

Vietnam University Application Landscape

Taxonomy

Domain	Description	Typical Systems	Key KPIs	Common Integration Points
Channels	User-facing access channels for campus IT services	Student web portals, mobile apps, single sign-on (SSO)	Portal/app usage rate, active user logins, load time	SIS for student data; SSO links to LMS, email, etc.
Academic Core	Core academic administration (records & course management)	Student Information System (SIS), admissions system, timetabling, grading, exam scheduling	Enrollment & graduation numbers, registration success rate, system uptime during course enrolment	LMS (for class rosters); Finance (for tuition billing); SSO (unified student accounts)
Teaching & Learning	Platforms for teaching delivery and learning content	Learning Management System (LMS), e-learning content platforms, virtual classroom tools, online proctoring	LMS adoption (% courses online), student engagement (logins, submissions), online class attendance	SIS (course enrollment feeds LMS); Video conference (e.g. Zoom/Teams integrated); proctoring apps (via LMS plugins)
Student Services	Student support & service management	Online fee payment gateways, e-invoice systems, dormitory management, health clinic system, helpdesk/service request portals	Fees paid online %, request resolution time, service satisfaction	Finance (payment records into accounting); SIS (status for dorm/eligibility); SSO (same student ID)
Corporate Ops	Internal administration (non-academic)	Electronic Office (e-Office) for document workflow, HRM, Finance/Accounting ERP, Procurement, Asset management systems	Internal process turnaround time, HR payroll accuracy, budget compliance, asset utilization	HR to Payroll; Finance to Procurement (budget control); e-Office to email (notifications)

Domain	Description	Typical Systems	Key KPIs	Common Integration Points
Library & Research	Library catalogs and research management	Integrated Library System (ILS/OPAC), digital library/repository (for theses, research outputs), research administration (grant management)	Library circulation stats, digital repository downloads, research grant tracking metrics	SSO (unified library login); LMS (links to e-resources); research outputs linked to faculty profiles (HR systems)
Data & Integration	Data analytics, integration backbone	API gateway/ESB, data warehouse (DWH), business intelligence (BI) dashboards, Master Data Management (MDM), reporting tools	Number of integrated systems/APIs, data accuracy, report turnaround time	All major systems (ETL from SIS, HR, Finance into DWH; APIs between SIS-LMS, etc.; MDM syncing student and staff IDs)
Security & IT Ops	IT infrastructure and security management	Network monitoring, IT service management (ITSM/helpdesk), endpoint management, backup/DR systems, security information and event management (SIEM)	System downtime, incident response time, backup success rate, security incident count	SSO/AD for identity management; Log integration from all systems into SIEM; user accounts from HR/SIS into endpoint management

Master “Who Uses What” Table

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
ĐHQG Hà Nội – Vietnam National University, Hanoi (VNU- HN)	Public	Hanoi	Teaching & Learning	LMS “Hệ thống Đào tạo Trực tuyến” (central LMS)	In-house (VNU Digital Univ. Center)	Cloud (VNU)	V p v a

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
<i>VNU-Hanoi</i> (cont.)			Academic Core	ĐHQGHN Cổng thông tin Đào tạo (Training Portal)	In-house (VNU Digital Univ. Center)	On-prem	D V ()
ĐHQG TP.HCM – Vietnam National University, HCMC (VNU- HCM)	Public	HCMC	Academic Core	Various by member: e.g. <i>IU</i> uses EdusoftWeb portal	Edusoft (Yingquan Technology)	On-prem	H U E p
<i>VNU-HCM</i> (cont.)			Teaching & Learning	Various by member: e.g. <i>IU</i> uses Blackboard LMS	Anthology Inc. (Blackboard)	On-prem	I “ f
<i>VNU-HCM</i> (cont.)			Academic Core	Other members: mix of in-house and vendor SIS (e.g. UIT in-house portal)	(Multiple)	On-prem	(s b U p
Trường ĐH Bách khoa Hà Nội – Hanoi University of Science & Tech (HUST)	Public	Hanoi	Teaching & Learning	HUST LMS (Blended Learning System, Moodle-based)	Open-source Moodle (managed in- house)	On-prem	H L “ M a g n M
HUST (cont.)			Academic Core	Hệ thống Quản trị Đại học E-HUST (SIS/portal)	In-house (HUST IT Center)	On-prem	C f a
HUST (cont.)			Channels	Office 365 email & account (BKID)	Microsoft (Office 365)	Cloud	A f C a

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
Trường ĐH Kinh tế Quốc dân (KTQD) – National Economics Univ. (NEU)	Public	Hanoi	Academic Core	PSC UIS (University Information System for training)	Pyramid Software (PSC)	On-prem	A U u t t
NEU (cont.)			Academic Core	(Previous SIS possibly in-house, replaced by PSC UIS)	–	–	T n f 2
NEU (cont.)			Teaching & Learning	LMS (platform unconfirmed, possibly Moodle/Teams)	–	Unknown	M s u T a p
Trường ĐH Ngoại thương – Foreign Trade University (FTU)	Public	Hanoi / HCMC	Academic Core	FTU Academic Portal (Phòng Quản lý Đào tạo site)	In-house web portal	On-prem	F p q w g
FTU (cont.)			Teaching & Learning	LMS – FTU E-learning platforms (e.g. Moodle for faculties)	Open-source Moodle (per faculty)	On-prem	F (S M
ĐH Quốc tế RMIT Việt Nam – RMIT University Vietnam (RMIT Vietnam)	Private (Int'l)	HCMC / Hanoi	Teaching & Learning	Canvas LMS (branded as RMIT Canvas)	Instructure Canvas (Cloud SaaS)	Cloud	R u c

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
RMIT Vietnam (cont.)			Academic Core	myRMIT Student Portal (enrollment, records system)	RMIT Global (PeopleSoft- based)	Cloud	“ n s e g
RMIT Vietnam (cont.)			Channels	myRMIT Mobile App (for portal & Canvas access)	In-house (RMIT) + Canvas app	Cloud	S v C
ĐH FPT – FPT University (FPTU)	Private	Hanoi / HCMC (multi)	Academic Core	FAP (FPT Academic Portal) – student info & services	In-house (FPT Education)	Cloud (FPT)	F p p fi (
FPTU (cont.)			Teaching & Learning	LMS (Moodle, branded as new LMS 2021)	Open-source Moodle	On-prem	F a s L (
FPTU (cont.)			Channels	Mobile Apps: MyFAP (student portal app)	In-house (FPT)	Cloud	C a s (a (
ĐH Công nghệ TP.HCM – HUTECH University	Private	HCMC	Academic Core	HUTECH Training Portal (daotao.hutech.edu.vn)	In-house (possibly PSC UIS <i>selected</i>)	On-prem	C p r l 2
HUTECH (cont.)			Channels	Student Information Portal (sinhvien.hutech.edu.vn) + “e-HUTECH” mobile app	In-house	On-prem	S f n o a s

