.

The admission policy reflects the interdisciplinary nature of both programmes. A broad range of related fields is accepted, such as biotechnology, food engineering, agriculture, chemistry, biology, and various health sciences. International students are also welcomed, with an adapted curriculum where the Philosophy course is replaced by Vietnamese History and Culture (3 credits) to support cultural integration.

The experts find the terms of admission to be binding and transparent. They confirm that the admission requirements support the students in achieving the intended learning outcomes and that regulations of qualifications achieved externally are clearly defined and are based on the principles of the Lisbon Convention.

Criterion 1.5 Workload and Credits

Evidence:

- Self-Assessment Report
- Curricula for both degree programmes
- Module handbooks for both degree programmes
- Academic Regulations
- Student handbooks
- Discussions during the audit

Preliminary assessment and analysis of the experts:

In 2023, the International University board issued Decision No. 54/TB-ĐHQT, establishing a conversion system from ECTS to IU-VNU credits, based on course type and study format. The conversion is grounded in a workload calculation of 1 ECTS equalling 27.5 hours of student work (with 1 hour defined as 60 minutes). The conversion factors are as follows:

For theoretical courses, 1 Vietnamese credit is equivalent to 42.5 hours of total workload (including 15 periods of 50-minute contact time and 30 hours of preparation), which corresponds to 1.54 ECTS. For practical, experiment-based courses, 1 Vietnamese credit equates to 55 hours of total workload (30 periods of contact time and 30 hours of preparation), equalling 2 ECTS. For thesis and research projects, 1 Vietnamese credit is calculated as 60 hours of work, equivalent to 2.18 ECTS.

The experts observe that the credit system at IU-VNU is based on total student workload and includes both contact hours and independent study. They confirm that credit allocation across course types is consistent and that the ECTS conversion is applied coherently within each category.

The student workload is regularly monitored through course-level surveys, which consistently indicate that students are generally satisfied with the estimated workload for their courses. Drop-out rates are very low, and approximately 50–60% of students complete their studies within the standard timeframe. Extensions are typically due to students already being employed in the industry or delays in publishing research results, particularly in the post-COVID context.

Criterion 1.6 Didactic and Teaching Methodology
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Evidence:

- Self-Assessment Report
- Student handbooks
- Module Handbooks for both degree programmes
- Curricula for both degree programmes
- Discussions during the audit

Preliminary assessment and analysis of the experts:

The educational philosophy of IU-VNU is clearly defined and communicated to all relevant stakeholders. The philosophy, summarised as “Comprehensive – Liberal – Pioneering – Global,” serves as the foundation for the design and delivery of teaching and learning activities. This philosophy is regularly discussed among faculty members to inform teaching practices and is introduced to students during orientation. It is also disseminated through official documents such as the student handbook and the university website.

The programmes adopt a student-centred approach to teaching and learning, encouraging active engagement, self-directed study, and lifelong learning. Various instructional methods are used – particularly in Research 2 tracks –, including lectures, interactive discussions, group work, practical laboratory sessions, and research projects.

Practical experience constitutes a significant portion of the programmes, with over half of the workload dedicated to laboratory work, research projects, and thesis work. The university provides laboratory facilities that allow students time for independent study and experimentation.

Project-based and research-based learning are integral components, particularly in the research project and thesis stages, where students independently investigate problems, conduct literature reviews, carry out experiments, and present their results. These activities contribute to the development of analytical, communication, and scientific writing skills.

The development of soft skills, including teamwork, presentation, and written communication, is incorporated throughout the curricula via assignments, laboratory reports, and presentations. English language proficiency is integrated into the programmes to prepare students for participation in international academic and professional environments.

According to the self-assessment report, teachers have been trained in a five-step approach to measuring the program's ILOs. The approach includes informing about the ILOs, planning how to measure them, designing assessment methods and tools, conducting assessments and analysing the results. Based on this approach and student surveys, learning and teaching methods are regularly evaluated and adapted as necessary.

Student satisfaction with the didactic methods is regularly measured at the course level and is generally reported to be high. During the audit, students confirm this positive feedback, highlighting the flexibility of the programmes, the quality and availability of well-equipped laboratories, and the abundance of practical experiments. They also note the sufficient amount of practical work and appreciated the small student body, which allows lecturers to provide individual attention and support. The assessors are fully satisfied with the didactical measures in the two study programmes at hand.

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

The university does not comment on the observations made by the assessors.

Criterion is fulfilled.

