



FRM11. PROGRAM SPECIFICATION

Program name: Doctor of Medicine

Academic year: 2025/2026

*This program specification is designed for prospective students, current students, academic staff, and potential employers. It provides a summary of the programs' main features and expected learning outcomes that a typical student might achieve if he/she takes full advantage of the learning opportunities provided. Detailed information on the teaching and assessment methods, course expected learning outcomes and content can be found in the course specifications **through the link at the end of this document**. Detailed information on the university's regulations can be found on the website: <https://policy.vinuni.edu.vn/>.*

*This program specification is relevant to students entering **[2025/2026]***

Program Director
Christina Liew SC



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Section A. Admissions/ Management Information

1	Title of program:	Medical Doctor Program
2	Program code:	7720101
3	Vietnam Qualifications Framework level of award	Level 6
4	This program specification is relevant to students entering	Academic Year 2025/2026
5	Awarding institution:	VinUniversity
6	Administrative college:	College of Health Sciences
7	Website of program:	https://chs.vinuni.edu.vn/medical-doctor-program/
8	Final award title:	Doctor of Medicine (MD)
9	Job titles of graduates:	<p>Graduates of the MD Program are qualified for a wide range of professional roles in the healthcare sector, including but not limited to:</p> <ul style="list-style-type: none"> • General Practitioner (GP) • Hospital-based Physician • Medical Specialist (after postgraduate training) • Public Health Officer • Medical Researcher • Clinical Educator • Health Policy Analyst • Medical Officer in NGOs or International Organizations • Medical Consultant

		<ul style="list-style-type: none"> • Physician in Telemedicine Services • Academic Lecturer (with additional qualifications)
10	Competency of program graduates: <i>(according to the DACUM competency set or national, regional or international professional competency framework)</i>	<p>Graduates of the Medical Doctor (MD) program will be proficient in the following six key domains of competency, ensuring they are well-equipped to provide high-quality medical care, work collaboratively, and contribute to the advancement of healthcare:</p> <p>A. Competence in professional practice</p> <p>B. Competence in application of medical knowledge</p> <p>C. Competence in medical care</p> <p>D. Competence in communication and cooperation</p> <p>E. Practice-based learning and improvement</p> <p>F. Systems-based practice</p>
11	Admission criteria: <i>(according to the regulations of the Ministry of Education and Training, and of university)</i>	<p>The university recruit students using the following selection methods:</p> <ul style="list-style-type: none"> • High school diploma or equivalent certificate (A Level/IB, etc.) • English Proficiency: IELTS 6.5 or higher, with no skill below 6.0 • GPA: 8.0 or higher (recommended – grades are just one evaluation factor) • AACCC Standards: (1) Outstanding Abilities, (2) Strong Aspirations, (3) Creativity, and (4) Commitment. <p>OR:</p>

	<ul style="list-style-type: none">• TOEFL iBT: Minimum 79 with at least 20 in writing, 18 in speaking, 15 in reading, and 15 in listening.• Pearson Test of English (Academic) – Minimum total score of 58 with no communication skill below 50.• Cambridge Advanced English (CAE) – Minimum 176 with no skill below 169 in any part. <p>*If students do not meet the English proficiency requirement of IELTS 6.5 (or equivalent), they can take the English Placement Test to be placed in additional English proficiency classes through the Pathway English Program (usually taught in the summer semester).</p> <p>Additional requirements for MD program:</p> <ul style="list-style-type: none">• Vietnamese requirements (for international students):<ul style="list-style-type: none">○ Upon enrollment must demonstrate A2 proficiency in Vietnamese.○ Upon entering clinical phase of study (Year 4) must achieve B2 proficiency in speaking and listening, and B1 in writing and reading.○ Students needing to demonstrate proficiency will sit for Vietnamese language proficiency examination arranged in advance of start of semester.
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		<ul style="list-style-type: none"> • Science requirements: Student must complete Biology, Chemistry, in order to be eligible for the MD program.
12	Length of program and mode of study:	<ul style="list-style-type: none"> - Number of credits: 228 credits - Length of program: 6 years - Mode: Fulltime - Start month(s): September 2025
13	Language of delivery:	English
14	Graduation requirements:	<ul style="list-style-type: none"> - English Proficiency: IELTS 6.5 or higher, with no skill below 6.0 or completed all required English language courses by means of a passing grade, including Academic English or Fundamentals of Academic Writing courses and any required Pathway English courses. - Successfully complete all courses and the minimum number of credits required in the approved curriculum of the program.
15	Transfer to and from other programs, opportunities for further education, opportunities to acquire additional professional licenses and certificates:	<p>Transfer to and from other programs: Students may transfer into the MD program from other accredited medical programs subject to meeting VinUniversity's academic and language requirements, and based on a case-by-case evaluation. Transfer out to other institutions is also possible upon request, subject to credit recognition by the receiving institution.</p> <p><i>*For Credit Transfer guidelines, refer to this link. For credit transfer procedure, refer to this link.</i></p>