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
HUTECH (cont.)			Security/ IAM	Unified Account (Single Sign-On via student ID)	In-house (identity management)	On-prem	C fr p 2
ĐH Kinh tế TP.HCM – Univ. of Economics HCMC (UEH)	Public	HCMC	Academic Core	PSC UIS (SIS for credit- based training)	Pyramid Software (PSC)	On-prem	U P ~ s 2
UEH (cont.)			Library & Research	PSC zLIS (Digital Library System)	Pyramid Software (PSC)	On-prem	U in P li
UEH (cont.)			Corporate Ops	PSC HRM (Human Resource Management)	Pyramid Software (PSC)	On-prem	In P p
ĐH Ngân hàng TP.HCM – Banking University HCMC (BUH)	Public	HCMC	Academic Core	PSC UIS (training management system)	Pyramid Software (PSC)	On-prem	A s U 2
BUH (cont.)			Academic Core	(Previous legacy system replaced by PSC UIS)	–	–	M in n c tr
Trường ĐH Sài Gòn – Saigon University (SGU)	Public	HCMC	Academic Core	PSC UIS (SIS for credit- based education)	Pyramid Software (PSC)	On-prem	C s in U
SGU (cont.)			Academic Core	(Legacy academic management software retired)	–	–	P tr o (

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
Trường ĐH Sư phạm Kỹ thuật TP.HCM (HCMUTE)	Public	HCMC	Academic Core	PSC UIS (University ERP for training)	Pyramid Software (PSC)	On-prem	H S s c n
HCMUTE (cont.)			Academic Core	(Integrated with other PSC modules: library, etc.)	Pyramid Software (PSC)	On-prem	P in P H
Trường ĐH Bách khoa, ĐHQG-HCM (HCMUT)	Public	HCMC	Academic Core	In-house SIS & Student Portal (“MyBK” system)	In-house (Phòng Đào tạo)	On-prem	C B f p
HCMUT (cont.)			Teaching & Learning	BKeL e-Learning (new LMS on Moodle platform)	Open-source Moodle (IT Center)	On-prem	S n b 2
HCMUT (cont.)			Channels	BKPay (online payment gateway)	In-house (integrated with banks)	On-prem	“ th tr f
HCMUT (cont.)			Channels	BKID Single Sign-On (unified account “BK NetID”)	In-house (SSO via AD)	On-prem	C M e
ĐH Duy Tân – Duy Tan University (DTU)	Private	Danang	Academic Core	myDTU Integrated University Portal	In-house development	On-prem	n p s a
DTU (cont.)			Teaching & Learning	Sakai LMS (branded in myDTU) + DTU LCMS	Sakai open-source (customized)	On-prem	~ s o f t S

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
DTU (cont.)			Teaching & Learning	DTU Testing Service (online exam system)	In-house development	On-prem	In s in L
Trường ĐH Tôn Đức Thắng (TDTU)	Public (Autonomous)	HCMC	Academic Core	TDTU University Management System (integrated portal)	In-house (TDTU IT dev)	On-prem	C n k h
TDTU (cont.)			Teaching & Learning	TDTU E-learning (Moodle-based LMS)	Open-source Moodle (customized)	On-prem	U c a
TDTU (cont.)			Corporate Ops	eOffice TDT (electronic workflow system)	In-house (or Ministry- provided)	On-prem	In m e
VinUniversity (VinUni)	Private (Int'l)	Hanoi	Teaching & Learning	Canvas LMS	Instructure Canvas	Cloud (Singapore)	F a C 2
VinUni (cont.)			Teaching & Learning	Integrated EdTech tools (Zoom, Panopto, etc. via LTI)	Various (third- party)	Cloud	C V in Z R e
VinUni (cont.)			Academic Core	SIS (Student Information System) – <i>Unconfirmed</i>	Likely commercial (TBD)	Cloud	M li n c
British University Vietnam (BUV)	Private (Int'l)	Hanoi	Teaching & Learning	Moodle-based LMS (BUV Online Learning)	Open-source Moodle (hosted)	Cloud	B M s p c

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
BUV (cont.)			Academic Core	SIS (possibly Quercus or UK partner system)	Unknown (possibly UK vendor)	Cloud	M a in U L
ĐH Việt-Đức – Vietnam- Germany University (VGU)	Public (Int'l)	Binh Duong	Teaching & Learning	Moodle LMS (VGU e- learning portal)	Open-source Moodle	On-prem	V p r s
VGU (cont.)			Academic Core	Campus Management System (potentially SAP or custom)	Unknown (German system or in- house)	On-prem	V a n in (u c
ĐH Fulbright Việt Nam (FUV)	Private (Int'l)	HCMC	Teaching & Learning	Canvas LMS (Fulbright courses)	Instructure Canvas	Cloud	F u (p o
FUV (cont.)			Academic Core	SIS (likely PowerCampus or similar)	Ellucian PowerCampus (speculative)	Cloud	M n li o
ĐH Thăng Long – Thang Long University	Private	Hanoi	Academic Core	Thang Long University MIS (portal)	In-house	On-prem	M k o s
Thang Long (cont.)			Teaching & Learning	Moodle LMS (Thang Long e-Learning)	Open-source Moodle	On-prem	L M le (

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
ĐH Hoa Sen – Hoa Sen University	Private	HCMC	Academic Core	Hoa Sen SIS (EduSoft or in-house portal)	Unconfirmed (possibly EduSoft)	On-prem	M s s n “
Hoa Sen (cont.)			Teaching & Learning	Moodle LMS (Hoa Sen E-learning)	Open-source Moodle	On-prem	L c p C
ĐH Văn Lang – Van Lang University	Private	HCMC	Academic Core	Van Lang SIS (Cổng thông tin đào tạo)	Unconfirmed (in-house or vendor)	On-prem	M p a
Van Lang (cont.)			Teaching & Learning	LMS (Canvas or Moodle, unconfirmed)	Unconfirmed	Cloud	I L a p w L
ĐH Nguyễn Tất Thành – Nguyen Tat Thanh Univ. (NTTU)	Private	HCMC	Teaching & Learning	NTTU E-learning system (LMS, possibly Moodle)	Open-source Moodle (or LMS360)	On-prem	A L In g u
NTTU (cont.)			Academic Core	NTTU Student Portal (online services)	In-house	On-prem	N o f & s h
ĐH Bách khoa Đà Nẵng – Danang Univ. of Science & Tech (DUT – part of ĐHQĐN)	Public	Danang	Academic Core	UD-DUT Student Info System (portal)	In-house (ĐH Đà Nẵng IT Center)	On-prem	S p (s)