2. Exams: System, Concept and Organisation

Criterion 2 Exams: System, Concept and Organisation
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Evidence:

- Self-Assessment Report
- Module handbooks for both degree programmes
- Exam regulations
- Thesis guidelines
- Sample of exams and theses

- Discussions during the audit

Preliminary assessment and analysis of the experts:

IU-VNU outlines the general rules governing the examination and assessment systems applicable to the Master's programs under review. Both programs adhere to detailed university policies regarding examinations.

The most common form of assessment is the written examination, which typically includes short answer questions, essays, and problem-solving or case-based questions. Some instructors may also incorporate multiple-choice or true/false questions in exams or quizzes. Other assessment methods include project work, presentations, and seminar papers. Laboratory work is usually assessed based on practical skills, discussions, reports, and oral examinations.

Final course grades are determined by a combination of mid-term and final examinations, along with other assessment forms as appropriate. Student performance is formally monitored throughout the semester via course grades. Most courses include practical sessions to provide students with laboratory experience. Assessment criteria are clearly defined in the assessment plan outlined in each course syllabus.

Examinations are graded on a 100-point scale, with categories as follows: Excellent (90–100), Very Good (80–89), Good (70–79), Average Good (60–69), and Fair (50–59). To pass a course, students must achieve a minimum total score of 50 points.

Students are informed about mid-term and final exam schedules through the university's academic calendar. Mid-term exams are held between weeks 8 and 9, and final exams between weeks 19 and 20 of the semester. Exam formats are specified in the course descriptions available on the university website.

Students who fail a course must retake it in the following semester; there is no limit on the number of retakes. Those wishing to improve their grades may also retake courses they have passed. Academic warnings are issued to students who fail to meet performance standards, such as completing less than 50% of registered credits in a semester or achieving an average grade below 35 out of 100 (or below 40 in two consecutive semesters). Students receiving more than two academic warnings face suspension. Academic advisors are notified of students' performance throughout the semester to provide support where needed.

If a student is unable to attend a scheduled exam due to illness or other valid reasons, they are entitled to a make-up exam within the same semester. IU-VNU also has regulations in place to support students with special needs, including specific provisions for examination accommodations and compensations.

Students of the Research 2 track must conduct a research project. The project consists of two main modules: the Research Proposal (30%), which includes a literature review, and the Research Report (70%), which covers on-site work, report preparation, and defence. Upon approval of the Research Proposal by the Academic Advisor, students conduct research in an industrial setting, gaining hands-on experience.

The expected outcomes include scientific findings, practical solutions, or evaluations of production efficiency. Research is carried out under the supervision of both an academic advisor and an on-site supervisor, who assesses student competencies at the course's conclusion.

The final thesis is an independent research project that obligatorily concludes all Master's programmes. Depending on the track chosen, the thesis takes six months to complete or is the main focus of the four semesters study time. The thesis is evaluated against binding and transparent rules and defended by the student.

During the on-site visit, the experts review a selection of exams and final projects. They confirm that these represent an adequate level of knowledge as required by EQF level 7 for the two Master's programmes. The forms of examinations are aligned with the intended learning outcomes of the respective courses and the workload is distributed in an acceptable manner. Students report that they are satisfied with the overall examination system and that the assessments are fair and manageable.

The experts conclude that the criteria regarding the examinations system, concept, and organisation are fulfilled and that the examinations are suitable to verify whether the intended learning outcomes are achieved.

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

The university does not comment on this criterion.

Criterion is fulfilled.

3. Resources

Criterion 3.1 Staff and Development
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Evidence:

- Self-Assessment Report
- Staff Handbook
- Study plan
- Module descriptions
- Discussions during the audit

Preliminary assessment and analysis of the experts:

At IU-VNU, the duties and responsibilities of academic staff are explicitly outlined in institutional teaching regulations and individual labour contracts. Upon recruitment, faculty members are assigned roles in teaching, research, and service. The Departments of Food Technology and Biotechnology currently have sufficient academic personnel, including permanent lecturers, to support curriculum delivery. The Student-to-Academic Staff Ratio is monitored annually to uphold the quality of teaching, research, and student support. Over the past five years, both departments have maintained SSRs below the Vietnamese Ministry of Education and Training's benchmark of 20:1. This favourable ratio is primarily attributable to the relatively small cohort sizes within both degree programmes. Over the past five years, enrolment in the MA Food Science programme has increased modestly from 3 to 5 students, while the MA Biotechnology programme has fluctuated between 3 and 14 students. With a stable academic staff count of 12 in Food Technology and 14 in Biotechnology, the current staffing levels are sufficient to support the delivery of these programmes effectively.