		<p>Opportunities for further education:</p> <p>Graduates of the MD program are eligible to pursue:</p> <ul style="list-style-type: none"> • Residency and fellowship training in clinical specialties • Master's or PhD programs in biomedical sciences, public health, health management, or related fields • Postgraduate medical education programs in Vietnam or internationally (e.g., US, UK, Australia, etc.) subject to meeting the respective country's eligibility and admission requirements. <p>Opportunities to acquire additional professional licenses and certificates:</p> <p>During and after the MD program, students may:</p> <ul style="list-style-type: none"> • Sit for international licensing exams such as the USMLE (United States Medical Licensing Examination) • Obtain certifications in basic and advanced life support (e.g., BLS, ACLS, PALS) • Receive additional training in research, clinical teaching, health systems, or specialized care • Apply for Vietnamese national medical licensure in accordance with the Ministry of Health regulations.
16	Academic quality assurance:	<p>To ensure the highest standards of education and continuous improvement, VinUniversity has established a comprehensive quality assurance and</p>

		<p>accreditation framework for the MD program. This involves the collaboration of key stakeholders, systematic feedback mechanisms, and adherence to both national and international quality standards.</p> <ul style="list-style-type: none">• Program Stakeholders: The government, employers, experts, alumni, the university leadership, Ministry of Education and Training, Ministry of Health, lecturers, and students all play an active role in shaping and evaluating the program.• Feedback Mechanism: Quality improvement is driven by annual and periodic surveys (e.g., student feedback on teaching quality, employer feedback on academic programs), self-assessment reports, benchmarking with peer institutions, external evaluations by accrediting bodies, and internal audits conducted by the Accreditation and Quality Assurance (AQA) Unit.• National Accreditation: VinUniversity complies with national education quality standards and engages in systematic self-assessment and external evaluation processes at both the institutional and program levels, as mandated by the Ministry of Education and Training (MOET).• International Accreditation: In October 2024, VinUniversity achieved a QS 5 Stars rating across eight key categories: teaching, employability, academic development, internationalization, facilities, social responsibility, inclusiveness, and arts & culture. Additionally,
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		VinUniversity adopts quality frameworks such as the AUN-QA Model. The MD program actively pursues international accreditation and seeks institutional recognition from WFME, LCME, and other accrediting bodies. These efforts align with international rankings and support VinUniversity's vision of becoming a globally competitive university.
17	Program leaders and recruitment support staff: <i>(Contact information such full names, titles, emails, and phone number)</i>	<ul style="list-style-type: none"> • Program Director: Christina Liew Siaw Cheok, Associate Professor, Email: liew.s@vinuni.edu.vn • Lead of Admission, Medical Doctor Program: Jeffrey Mayne, Assistant Professor. Email: jeffrey.m@vinuni.edu.vn

Section B. Detailed program information

18	Internationalization/ globalization	The Medical Doctor (MD) Program at VinUniversity is a product of deep international collaboration, most notably with the University of Pennsylvania (Perelman School of Medicine), one of the world's leading academic medical institutions. Designed under the CPR model—Clinician, Professional, and Researcher—the program integrates global medical education practices with local relevance. Students benefit from co-developed curriculum content, international teaching exchanges, and exposure to global health challenges through research and clinical practice.
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		Through immersive clinical rotations and research opportunities, students interact with visiting faculty and engage in real-world scenarios that mirror international standards of care. The program encourages participation in global health discussions, fosters intercultural competence, and equips future physicians with the mindset and skills to serve diverse communities, both in Vietnam and abroad.
19	Program educational objectives (PEOs)	<p>The Medical Doctor Program is aimed to produce graduates who are able to:</p> <ul style="list-style-type: none"> - PEO 1: Practice medicine with compliance to the national ethical standards and legal requirements, demonstrating proficiency in clinical skills and knowledge to provide safe, effective, and compassionate patient care. - PEO 2: Engage in continuous professional development and reflective practice, collaborating effectively within interprofessional teams to improve patient outcomes and healthcare systems. - PEO 3: Exhibit leadership and an entrepreneurial mindset, utilizing evidence-based practices and state-of-the-art technology to drive innovation and improvements in healthcare delivery both locally and globally.
20	<p>Benchmarking:</p> <p><i>(Benchmarked with domestic and international programs, international standards such as AACSB, ABET, NASAD, AHLEI, etc.)</i></p>	<ul style="list-style-type: none"> - Foreign programs: University of Pennsylvania (USA), University of California San Francisco (UCSF), Duke–NUS Medical School (Singapore) - Domestic universities: Hanoi Medical University, Ho Chi Minh City University of Medicine and Pharmacy, University of Medicine and Pharmacy – Hue University - International standards: World Federation of Medical Education (WFME)