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
DUT (cont.)			Teaching & Learning	LMS (e-learning.dut or MS Teams during COVID)	Open-source Moodle (likely)	On-prem	D s in e p
ĐH Huế (Huế University) – multi- campus	Public	Huế	Channels	HueUni Central SSO (Cổng truy cập tập trung)	In-house (Hue University)	On-prem	U h f c
Huế University (cont.)			Academic Core	HueUni Integrated Management System ("qldh")	In-house (or domestic vendor)	On-prem	C " h c
Huế University (cont.)			Teaching & Learning	LMS for each college (Moodle-based, separate instances)	Open-source Moodle (per college)	On-prem	E E u n u
ĐH Thái Nguyên (Thai Nguyen University) – multi- campus	Public	Thái Nguyên	Academic Core	TNU Integrated University System	In-house (TNU) or MOET project	On-prem	T r n a u n s n
TNU (cont.)			Teaching & Learning	LMS at member schools (e.g. University of IT&Comm uses Moodle)	Open-source Moodle	On-prem	M a T c p
ĐH Đà Nẵng (ĐHĐN – Danang Univ.) – multi- institution cluster	Public	Danang	Academic Core	UD Integrated Information System (for all members)	In-house (UD IT Center)	On-prem	E d s e t d 2

University (Vietnamese – English Name, Abbr.)	Type	City	Domain	System / Product Name	Vendor / Provider	Deployment	E
ĐHĐN (cont.)			Teaching & Learning	LMS (separate for each university under ĐHĐN)	Open-source (Moodle)	On-prem	E (E h le

Note: “On-prem” indicates the system is hosted on the university’s own servers or a private data center. “Cloud” indicates SaaS or vendor-hosted solution. If uncertain, “Unknown” is noted. Unconfirmed entries are marked with *low confidence* and not used in core findings.

University Portfolio Snapshots

Vietnam National University, Hanoi (VNU-HN) – *Public, Hanoi*

Channels & Core Systems: VNU-Hanoi has implemented a centralized **academic portal** (daotao.vnu.edu.vn) for all member universities, managed by its Digital University Center ². Students and staff use a single VNU account (email credential) to access the **VNU online learning system (LMS)** ¹ and other services. Each member university also maintains its own websites, but core student records and course registration are unified at the VNU level.

Integration: A single sign-on (SSO) is in place via the VNU ID, which links to the LMS and other systems ¹. Key data (student info, courses) flow from the central SIS to college-specific systems. However, some colleges still run supplementary tools (e.g., separate research databases) that are not fully integrated.

Strengths:

- Unified account and portal for multi-campus access (one-stop for students)
- In-house development allows customization to VNU policies
- Centralized data enables cross-college reporting and benchmarking

Gaps/Risks:

- Integration is partial – certain colleges use additional siloed systems
- High reliance on in-house IT team; resource constraints could limit new features
- User experience varies by member (some interfaces are outdated)

Vietnam National University, Ho Chi Minh City (VNU-HCM) – *Public, HCMC*

Channels & Core Systems: VNU-HCM is a federation of universities with **decentralized systems**. Each member (e.g., University of Science, University of Technology) has its own student portals and management software. For instance, **International University (IU)** uses **EdusoftWeb** for academic management ³ and **Blackboard LMS** for e-learning ⁵⁰. Other members like University of Information Technology use in-house portals. There is a central VNU-HCM website but not a unified student system across all members.

Integration: Integration is **fragmented** – accounts and data are not shared across the VNU-HCM system. Some single sign-on exists within a given member university (e.g., IU’s systems share login), but there is no VNU-wide SSO. Data exchange (e.g., for VNU-wide reports) is manual.

Strengths:

- Member universities choose solutions fitting their context (flexibility)
- Some members have modern systems (EdusoftWeb, Blackboard) with online fee payment ³
- Autonomy allows quick adoption of new tech at member level (e.g., cloud LMS at IU)

Gaps/Risks:

- No unified student ID across VNU-HCM; a student moving between members must re-register
- Duplicate investments (each university buying or building similar systems separately)
- Difficult to aggregate data or implement group-wide initiatives quickly

Hanoi University of Science and Technology (HUST) – Public, Hanoi

Channels & Core Systems: HUST has a relatively **integrated portfolio**. The core is the **E-HUST portal** (online university management system) for training, course registration, and student records ⁸. Students use this portal (ctt.hust.edu.vn) for most academic transactions and to manage their accounts. For learning, HUST deployed an **LMS (Moodle-based)** known as the Blended Learning system ⁶. Email and collaboration run on **Office 365** accounts (branded as HUST mail/OneDrive) provided to all users ¹⁰.

Integration: HUST implemented **SSO** via its “BK ID” – the same credentials for the student portal, Wi-Fi, Office365, and the LMS ⁹. The Moodle LMS is integrated with the student portal (accounts and course enrollments sync). During the COVID shift, Teams (Office 365) was integrated as well ⁵¹.

Strengths:

- Unified login and identity for all services (convenient user experience)
- In-house systems tailored to academic regulations (e.g., custom workflows for course registration)
- Early adoption of LMS and cloud email yields a mature digital culture on campus

Gaps/Risks:

- Core systems are in-house; feature updates can lag behind commercial solutions
- Portal interface, while functional, is somewhat dated (usability issues noted by students)
- High usage peaks (e.g., course signup) require continual performance tuning to avoid downtime

National Economics University (NEU) – Public, Hanoi

Channels & Core Systems: NEU modernized its core with the **PSC UIS** academic ERP in 2021 ¹¹. This comprehensive system covers student records, curriculum, class scheduling, and grading in one platform. Prior to that, NEU had a home-grown or older system, now replaced. The university’s web portal provides access to announcements and a link to the UIS for students and staff. For e-learning, NEU’s adoption is less clear – during the pandemic they used Zoom/Teams and likely a basic LMS (possibly Moodle or the LMS module within PSC UIS if available).

Integration: With PSC UIS, integration between sub-modules (admissions, SIS, finance) is seamless as it’s an all-in-one solution ²⁸ ⁵². The PSC system also can integrate with library and HR systems, though NEU’s implementation details aren’t public. There is not much evidence of a single sign-on beyond the UIS credentials (which serve as the primary account for students).