Staffing is coordinated by the Office of Human Resources Management, which determines required headcounts based on the current staff-to-student ratio, departmental development plans, and broader university strategy. Annual recruitment plans are developed by department chairs and school deans, considering teaching loads and institutional priorities. Faculty appointments are made with respect to individual qualifications and expertise.

IU-VNU also supports staff development through formal policies. Faculty are encouraged to pursue higher qualifications and are provided with financial support during and after study periods. Both departments actively promote academic advancement by recruiting PhD holders and inviting visiting lecturers. Projections for 2025–2030 reveal structured

plans to gradually increase the number of professors, associate professors, and PhD-qualified staff, while maintaining the presence of visiting lecturers and gradually reducing reliance on those with only a master's qualification.

IU's investment in professional development, including financial incentives and institutional support for postgraduate study, indicates a strong commitment to long-term academic quality. These efforts not only enhance faculty qualifications but also contribute to research output and educational effectiveness.

While reviewing the documentation, the assessors note that both programmes include associate professors but no full professors. This indicates that the highest academic rank is not yet represented within the teaching staff, which may have implications for academic leadership, research capacity, and international visibility. During the audit, the programme coordinators clarify that attaining a full professorship in Vietnam is a more rigorous process than in countries such as Germany. In Vietnam, academic staff do not simply apply for vacant professorial positions; instead, they must earn the title through a series of achievements in teaching, research, and academic service. However, the Ma Food Science by now has one full professor in 2025. Although the assessors remain critical of the absence of full professors in either programme under review, the university presents a strategic staffing plan that addresses this concern. According to the plan, the number of full professors is set to gradually increase over the period from 2025 to 2030, with the Department of Food Technology projected to grow from one to two full professors, and the Department of Biotechnology from none to three. The forward-looking staffing plans for 2025–2030 appear realistic and strategically grounded. The gradual increase in higher-qualified personnel, coupled with the sustained inclusion of visiting lecturers, reflects a balanced approach to expanding academic capacity while maintaining diversity in teaching perspectives.

IU-VNU has implemented structured policies and evaluation methods to assess staff performance across three core areas: teaching, research, and service. These aspects are evaluated annually, based on metrics from the preceding year. Teaching performance is measured through parameters such as workload (including lecture preparation, delivery, supervision of research, internships, and theses), updates to teaching materials and methods, and student feedback. Research performance is evaluated based on the quantity and quality of research output, including publications, conference participation, international scientific collaboration, and any additional responsibilities assigned by the university or departmental leadership.

Performance Review of Teaching Staff

IU-VNU administers annual Faculty Feedback and Service Quality Surveys to collect input from academic staff regarding their responsibilities and working environment. According

to the feedback, staff from both Schools report general satisfaction with their teaching duties and engagement in public service. Additionally, the Service Quality Survey shows that approximately 95% of academic staff are satisfied with the quality of institutional services. The results of these surveys are reviewed by the Board of Presidents in consultation with unit heads to identify any necessary improvements.

Didactic and Academic Development

IU-VNU actively supports the professional development of its academic staff, particularly in enhancing their didactic competencies and teaching methodologies. As outlined in the Self-Assessment Report, academic staff regularly participate in training programmes covering pedagogy, research, management, leadership, and quality assurance. This is confirmed during the audit in the discussion with the teaching staff.

The Office of Human Resources Management plays a central role in identifying training needs, proposing relevant programmes, and implementing training activities. Each year, the Board of Presidents convenes with heads of schools, departments, and offices to assess and prioritise training requirements. Based on the feedback received from both academic and support units, the Office organises a calendar of training sessions and workshops throughout the year.

In addition to internal training, faculty members are encouraged to present their research at national and international conferences. IU-VNU has recently introduced a policy supporting short-term academic staff exchanges and training opportunities abroad, typically lasting between four and six months. Newly appointed lecturers are encouraged to undertake introductory courses in teaching, and all faculty members receive periodic training to ensure they remain current with evolving educational technologies and methodologies.

During discussions with academic staff, the expert panel explores the various professional development opportunities available. Teaching staff express satisfaction with the university's internal qualification programmes and showed a strong commitment to improving their pedagogical skills. They also confirm access to international conferences, workshops, and seminars. Regarding academic promotion, the experts learn that staff must apply through a governmental process, which involves a rigorous evaluation based on criteria such as research publications and student supervision. This structured yet complex promotion system is designed to uphold high academic standards and ensure merit-based advancement.

Overall, IU-VNU's academic staffing strategy demonstrates a proactive and quality-oriented framework that supports both institutional goals and student learning outcomes.