Strengths:

- Comprehensive off-the-shelf ERP covers all academic processes (reducing manual work)
- PSC UIS supports online course registration, fee calculation, degree auditing in one system ⁵³
- Modern interface (PSC UIS v4.5) and vendor support likely improved user experience

Gaps/Risks:

- Transition phase: staff training was needed ¹¹ and there may be resistance to new workflows
- LMS usage appears ad-hoc; lack of a robust dedicated LMS could limit e-learning quality
- Vendor dependency: reliance on PSC for customizations or troubleshooting

Foreign Trade University (FTU) – *Public, Hanoi (and HCMC branch)*

Channels & Core Systems: FTU operates a central **academic portal (QLDT)** for student academic affairs ¹². Through this portal, students register courses, check grades, and view financial info. It appears largely custom-built by FTU's IT department. For learning, FTU has experimented with e-learning in specific faculties: e.g., the **Faculty of Technology and Data Science** runs its own **Moodle platform (ftds.online)** ¹³. There isn't a single LMS for the whole university; many classes use either that or tools like Google Classroom/Teams.

Integration: The academic portal and LMS are **not fully integrated** – students likely manage separate accounts. The FTU portal provides a link to “Phần mềm Quản lý học tập LMS”, but this mostly directs to guidelines and resources ¹² rather than a unified platform. During online teaching phases, integration relied on manual processes (e.g., uploading Zoom recordings to the portal).

Strengths:

- Core academic processes (registration, grading) are digitized in the FTU portal
- Some segments (e.g., Tech & Data Science faculty) have advanced e-learning adoption with Moodle
- The portal also centralizes financial info and regulations, helping transparency for students

Gaps/Risks:

- Lack of a single university-wide LMS means inconsistent student learning experience
- No SSO: multiple logins for different systems (portal vs. any LMS or library system)
- Scaling the in-house portal may be challenging as enrollment grows or if new features (e.g., online degree auditing) are needed

RMIT University Vietnam – *Private International, HCMC & Hanoi*

Channels & Core Systems: RMIT Vietnam leverages the **global RMIT systems**. Students use **myRMIT**, a web portal that provides access to enrolment, personal records, timetables and finances ¹⁶. For learning, RMIT employs **Canvas LMS**, which replaced Blackboard and is used in all courses ¹⁴. Canvas is accessed via the web or mobile app, and RMIT provides a local Canvas support site and YouTube guides ⁵⁴. Corporate systems like HR and Finance are part of RMIT's enterprise (likely PeopleSoft or SAP, managed out of Melbourne).

Integration: Highly integrated and cloud-based. myRMIT acts as an SSO hub – students can reach Canvas directly from the portal and use the same credentials throughout ¹⁵. The Canvas LMS is integrated with RMIT's class scheduling and grading systems, so grades entered in Canvas flow into the student record. Library databases, Turnitin, etc., are all linked through Canvas and myRMIT.

Strengths:

- World-class systems: Canvas LMS provides a modern, mobile-friendly learning experience ⁵⁵ ⁵⁶
- One-stop portal (myRMIT) covers all academic and support needs, improving student convenience
- Cloud-first approach ensures high uptime, global support, and regular feature updates

Gaps/Risks:

- Being tied to global systems means less local customization (systems are configured for RMIT globally, not Vietnam-specific)
- High operational costs for licensing (Canvas, enterprise systems) – but backed by RMIT's resources
- Dependence on internet connectivity – since most services are cloud, any outage affects many functions (mitigated by good infrastructure)

FPT University – Private, Nationwide (Hanoi, HCMC, etc.)

Channels & Core Systems: FPT University, as part of FPT Corporation, builds much of its own tech. Its core is **FAP (FPT Academic Portal)** ¹⁷, an integrated system where students can do everything: view timetables, track study progress, check attendance, submit online requests, and even handle internship registration. There is an official mobile app “**MyFAP**” that mirrors portal functions on phones ²¹. For e-learning, FPTU implemented a new **LMS based on Moodle** in Summer 2021 ²⁰ – prior to that, FPT used a homegrown system, but Moodle now powers their online learning with a standardized interface and mobile support.

Integration: Highly integrated. FAP functions as the single sign-on and data hub – student accounts (an @fpt.edu.vn email) are used across FAP and the Moodle LMS ⁵⁷ ⁵⁸. The FAP portal itself integrates academic info with financial data (tuition fees, scholarship status) and even an online payment link. The LMS is linked so that course enrollment in FAP populates the Moodle courses for instructors and students.

Strengths:

- **All-in-one platform:** FAP covers from admissions to alumni services, minimizing need for external systems ¹⁷ ¹⁸
- Mobile-first approach with MyFAP app and good adoption of technology among students
- Quick development cycle – as a tech university, FPTU iterates on its systems and adopts new tools (e.g., early switch to online learning via Moodle during COVID)

Gaps/Risks:

- Predominantly in-house means continuous investment in development and security is required; any lapse could cause system bugs or data issues
- Feature breadth is huge; ensuring a smooth user experience on every module (from course reg to dorm booking) is challenging
- Reliance on parent corporation’s tech could result in less exploration of outside best-of-breed solutions if something in-house is “good enough”

HUTECH University (Ho Chi Minh City University of Technology) – Private, HCMC

Channels & Core Systems: HUTECH has developed a dual-portal system: the **Student Portal** (sinhvien.hutech.edu.vn) for general student information and notices, and the **Academic Portal** (daotao.hutech.edu.vn) for course-related functions ²². These two portals historically had separate logins, but since 2017 have been unified into a **single account system** ²³. The portals enable course registration, grade viewing, and feedback. HUTECH also offers **e-HUTECH mobile app** to allow students, faculty, and staff to access these services on the go ²⁵. On the learning side, HUTECH’s e-learning was not prominently separate – likely they used these portals to distribute materials or used third-party tools; in recent times, they may have introduced an LMS (possibly Moodle or MS Teams integration during the pandemic).

Integration: Since late 2017, HUTECH implemented **one login for all web systems** (student ID-based) ²³ ²⁶, improving the user experience significantly. The student and academic portals share the same backend database for student records. Some integration with finance exists (students can see tuition fee status and pay online via the portal). There is less evidence of a full integration with an LMS – the portals themselves may serve that role (providing lecture notes downloads, etc.).

Strengths:

- Unified credential across systems increased convenience and reduced login issues ²³
- Mobile app (e-HUTECH) demonstrates a commitment to improving digital experience
- Regular updates: e.g., 2025 initiative to re-verify accounts for security suggests active IT management ⁵⁹

Gaps/Risks:

- Academic and student portals split functionality in a non-intuitive way for users (some confusion where to find what)
- If a dedicated LMS is absent or minimal, HUTECH might not be leveraging modern online pedagogy tools fully
- Past security incident (2019 data leak reported in media) shows risk if in-house systems are not thoroughly tested (necessitating continuous security audits)

University of Economics Ho Chi Minh City (UEH) – *Public, HCMC*

Channels & Core Systems: UEH was a pioneer in Vietnam in adopting an integrated ERP for university management. Since 2009, it has used the **PSC UIS** for academic management ²⁷ ⁵³. This covers student profiles, course registration, scheduling, grading, and even tuition calculation in one package. UEH also implemented the **PSC zLIS digital library** at the same time ²⁹, enabling an electronic library catalog and repository. The student portal (often called UEH online) is essentially an interface into the PSC systems, allowing students to register for classes online (UEH was among the first where thousands of students registered simultaneously online) ⁶⁰ ⁶¹. For e-learning, UEH historically did not have a separate LMS pre-pandemic; during COVID it likely used Zoom/MS Teams and perhaps a simple LMS or uploaded materials via the portal.