Criterion 3.2 Student Support and Student Services

Evidence:

- Self-Assessment Report
- Discussions during the audit

Preliminary assessment and analysis of the experts:

IU-VNU provides comprehensive academic, personal, and career support to master's students in both degree programmes. Each student is assigned a faculty supervisor who guides their academic progress, research, and career planning. Over half of the students receive research grants and actively participate in their supervisors' projects, gaining valuable skills that lead to high-quality theses published in reputable journals and conferences. Students benefit from extensive library resources and participate in seminars, workshops, and international exchange programmes that enrich their learning experience.

Personal support includes psychological counselling and wellness programs, with supervisors also offering informal guidance. Student satisfaction with supervisor support is consistently very high. Career services are robust, featuring job fairs, industry-linked workshops, and opportunities to work on real-world projects. Extracurricular activities, competitions, and professional events further support student development and industry readiness.

The university actively collects and responds to student feedback through surveys and consultations, fostering continuous improvement.

Students generally express strong satisfaction with the support services; however, many report that information about conferences, especially international ones, is not always effectively communicated to all students. The experts concur and recommend establishing an improved system to better engage students with international research and networking opportunities.

Criterion 3.3 Funds and equipment
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Evidence:

- Self-Assessment Report
- Annual school budget plan
- List of lab equipment
- On-site visit of participating institutes and laboratories

- Discussions during the audit

Preliminary assessment and analysis of the experts:

Each constituent school within the university prepares its own annual budget plan, reflecting the anticipated operational and developmental needs. These budget plans are subject to a multi-tier review process—first by the Office of Finance and Planning, and subsequently by the Board of Presidents, which grants final approval. This process guarantees transparency, accountability, and alignment with institutional priorities.

In addition to the permanent budget, IU-VNU actively encourages faculty to pursue temporary funding opportunities through competitive research grants. These are available at the university level as well as from national and international funding bodies. The acquisition and maintenance of essential research and teaching equipment are also financed through the core budget, ensuring continued relevance and quality of the university's academic infrastructure.

IU-VNU's physical infrastructure spans two campuses, both of which are equipped to meet the demands of a modern educational environment. Classrooms are outfitted with essential teaching tools such as multimedia projectors, air conditioning systems, high-speed Wi-Fi, and ergonomic seating. Faculty offices are adequately provisioned for administrative and academic work, while research spaces are tailored to meet specific disciplinary needs.

A core component of IU-VNU's academic and research excellence is its comprehensive network of laboratories and research centres. As of the latest review, the university hosts a total of 66 research centres and laboratories, with a notable concentration of 19 labs dedicated to the School of Biotechnology. These laboratories serve both instructional and research functions and are equipped with modern instruments appropriate to their respective scientific disciplines. During the site visit, assessors conduct a detailed tour of the laboratory facilities, evaluating both the equipment and overall infrastructure. Among the specialised laboratories reviewed are the Food Microbiology and Food Safety Lab, the Food Processing Lab, the Cellular Reprogramming Lab, and the Biomedicine and Molecular Biotechnology Lab. The evaluation team expresses strong satisfaction with the range and quality of equipment available, noting that all essential instruments for Food Technology and Biotechnology are in place. Laboratory spaces are thoughtfully organised to facilitate effective student engagement while ensuring adherence to safety standards.

The assessors find that the funds and general infrastructure are fully adequate to sustain the two degree programmes. The equipment is also sufficient in quality and quantity, but students note during the audit that there might be accessibility problems. Reason for that can be too few machines during rush hours or the generally long way between laboratories that can only be accessed by private vehicle. While plans for easier transports have been

mentioned by the teachers, the assessors want to suggest that the university analyses the needs of the students and take appropriate measures to help them with a smoother use of the laboratories.

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

In their statement, the university clears up several points raised by the assessors.

Regarding the students wish to receive more information about conferences the university writes: “The SBT provides international research and networking opportunities for students, including internship placements at international institutes. The school sometimes sends email notifications to lecturers, encouraging them to reach out directly to graduate students.

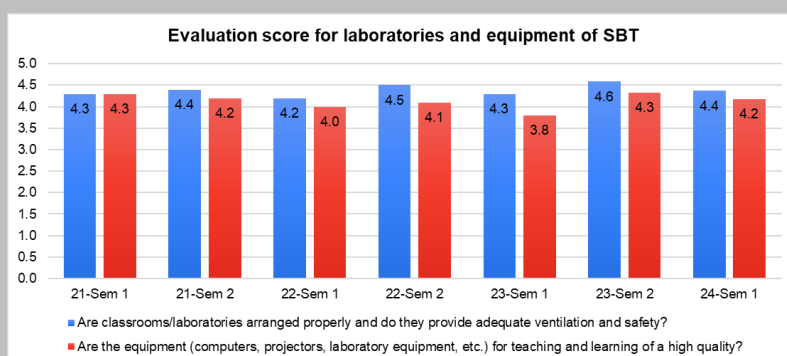
The FT and BT Department has made announcements on international conferences on its websites and other social media to inform students.”

The university adds evidence to prove their points which is assessed by the expert team. They agree that effort has been spent to make students aware of conferences which the assessors greatly welcome. They decide to add this point of concern as a recommendation since the perception by the next cohorts of students will be interesting to pursue.

Regarding the space between the laboratories and the perceived bottlenecks with some equipment the university states: “We would like to sincerely thank the assessors of the ASIIN assessment team for their on-site visit and positive evaluation of the equipment and laboratories serving the training and research of the postgraduate program. However, some Msc. students have commented on the difficulty in accessing some equipment. Currently, for equipment used with high frequency such as Realtime PCR, micromanipulator system, nanodrop spectrophotometer, clean bench, fluorescence microscope, etc., we have a registration book for students to be more proactive about their time. We will take this opinion and will implement the registration of research equipment for postgraduate students through online and QR code so that students can be more proactive about their time of use. Regarding the note from MSc. students about the distance between Labs being quite far. We would like to explain as follows: Currently, out of 18 laboratories of the School of Biotechnology, 17 laboratories are set up in building A1 of the School of Biotechnology. There is only one laboratory for interdisciplinary research and analysis on chemistry-food-and environment newly invested in 2024 which is not located in the building of the Faculty of Biotechnology (about 3 km from School of biotechnology building and on the campus of Vietnam National University-Ho Chi Minh City (VNUHCM)). The reason is that we have planned to invest a new building for the School of Biotechnology and it has been approved

by VNUHCM since 2022 and is expected to be completed in 2024. However, due to the Covid 19 pandemic, the construction has been delayed. Currently, we have a decision from VNUHCM and will start construction in 2025 and complete in 2027. When this building is completed, all laboratories of the School of Biotechnology will be in this new building as well as investing in more laboratories and equipment for education and research. In addition, postgraduate students will also have offices in this new building. Therefore, this will no longer be an issue once the QT.B4 building is complete.

Additionally, to strengthen quality assurance efforts and effectively assess student needs, International University has incorporated two specific questions (Question 21 and Question 22; see below) into the Course Evaluation Survey to gauge student feedback on laboratory arrangements and equipment. As illustrated in the chart above, student satisfaction levels remained consistently high from Semester 1/2021 to Semester 1/2024, with average scores above 4.1. Although there was a slight dip to 3.8 at one point, the scores subsequently increased, stabilizing between 4.2 and 4.6 over the following four semesters.



We will continue to monitor student satisfaction and needs regarding laboratory access through regular analysis of feedback from Course Evaluation Surveys (Question 21 & 22), and use this data to guide future improvements.

In addition, to improve the quality of postgraduate education of the School of Biotechnology, Vietnam National University of Hochiminh City invested in 2 laboratories on the conservation of rare animal genetic resources and the development of plant varieties with a total investment of over 2.1 million USD.”

The assessors thank the university for the concise presentation of their future plans regarding the university buildings and laboratories. Also, they want to point out as positive that the university uses their student questionnaires as important tools for quality management. They state that a recommendation is appropriate regarding the equipment to assess during re-accreditation how the changes affect the students perception.

Criterion is fulfilled.

4. Transparency and Documentation

Criterion 4.1 Module Descriptions

Evidence:

- Module handbooks for both degree programmes

Preliminary assessment and analysis of the experts:

The experts examine the module descriptions for the programs and conclude that they contain comprehensive information on all essential aspects, such as module identification codes, content, learning outcomes, assessment methods, credit points and workload distribution, grading criteria, module coordinators, teaching methods, admission requirements, recommended literature, and the date of the most recent update. Students confirm during discussions that course information is consistently accessible online and that teaching staff provide detailed explanations regarding examinations and course content at the start of each course.

Criterion 4.2 Diploma and Diploma Supplement

Evidence:

- Exemplary diploma certificate per study programme
- Exemplary diploma supplement per study programme
- Exemplary transcript of records per study programme

Preliminary assessment and analysis of the experts:

The experts confirm that graduates of the two programs receive a Diploma, a Diploma Supplement, and a Transcript of Records. The Transcript of Records details all completed courses, credits earned, grades, and the cumulative GPA. Lastly, it also contains all necessary statistical data as outlines in the ECTS User's Guide.