Integration: UEH's portfolio is **highly integrated via the PSC ecosystem**. PSC UIS provides a unified database for students, courses, and financials; it also integrates with the library module and can integrate with HR and exam systems ⁵². The result is that a student's data is consistent across functions (no duplication of databases). Single sign-on is implemented in the sense that PSC's portal handles authentication for all its modules – students log into the portal and can access registration, grades, library account, etc., from there.

Strengths:

- **Integrated ERP:** minimal duplication and a high degree of automation (e.g., automatic class scheduling, degree audit) ⁶²
- Proven scalability: the system handled 3,000+ concurrent student course registrations in peak times ⁶⁰ ⁶¹
- Extended functionality: by adopting PSC library and considering HRM, UEH moved toward a full campus management suite

Gaps/Risks:

- Vendor lock-in: major custom changes depend on PSC; UEH must rely on them for updates or pay for new features
- User interface and experience depend on PSC's design, which, while functional, may not be as modern as newer SaaS solutions
- The lack of a dedicated modern LMS is a gap – the PSC UIS has some online learning features but is not a substitute for a full LMS (this became evident during remote learning phases)

Banking University HCMC (BUH) – *Public, HCMC*

Channels & Core Systems: Banking University modernized its training management by implementing **PSC UIS** around 2017, through a sponsored project ³⁰. This replaced older in-house systems and brought BUH on par with the credit-based training management requirements. Students now use an online portal (likely PSC's portal interface) to register courses, view schedules and check results. BUH's other systems include typical ones like a library portal and perhaps an e-office for administration, but specific products aren't publicly noted. During COVID, BUH leveraged online teaching tools (reports indicated they utilized MS

Teams/Zoom as many did).

Integration: The adoption of PSC UIS brought integrated academic data management. Course registration, student info, and grade management became part of one system. It is integrated with finance for tuition management and can connect to a library system if BUH has one (PSC UIS has hooks for library and exam systems). We don't have evidence of a multi-system SSO, but presumably the PSC portal login became the primary login for students for academics.

Strengths:

- Up-to-date credit-based training management fulfilling Ministry of Education requirements
- Proven system (PSC) reduces risk of errors in scheduling or grade processing
- Likely introduced online registration and grade viewing, improving student self-service

Gaps/Risks:

- For any needs outside PSC UIS's scope (e.g., research management, advanced analytics), BUH would need separate solutions possibly not integrated
- User training and adaptation – moving to PSC UIS required staff and students to learn a new interface; any gaps in training could affect usability
- No known dedicated LMS – as with many Vietnamese universities, e-learning maturity depends on ad-hoc tools rather than an institutional platform

Saigon University (SGU) – Public, HCMC

Channels & Core Systems: Saigon University, a teaching-oriented public university, invested in **PSC UIS** around 2017 by signing a contract for deployment ³¹. This suggests SGU moved from perhaps a manual or legacy system to the comprehensive PSC system for student and academic affairs. Post-implementation, students would use a web-based portal (likely SGU's branded PSC portal) for registration, grade inquiry, etc. The university's website provides news and general info, but the heavy-lifting (academic transactions) is handled by the UIS. For teaching and learning, SGU likely followed the general trend: using Zoom and other tools during online phases, with possibly a lightweight LMS usage (not documented).

Integration: With PSC UIS, SGU's previously disparate functions (if any) are unified. PSC UIS integrates scheduling, student records, and academic finance. If SGU adopted more of PSC's suite (unclear), it could also integrate library and exam systems. Without explicit info on their LMS or other systems, the integration picture beyond the SIS is not clear. It's likely that PSC UIS became **the central hub**, but other systems (library catalog, etc.) might remain standalone if not replaced.

Strengths:

- Modern academic management aligning with other top schools using PSC (gains best practices and vendor support)
- Students benefit from online self-service (less paperwork, more transparency in processes)
- The move signals administrative reform, possibly improving data accuracy and reporting (important for public accountability)

Gaps/Risks:

- Unknown extent of usage: sometimes new systems are underutilized if staff cling to old habits (risk of parallel manual tracking)
- Any lack of integration (e.g., if library or e-learning aren't integrated) means those remain islands of information
- PSC UIS, while powerful, requires continuous data maintenance (like any ERP) – data governance at SGU needed to be stepped up to ensure all departments use the system properly

HCMC University of Technology and Education (HCMUTE) – *Public, HCMC*

Channels & Core Systems: HCMUTE has followed a similar path to other technical universities: opting for a **commercial integrated solution**. It selected the PSC suite around late 2010s ³². This likely includes PSC UIS for training, and possibly other modules (library, etc.). Before that, HCMUTE had in-house solutions for student management, but the complexity of credit-based programs drove the upgrade. The university website indicates an online portal for students (for registration, schedules) post-PSC implementation. They also have an e-learning site; HCMUTE was known to use Moodle in earlier years for some courses, and more recently may have either continued with Moodle or used MS Teams extensively (they have an e-learning link on their site, likely Moodle).

Integration: High integration via PSC UIS. The PSC system at HCMUTE would integrate academic data with any other PSC modules they installed (the news suggests integration with library and possibly HR ³³ ³²). If HCMUTE still uses Moodle for LMS, that is likely not integrated with PSC (students would have separate accounts unless Single Sign-On was custom implemented). However, HCMUTE's PSC portal could serve as a launch-point for different services if configured.

Strengths:

- By using a proven ERP-like system, HCMUTE ensured all academic processes are handled in a unified way, reducing clerical effort
- Integration with library means students could, for example, see library holds or resources via the same login (if fully utilized)
- PSC's scheduling tool helps optimize timetables – beneficial for a large technical campus with many lab sessions

Gaps/Risks:

- E-learning integration appears weak – if Moodle/Teams are used, they may require separate management of enrollments
- Staff adaptation: moving long-time faculty to use the portal for entering grades, etc., can be slow
- Like others on PSC, HCMUTE depends on the vendor for major updates – budget and collaboration with PSC need to be maintained to avoid the system becoming outdated over time

HCMC University of Technology (HCMUT, ĐH Bách khoa HCM) – *Public, HCMC*

Channels & Core Systems: HCMUT (member of VNU-HCM) has a **home-grown application landscape**. Its **MyBK system** is a consolidated student portal offering course registration, grade viewing, tuition payment (through BKPay) and many administrative requests online ³⁴ ³⁵. The MyBK portal also links to specialized tools: e.g., **BK e-learning (BKeL)** which is the LMS. HCMUT recently overhauled BKeL by deploying a **new LMS on Moodle** in early 2024 ³⁶ ³⁷, replacing an older system and archiving old e-learning sites. Additionally, HCMUT offers support services through web interfaces (WiFi account management, etc.). **BKID (or BK NetID)** is the unified identity used across all these services.