Criterion 4.3 Relevant Rules

Evidence:

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

Preliminary assessment and analysis of the experts:

The experts confirm that the rights and responsibilities of both IU-VNU and the students are clearly defined and binding. All relevant rules and regulations are published on the university's website, ensuring accessibility for all stakeholders. Additionally, students receive all necessary course materials at the start of each semester. This is confirmed by the students during the audit.

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

Criterion is fulfilled.

5. Quality management: quality assessment and development

Criterion 5 Quality management: quality assessment and development

Evidence:

- Self-Assessment Report
- Student handbooks
- Quality Assurance Guidelines
- Surveys' reports
- Discussion during the on-site visit

Preliminary assessment and analysis of the experts:

As outlined in the Self-Assessment Report, the Office of Quality Assurance and Testing (QATO) oversees quality assurance activities, encompassing both internal and external processes. QATO is responsible for data analysis, report preparation, and providing recommendations to the Board of Presidents, the highest academic authority at IU-VNU. The Board reviews and adjusts these recommendations before making decisions on academic matters.

During discussions with program coordinators, students, and industry partners, the experts confirm that IU-VNU operates a continuous quality enhancement process for its programmes. Curriculum reviews are conducted regularly, typically triggered by stakeholder feedback collected through annual surveys involving labour market representatives, alumni, graduates, faculty, and professionals. Minor curriculum changes may be approved by the Office of Academic Affairs, while significant modifications require endorsement from the Academic Committee and the Board of Presidents, in line with university regulations.

Multiple mechanisms are employed to gather student feedback throughout their studies. This includes an exit survey conducted prior to graduation to assess the overall quality of programmes and services. Additionally, student evaluations of lecturers and courses take place at the end of each semester, with participation mandatory to access the university's Blackboard system. QATO analyses the survey results, shares findings with the relevant schools and lecturers, and recommends programme improvements.

To remain aligned with evolving labour market demands and technological advancements, IU-VNU conducts annual employer surveys. Employers provide input on graduates' appli-

cation of fundamental and professional skills in practical settings and indicate their expectations and satisfaction levels. QATO utilises this feedback to update degree programmes and teaching methods, ensuring students are equipped with relevant knowledge and adaptable skills for their future careers.

Alumni feedback is also collected through surveys conducted at graduation and one year post-graduation, focusing on employment status and workplace adaptation. The results are analysed and reported to inform ongoing programme enhancements.

Students report general satisfaction with the quality management system, noting opportunities to provide feedback through various channels and the responsiveness of the institution to their suggestions. They also confirm being informed about survey outcomes and observed tangible improvements.

In conclusion, the experts regard the quality management system at IU-VNU as effective, particularly valuing the continuous feedback mechanisms and the active engagement of key stakeholders including students, alumni, and industry representatives.

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

Criterion is fulfilled.

D Additional Documents

No additional documents needed.

E Comment of the Higher Education Institution (10.6.2025)

The following quotes the comment of the institution:

“3. RESOURCES

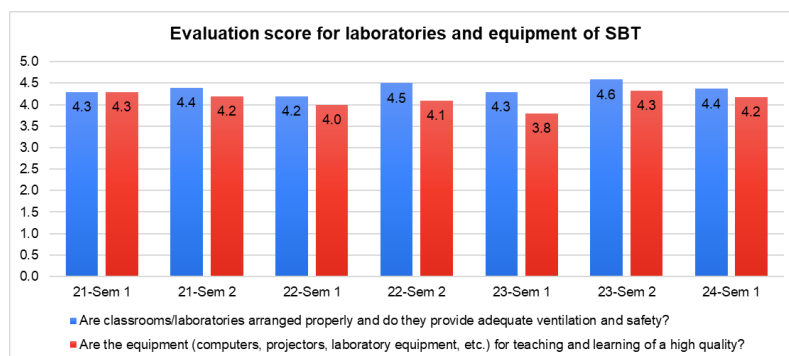
The SBT provides international research and networking opportunities for students, including internship placements at international institutes. The school sometimes sends email notifications to lecturers, encouraging them to reach out directly to graduate students.

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In addition, to improve the quality of postgraduate education of the School of Biotechnology, Vietnam National University of Hochiminh City invested in 2 laboratories on the conservation of rare animal genetic resources and the development of plant varieties with a total investment of over 2.1 million USD.“

F Summary: Expert recommendations (11.06.2025)

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

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ma Food Technology	Without requirements	30.09.2030	EQAS-Food	30.09.2030
Ma Biotechnology	Without requirements	30.09.2030	/	30.09.2030

Recommendations

For all degree programmes

- E 1. (ASIIN 3.2) It is recommended to increase the access to machines for students.

G Comment of the Technical Committees

Technical Committee 08 - Agriculture, Forestry, Food Sciences, and Landscape Architecture (03.06.2025)

Assessment and analysis for the award of the ASIIN seal:

The members of the Technical Committee evaluate the procedure prior to receiving the university's statement and conclude that the programmes are of a very high standard. Following the review of the university's statement, they reassess the procedure in circulation and find no reason to revise their initial judgment. They follow the opinion of the expert group but propose a slight reformulation of the recommendation.

Assessment and analysis for the award of the EQAS-Food Label:

The Technical Committee deems that the intended learning outcomes of the Ma Food Technology programme do comply with the Subject-Specific Criteria of the Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture.

The Technical Committee 08 – Agriculture, Nutritional Sciences and Landscape Architecture recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ma Food Technology	Without requirements	30.09.2030	EQAS-Food	30.09.2030
Ma Biotechnology	Without requirements	30.09.2030	/	30.09.2030

Recommendations

For all degree programmes

- E 1. (ASIIN 3.2) It is recommended to increase the access to machines and equipment for students.

Technical Committee 10 – Life Sciences (18.06.2025)

Assessment and analysis for the award of the ASIIN seal:

The members of the Technical Committee discuss the procedure and come to the conclusion that the shortcoming addressed in the expert recommendation is too severe and therefore proposes to upgrade it to a requirement.

The Technical Committee 10 – Life Sciences recommends the award of the seals as follows:

Degree Programme	ASIIN Seal	Subject-specific label	Maximum duration of accreditation
Ma Biotechnology	With requirements for one year	/	30.09.2030

Requirements

For all degree programmes

- A 1. (ASIIN 3.2) Provide a concept and timetable on how to ensure that all students have sufficient access to the laboratories and the required instruments and resources, especially for preparing their final project.

H Decision of the Accreditation Commission (27.06.2025)

Assessment and analysis for the award of the subject-specific ASIIN seal:

The Accreditation Commission discusses the procedure and follows the assessment of the Technical Committee 10.

Assessment and analysis for the award of the EQAS-Food Label:

The Accreditation Commission deems that the intended learning outcomes of the degree programmes do comply with the Subject-Specific Criteria of the Technical Committee 08 – Agriculture, Forestry, Food Sciences, and Landscape Architecture.

The Accreditation Commission decides to award the following seals:

Degree Programme	ASIIN Seal	Maximum duration of accreditation	Subject-specific label	Maximum duration of accreditation
Ma Food Technology	With requirements for one year	30.09.2030	EQAS-Food	30.09.2030
Ma Biotechnology	With requirements for one year	30.09.2030	EQAS-Food	30.09.2030

Requirements

For all degree programmes

- A 1. (ASIIN 3.2) Provide a concept and timetable on how to ensure that all students have sufficient access to the laboratories and the required instruments and resources, especially for preparing their final project.

Appendix: Programme Learning Outcomes and Curricula

According to the diploma supplement the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Master degree programme Food Technology:

ILO 1:

Demonstrate the ability to apply knowledge of food chemistry and analysis, food safety, quality control, food law, nutrition, and engineering to practical food-related problems.

ILO 2:

Demonstrate the ability to identify, formulate, and solve scientific and technical problems in food-related areas such as food safety, food processing, product development, quality control, and nutrition.

ILO 3:

Demonstrate the ability to design and conduct experiments, analyze and interpret data, and report results; possess the skills to use common and modern equipment for practical research in food science, engineering, and nutrition.

ILO 4:

Demonstrate the ability to perform basic design tasks and optimize systems, components, or processes to meet scientific and technical requirements.

ILO 5:

Demonstrate the ability to organize tasks, coordinate teams, and communicate effectively.

ILO 6:

Understand and uphold professional and ethical responsibilities.

ILO 7:

Understand the impact of engineering solutions in global, economic, environmental, and societal contexts; possess knowledge of contemporary issues.

ILO 8:

Demonstrate the ability to assume managerial or operational roles in companies or enterprises, or engage in scientific research and teaching in universities and institutes.

ILO 9:

Possess an awareness of the importance of, and the ability to engage in, self-learning and lifelong learning.

ILO 10:

Demonstrate proficiency in using English, computer applications, and engineering tools.