Integration: Strong internal integration. The MyBK portal acts as the central hub; logging into MyBK also gives access to linked systems like LMS or library without re-authenticating (via BKID SSO) ³⁸ ³⁹. Data integration is also notable: the course registration system populates class lists which feed into BKeL Moodle courses (after the LMS migration, presumably via automated scripts). The online payment gateway BKPay ties in with student financial records so payments are reflected in MyBK ³⁴.

Strengths:

- In-house control: the IT Center can customize features quickly (e.g., adding an online form for internship registration when needed)
- Seamless student experience within one portal (one login, consistent UI for most tasks)

- Recent LMS upgrade to Moodle ensures modern features and stability ⁶³ ³⁷

Gaps/Risks:

- Maintenance burden on the university: all systems need continuous development (e.g., security patches, new features for curriculum changes)
- Slight fragmentation remains: a few subsystems like older “forum” or departmental sites might not use SSO, but these are minor
- Scaling and performance, especially during peak registration or when thousands access the LMS, must be vigilantly managed by the internal team (a perennial challenge HCMUT has largely handled well so far)

Duy Tan University (DTU) – Private, Danang

Channels & Core Systems: Duy Tan University has one of the most advanced digital setups among Vietnamese private universities. Its **myDTU portal** serves as a unified gateway where students access all services from a single page ⁶⁴. Through myDTU, students reach academic records, course registration, a learning materials repository, forums, personal schedule, tuition payments, etc. DTU has developed its own ecosystem: notably, it runs the **Sakai LMS** (branded within myDTU) for online learning, which it has used for many years ⁴¹. It also built a **DTU Testing Service** platform for online exams, which integrates with the LMS and a learning content management system (LCMS, referred to as AMS in some sources) ⁴² ⁴³. DTU's investment in IT is evident in the scale: 20,000 students learning remotely on these systems at one point.

Integration: Highly integrated and innovative. The myDTU portal is an SSO environment – one account logs into everything (portal, Sakai LMS, testing system, digital library). The custom DTU Testing Service pulls class lists and content from Sakai/AMS so that quizzes and exams link to course outcomes directly ⁶⁵. They have integrated Zoom and other tools as needed into Sakai as external tools. Data analytics are likely done through their systems (DTU emphasizes being data-driven, though specifics aren't public).

Strengths:

- **End-to-end e-learning solution:** DTU's long experience with Sakai (an open-source LMS used by some top global universities) gave it a mature online education platform even pre-pandemic
- Unified student experience – everything accessible via myDTU with one login
- Internal development of critical components (exam system, LCMS) demonstrates strong IT capacity and allows tailoring to their pedagogical needs

Gaps/Risks:

- Maintaining Sakai and custom systems requires niche expertise; recruitment and retention of such IT talent is critical
- Sakai, while robust, is less common than Moodle/Canvas – fewer community plugins or local experts, meaning DTU shoulders more of the development load
- High complexity: integrating many custom pieces (LMS, LCMS, exam service, portal) means careful version control and testing to avoid breakdowns, especially during high stakes exam periods

(Snapshots for additional universities can follow a similar format if needed, covering their systems and integration.)

Portfolio Integration Maturity Map

We define **Maturity Level 1–5** for university application portfolios:

- **Level 1 (Initial):** Siloed systems or manual processes dominate. Little to no integration; basic digitization (e.g., a website with info, but most tasks offline).
- **Level 2 (Basic):** Key processes have dedicated software, but systems are fragmented. Students/faculty

juggle multiple logins and there's duplicate data entry. Minimal integration (maybe import/export via files).

- **Level 3 (Integrated):** Core systems are connected via common logins or data flows. An identity management exists (single sign-on for major services). Data duplication is reduced, and online services cover most student and admin needs.

- **Level 4 (Managed & Unified):** A one-stop portal or app is in place for nearly all services. Systems are largely cloud or modern platforms with regular updates. Data warehouse/B.I. tools are used for decision-making. Users experience a seamless digital campus.

- **Level 5 (Optimized & Innovative):** The digital ecosystem is fully unified and also agile. Advanced analytics, mobile-first experiences, personalized services (e.g., AI chatbots for support) and high user satisfaction. The IT environment continuously improves with user feedback and new tech (truly "smart campus").

University	Maturity Level	Notes	Evidence
VNU Hanoi (multi-campus)	Level 3 – Integrated	Has unified academic portal & SSO across colleges, but some subsystems still separate (e.g., each college can have own extras). Transitioning toward full integration.	Central VNU portal for all members ² (integration), but individual colleges maintain sites (fragmentation).
VNU HCMC (multi-campus)	Level 2 – Basic	Each member uses its own systems; no system-wide integration. Some members individually at Level 3, but overall fragmentation brings group maturity down.	Different products at HCM member universities (e.g., IU's separate systems ³).
HUST	Level 4 – Managed Unified	In-house integrated environment (SSO for portal, LMS, email). Most services online and cohesive. Needs incremental improvements, but generally unified experience.	HUST unified accounts for LMS/Office365 ⁹ , custom portal covers all major functions.
NEU	Level 3 – Integrated	Core academic processes unified under PSC UIS; however, full digital experience not yet seamless (LMS unclear, etc.). Integration within core is strong, user experience moderate.	Adoption of comprehensive PSC UIS ¹¹ brings integration of training data.
FTU	Level 2 – Basic	Has online systems for academics and finances, but lacks a unified learning platform and single sign-on. Digital services exist, yet not fully harmonized.	Separate portal and faculty-specific LMS initiatives ¹³ (fragmentation).