The following **curriculum** is presented:

Research 1 Program

Code	Course	ECTS/Credit
Compulsory General Courses		
PE505	Philosophy	4.6 / 3
Compulsory Major Courses		
FT005IU	Advanced Research Methodology in Food Technology	6.2 / 4
Thesis		
FT609IU	Thesis	106 / 53
Total Credits of Whole Program		116.8 / 60

Research 2 Programme

Code	Course	ECTS / Credit
Compulsory General Courses		
PE505	Philosophy	4.6 / 3
Total Credits of Compulsory General Courses		4.6 / 3
Compulsory Major Courses		
FT508IU	Human Nutrition and Nutraceuticals	4.6 / 3
FT501IU	Food Chemistry and Biochemistry	4.6 / 3
FT001IU	Research Methodology in Food Technology	4.6 / 3
FT503IU	Current Food Science and Technology	5.1 / 3
Total Credits of Compulsory Major Courses		18.9 / 12

Code	Course	ECTS / Credit
Elective Major Courses		
(Choose 6 of 9)		
FT504IU	Advanced Food Analysis	5.1 / 3
FT502IU	Advanced Food Microbiology	5.1 / 3
FT505IU	Food Quality Assurance and Food Safety	4.6 / 3
FT506IU	Heat and Mass Transfer	4.6 / 3
FT507IU	Food Preservation Technology	4.6 / 3
FT509IU	Food Processing Technology	4.6 / 3
FT510IU	Advanced Food Unit Operations	5.1 / 3
FT511IU	Engineering Properties of Food Materials	5.1 / 3
FT512IU	Food Sensory Analysis and Food Product Development	5.1 / 3
Total Credits of Elective Major Courses (Choose 6)		29.6 / 18
Research Project		
FT601IU	Research Project	32.7 / 12
Thesis		
FT605IU	Thesis	30 / 15
Total Credits of Whole Program		115.8 / 60

According to the diploma supplement the following **objectives** and **learning outcomes (intended qualifications profile)** shall be achieved by the Master degree programme Biotechnology:

ILO	Category	Description
ILO.1	Knowledge and Understanding	Explain in-depth the fundamental and advanced concepts in biotechnology and recognize new insights and current trends in the field.
ILO.2	Analysis and Methodology	Analyze complex problems in the field of biotechnology and design innovative methodologies to address the challenges.
ILO.3	Integrity	Value the principles of scientific integrity and standards and connect to one's own research to avoid plagiarism and misconduct.
ILO.4	Multidisciplinary Competencies	Collaborate effectively within a multidisciplinary team, demonstrating constructive contributions and seamless communication across diverse settings.
ILO.5	Research and Evaluation	Conduct systematic research in biotechnology to advance understanding and discover practical solutions.
ILO.6	Application	Apply theoretical knowledge and practical skills to solve scientific and technological problems in biotechnology.
ILO.7	Development	Develop novel biotechnological approaches to advance practical applications and innovations in the field.
ILO.8	Lifelong Learning	Apply critical thinking to analyze and interpret biotechnological results, while continuously developing communication and learning skills.

The following **curriculum** is presented:

Research 1 programme:

Type	Code	Course	ECTS / Credits
Compulsory General Course	PE505IU	Philosophy	4.6 / 3
Compulsory Major Course	PC5	Advances in Research Methodology	4.6 / 3
Thesis	THE6	Thesis	108 / 54
Total Credits of Whole Program			117.2 / 60

Research 2 programme:

Type	Code	Course	ECTS / Credits
Compulsory General Course	PE505IU	Philosophy	4.6 / 3

Type	Code	Course	ECTS / Credits
Compulsory Major Courses	PC5	Advances in Research Methodology	4.6 / 3
Elective Major Courses (6 of 8)	MBT1	Advanced Genetic Engineering	7.1 / 4
	MBT2	Advanced Applied Microbiology	7.1 / 4
	MBT3	Advanced Molecular Immunology	7.1 / 4
	MBT4	Advanced Biochemistry	7.1 / 4
	MBT5	Advanced Plant Cell Biotechnology	7.1 / 4
	MBT6	Advanced Genomic Reprogramming and Applications	7.1 / 4
	MBT7	Advanced Pharmaceutical Biotechnology	7.1 / 4
	MBT8	Advanced Reproductive Biotechnology	7.1 / 4
Total Credits of Elective Major Courses			42.6 / 24
Special Studies	MBTSP1	Special Study 1	10.5 / 5
	MBTSP2	Special Study 2	10.5 / 5
	MBTSP3	Special Study 3	10.5 / 5
Total Credits of Projects/Special Study			31.5 / 15
Thesis	THE6	Thesis	30 / 15
Total Credits of Whole Program			113.3 / 60