University	Maturity Level	Notes	Evidence
RMIT Vietnam	Level 5 – Optimized	Fully cloud-based, one-portal solution with global-standard systems. Seamless integration and continuous updates. Offers a model digital campus in VN.	Canvas LMS + myRMIT unified experience ¹⁴ ¹⁵ .
FPT University	Level 4 – Managed Unified	Very integrated proprietary systems (FAP, etc.) and good mobile/web experiences. Nearly all functions online. Could reach Level 5 with more advanced analytics and broader ecosystem integration.	All-in-one FAP portal/app ¹⁷ ²¹ , integrated LMS ²⁰ .
HUTECH	Level 3 – Integrated	Key systems unified by single login and available on web/app. Some fragmentation in usage, and not all academic delivery is on a unified platform, but core integration achieved.	Unified account since 2017 ²³ , mobile app present ²⁵ .
UEH	Level 3 – Integrated	Early integrator (PSC ERP) – academics and library unified. Lacks a modern LMS, but core integration still places it at a solid Level 3.	PSC UIS and integrated modules in use ⁶² ²⁹ .
BUH (Banking University HCMC)	Level 3 – Integrated	Post-PSC deployment, academic and finance integration strong. Still improving digital breadth (e.g., e-learning not fully matured).	PSC UIS deployment ³⁰ unified training management.
Saigon University	Level 2 – Basic	In transition – PSC system introduced integration in academics, but other services not mentioned. Possibly Level 3 once fully implemented and adopted.	Contract for new integrated system ³¹ , but maturity pending usage.
HCMUTE	Level 3 – Integrated	With an ERP (PSC) covering core areas, integration is high there. Some separate systems (maybe lab management, etc.) could still be siloed. Overall integrated core.	Selection of PSC ERP solution ³² indicates commitment to integration.

University	Maturity Level	Notes	Evidence
HCMUT (Bach Khoa HCM)	Level 4 – Managed Unified	In-house unified system (MyBK) and updated LMS make it very integrated. Practically all services online with one account. Approaching Level 5 with continuous enhancements.	One-stop MyBK portal ³⁴ and SSO for services ³⁹ .
Duy Tan University	Level 5 – Optimized	Highly innovative and fully integrated (portal, LMS, exam system). Pioneering online education in VN – an example of a “smart” digital campus.	Custom unified systems (myDTU, Sakai, etc.) serving 20k students ⁴¹ .
Ton Duc Thang University	Level 3 – Integrated	Known for decent in-house systems but details scarce. Likely has integration of core tasks, but not much info on advanced services – assume solid basic integration.	<i>(No public detailed evidence; assessment based on reputation of TDTU IT usage.)</i>
VinUniversity	Level 4 – Managed Unified	Built from scratch with top-tier cloud systems (Canvas, etc.) integrated for a seamless experience. Could reach Level 5 as it grows (already close, lacking only more historical depth).	Canvas LMS adoption at launch ⁴⁴ , strong integration focus ⁶⁶ .
BUV (British Univ Vietnam)	Level 3 – Integrated	Small but uses international systems; likely integrated (SSO to library, etc.). Scale is smaller which eases integration, but less info publicly.	<i>(Uses modern tools, but no direct sources published beyond general practice.)</i>
VGU (Vietnam-German Univ)	Level 3 – Integrated	Mix of German provided systems and local ones; core processes digitized (e.g., likely SAP-based SIS, Moodle LMS). Integration reasonable, though no public details on one-stop portal.	<i>(Inferences from collaboration documents; not explicitly cited in sources used.)</i>
Fulbright Univ Vietnam	Level 4 – Managed Unified	As a new, well-funded university, it adopts cloud solutions (likely Canvas, Office 365, etc.) with SSO. Focus on user experience and all-digital approach puts it high, albeit on a smaller scale of operations.	<i>(Inferred from Fulbright’s model and partnerships; no direct source available due to newness.)</i>

(Levels are assessed based on available evidence and may evolve as universities upgrade their systems.)

Key Findings and Patterns

- **Common Vendors by Domain:** For **student information systems (SIS)**, **Pyramid Software's PSC UIS** is a dominant solution among Vietnamese universities – especially public ones in the south (UEH, Banking University HCMC, Saigon University, HCMUTE, etc.) ³². In the north, some like NEU also adopted it ¹¹. Other schools use local products like **Edusoft** (e.g., VNU-HCM's International University) ³ or develop in-house solutions (HUST, HCMUT). For **Learning Management Systems (LMS)**, the open-source **Moodle** is prevalent (HUST, FPT, HCMUT all use Moodle-based systems) ⁶ ²⁰ ⁶³. Elite or international institutions opt for **Canvas** (RMIT, VinUni, Fulbright) ¹⁴ ⁴⁴ or **Blackboard** (VNU-HCM IU) ⁵⁰. **E-office/workflow systems** often come from telecom IT companies (e.g., Viettel or VNPT eOffice) or are built internally, though specific vendor info is sparse – many public universities have some form of “hồ sơ công việc” software mandated. **Library systems** vary: several use **PSC's library module (zLIS)** if they have PSC (UEH, Architecture University) ²⁹; others use open-source **Koha** or integrated systems like **ILib**. **HR and Finance systems** at universities either are modules of an ERP (PSC HRM, etc.) or standalone software (MISA in some cases for finance, as MISA's education ERP is mentioned in general sources ⁶⁷). The landscape shows a mix of Vietnamese vendors (PSC, CMC TS, Viettel) and international ones for specialized areas (Canvas LMS, etc.).
- **Fragmentation vs Integration:** A clear pattern is that **universities which invested in an integrated platform** (either commercial like PSC UIS or robust in-house like FPT's FAP or HCMUT's MyBK) have **significantly more unified and user-friendly portfolios**. In these integrated environments, students use one portal and one account for most needs, and data flows between modules ³⁸ ⁵³. On the other hand, some universities remain **fragmented** – for example, a student might register courses on one system, do e-learning on another, and pay fees through a separate interface, each with different logins. This fragmentation is often seen at institutions that piecemeal implemented systems or have semi-autonomous faculties (common in multi-campus universities where each college went its own way). The drive now is towards integration: HUTECH's move in 2017 to unify logins ²³ and VNU-Hanoi's centralized LMS and portal ¹ ² show efforts to reduce fragmentation.
- **On-Premises vs Cloud Adoption:** Most traditional public universities still host systems **on-premises** (their own servers or data centers). PSC UIS deployments are typically on-premise at each school's server. In-house portals (HUST, HCMUT, etc.) are also on university-managed infrastructure. However, there's a gradual shift: **cloud-based solutions** are used by international and private institutions – e.g., RMIT and VinUni run Canvas in the cloud ⁶⁶, and use cloud email (Office 365 or G Suite) by default. FPT University's systems, while custom, are hosted in FPT's private cloud data center (effectively cloud). The COVID-19 pandemic accelerated cloud adoption for learning: many schools that had no LMS quickly stood up cloud-based Microsoft Teams or Zoom for online classes (not full integration, but as a stopgap). Now, at least a few are considering SaaS LMS or cloud ERPs. Nonetheless, concerns over data security and budgets mean **on-premises remains the norm** for core SIS/ERP in public sector universities as of 2025.
- **“One Portal/Super App” vs Many Apps:** A **“one-stop portal”** approach is clearly beneficial and increasingly common in higher-maturity institutions. FPT University's FAP is one example of a super-app/portal where virtually all student transactions happen ¹⁷ ¹⁸. HCMUT's MyBK portal and HUST's E-HUST portal similarly consolidate many functions ³⁴ ³⁵. These reduce confusion and provide a

consistent user experience. In contrast, universities without a unifying portal force students to navigate multiple websites – for instance, a student at VNU-HCM might use one site for course registration (depending on their school), a different LMS, and another for library services. The trend is moving toward **mobile super-apps**: some schools have rolled out mobile apps that tie many services together (e.g., HUTECH's e-HUTECH app ²⁵ and FPT's mobile app). The “super app” concept – one mobile app for all university services – is seen as an emerging best practice for student experience. However, implementing one requires that backend integration is in place; otherwise, the app is just a shell linking out to disparate systems.

- **Typical Pain Points:** Users at many universities experience similar pain points where integration is lacking: **multiple logins and passwords** to remember, which HUTECH explicitly addressed by unifying accounts ²³. **Data duplication** issues arise when systems aren't synced – e.g., a student might update their phone number in one system but the LMS or library still has the old info. **Inconsistent user interfaces** can frustrate users (each vendor system looks and works differently). **Downtime and performance problems** peak during registration or exam result periods – several universities historically had portals crash when too many students logged in at once (less so for those using robust systems like PSC UIS or cloud solutions, but it still happens with smaller setups). **Outdated content** is another issue – if there's no integrated CMS, some university sub-sites might not update event or schedule info simultaneously, leading to student confusion. The lack of integration also means **manual work for staff**, which can lead to delays (e.g., manually transferring grades from LMS to SIS if not integrated, with potential errors).

- **Digital Integration Maturity Variation:** The maturity map shows a wide variance across Vietnam's universities. A handful (like RMIT, Duy Tan, VinUni, FPT) are at the forefront with near-seamless digital experiences ⁵⁵ ⁴¹. Many large public universities are in the middle – they have put core functions online and are working on integration (Level 3). Some smaller or traditionally-run institutions are still catching up (Level 1–2, where paper or Excel might still back major processes). Interestingly, **school size and prestige don't always correlate with IT maturity** – some newer or less famous schools (e.g., Duy Tan) invested heavily in IT and surpassed older prestigious universities in digitalization. This suggests leadership and strategic focus on IT are key drivers for integration, rather than just budget or size.

• **Top Vendors by Domain (Summary):**

- **SIS/ERP:** Pyramid (PSC) is top in public sector; in-house custom systems prevalent in tech universities; CMC's IU and others exist but fewer public case studies.
- **LMS:** Moodle (open source) is most common by sheer number of deployments; Canvas is top among foreign collaborations; Blackboard has niche use; Microsoft Teams used widely during pandemic as interim LMS.
- **Portal/Integration:** In-house portals lead here (most Vietnamese universities have a custom web front-end even if backend is vendor), though some use PSC Portal or EdusoftWeb for the front-end.
- **e-Office:** VNPT E-office and Viettel VOffice are common in many public universities (aligning with government systems), while others build their own or use MoET-provided solutions.
- **Library:** Mix of open-source (Koha, DSpace for repositories) and vendor (PSC zLIS, or Libera by VIELINA in some). Many libraries share data via union catalogs but use separate systems.
- **HR/Finance:** Often part of bigger ERP (PSC HRM, etc.) if implemented; otherwise use enterprise software like MISA for finance or even manual methods for HR at smaller scale.

- **Integration/Middleware:** Still an emerging area – only the very advanced (FPT, maybe VinUni) have dedicated API gateways or data warehouses. Others rely on database-level integrations or manual exports.
- **Security/IT Ops:** Most universities use basic IT security (firewalls, antivirus); a few might use centralized logging or monitoring. There's not much public info on this, but given Vietnam's cybersecurity law requirements, larger ones likely have at least baseline monitoring and backup systems.
- **Architecture Patterns:** A prevalent architecture pattern is a **central relational database** (often MS SQL or Oracle) housing the SIS data, with various modules or web services connecting to it. PSC UIS, for example, follows a 3-layer architecture with a unified database and both client and web interfaces ⁶⁸ ⁶⁹. In-house systems similarly often revolve around a core database (for HCMUT, etc.) with web applications accessing it. Many universities have moved to **web-based thin-client systems** (away from old desktop-client systems), as seen with EdusoftWeb and PSC's web portal approach. **APIs** are not widely exposed except in more advanced cases – e.g., VinUni likely integrates via Canvas APIs for tools, and FPT might have API integrations for its mobile app. Enterprise Service Bus (ESB) or middleware is rarely mentioned in sources – integration tends to be point-to-point and within suites (like PSC's modules talking to each other). The more progressive universities are exploring data analytics: we see mention of dashboards or reports, but this is still at early stages (besides institutions like RMIT that have it by virtue of their global infrastructure).
- **Quick Wins for Upgrading Portfolios:** For many Vietnamese universities looking to improve, there are some clear quick wins:
 - **Implement Single Sign-On (SSO):** Even if systems can't be replaced immediately, deploying an SSO solution (open-source like CAS or a simple OAuth service) can unify the login experience. HUTECH's example shows this greatly aids user convenience ²³.
 - **Adopt an Open-Source LMS:** For those without a solid LMS, Moodle is a quick win – it's free, widely supported, and can be up in weeks. Training and support for it are available, and it dramatically improves the teaching/learning experience versus ad-hoc Zoom/YouTube.
 - **Online Fee Payments:** Integrating online payment (with banks or services like MoMo, VNPAY) into student portals can eliminate queues and is usually not too complex – many schools have done this (FTU, HUTECH, etc., have guides for online fee pay ³).
 - **Mobile App or Mobile-Friendly Portal:** Ensuring the student portal is mobile-friendly or providing a simple app for key functions (viewing schedules, grades) meets students where they are (on smartphones). It doesn't have to cover everything at once; starting with read-only info access can be a good step.
 - **Data Backup and Security Checks:** While not visible to end-users, investing in backups, anti-virus, and basic security audits of existing systems is crucial – it prevents catastrophic data loss and builds trust in the IT systems. Universities have been upping this since some had incidents, and it's a relatively quick win to at least set up nightly backups and penetration testing for portals.
 - **User Training and Support:** Many issues arise not from technology but from users not knowing how to use systems. Quick wins include better user guides, orientation sessions on IT services (like HUST does in student onboarding, explaining LMS, email usage ⁷⁰ ⁷¹), and having a helpdesk (even if small) to assist with account issues or usage problems.

Overall, Vietnam's university application landscape is **diverse and evolving**, with a definite trend toward more integrated, student-centric digital environments. The benchmark data and examples above provide a snapshot (2019–2025) to help universities see where they stand and what next steps can yield the most value in their digital transformation journey.

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