21	Program learning outcomes (PLOs): <i>After successful completion of the program, students are able to:</i>		
K-S-A	Program Learning Outcomes (PLOs)	Program Performance Criteria (PPC)	
Knowledge	I.1. General Knowledge		
	PLO 1: Apply foundational knowledge of politics, law, arts, humanities, sustainability, cross-cultural understanding, and globalization to personal and professional development as well as to innovation.	1.1: Apply foundational knowledge of politics, law and regulations to personal and professional development.	
		1.2: Apply foundational knowledge of sustainability, cross-cultures, and globalization towards innovation in emerging local and global challenges.	
		1.3: Apply foundational knowledge of the arts and humanities to personal and professional development.	
	I.2. Professional Knowledge		
	PLO 2: Systematize knowledge in biomedical, clinical, epidemiological and social-behavioral sciences into clinical practice and research.	2.1: Appraise knowledge of the biomedical sciences in clinical practice decision-making.	
		2.2: Recommend appropriate steps in clinical practice decision-making using evidence-based approaches.	
		2.3: Appraise epidemiological principles in clinical practice and research.	
		2.4: Integrate social-behavioral science insights into clinical practice and research.	
	PLO 3: Develop evidence-based approaches for the diagnosis, management, and prevention of health conditions, as well as for continuous improvement into clinical practice. (EXCEL)	3.1: Diagnose health conditions accurately using evidence-based approaches.	
		3.2: Manage health conditions effectively using evidence-based approaches.	
		3.3: Design health promotion strategies using evidence-based approaches.	
		3.4: Formulate continuous improvement plans in clinical practice using evidence-based approaches.	
Skills	II.1. Professional Skills		
	PLO 4 (Clinical Skills): Master history-taking, physical examination, procedural skills, clinical reasoning, interpretation of	4.1: Adapt history-taking skills to ensure accurate and comprehensive clinical evaluation.	
		4.2: Adapt physical examination skills to ensure accurate and comprehensive clinical evaluation.	

	diagnostic tests, and healthcare management. (MOH3, EXCEL)	4.3: Perform basic/essential procedure skills relevant to patient care correctly and safely.
		4.4: Originate clinical reasoning in patient care through the synthesis of history-taking, physical examination findings, and interpretation of diagnostic tests.
		4.5: Customize healthcare management plan through clinical reasoning from the synthesis of clinical data.
	PLO 5 (Patient Management Skills): Formulate safe, time-efficient, cost-effective, and patient-centered decisions in health care.	5.1: Formulate safe decisions in health care through understanding of patient safety standards.
		5.2: Construct time-efficient decisions to optimize patient care through the principle of medical prioritization.
		5.3: Construct cost-effective decisions to optimize patient care through understanding of available resources.
		5.4: Formulate patient-centered decisions in health care through effective communication and upholding respect for patient autonomy.
	PLO 6 (Research Skills): Create research and a plan addressing healthcare-related questions in clinical and/or public health practice.	6.1: Appraise scientific literature in healthcare-related questions. (MOH2)
		6.2: Create a research protocol to answer healthcare-related questions.
		6.3: Combine data collection and analysis skills in research implementation.
		6.4: Create a plan for improved clinical and/or public health practices based on scientific literature. (EXCEL)
	II.2. General Skills	
	PLO 7 (Teamwork and Leadership Skills, Communication Skills): Demonstrate effective communication and collaboration with colleagues, interprofessional team members, patients, and their families grounded in mutual respect, empathy, integrity, and honesty. (MOH4, ACGME-I SBP, EXCEL)	7.1: Demonstrate leadership skills including oversight in a interprofessional teams. (EXCEL) (MOH4)
		7.2: Demonstrate collaborative skills with interprofessional team members to enhance patient safety and quality improvement. (MOH6)
		7.3: Demonstrate effective communication skills with patients and families, fostering an environment of mutual respect, empathy, integrity and honesty in healthcare delivery.

Attitude	PLO 8 (Ethics, Responsibility): Adhere to the ethical and professional standards and legal regulations in the practice of medicine (MOH1).	8.1. Adhere to professional standards in clinical practice.
		8.2. Adhere to legal regulations in medical practice.
		8.3. Display the values of diversity, equity, inclusion, and anti-racism into personal and professional conduct.
		8.4: Advocate for individuals, patients, healthcare systems, and/or communities based on social, cultural, and/or contextual factors toward improved healthcare outcomes. (MOH1)
	PLO 9 (Life-long Learning): Integrate reflective practices and self-evaluation in personal and professional development. (MOH1, ACGME-I PBL)	9.1: Continuously engage in reflection-in-actionself reflection toward identification of personal strengths and areas for professional improvement and a commitment to lifelong learning.
		9.2: Formulate personal development plans based on reflective practices and self-evaluation toward personal and professional development
	PLO 10 (Entrepreneurship and Leadership Mindset): Demonstrate entrepreneurial and leadership mindsets in professional development and in healthcare settings. (EXCEL)	10.1: Demonstrate entrepreneurial and leadership mindsets in professional development.
		10.2: Demonstrate entrepreneurial and leadership mindsets in healthcare settings.

Section C. Teaching/learning methods and strategies

22	Educational philosophy of the university:	Developing Talents for the Future with core values: Empathy, Exceptional, Creativity, Entrepreneurial Mindset, and Leadership Spirit.
23	Educational philosophy of the faculty/program:	Learning by doing
24	Teaching and learning paradigm:	<p>The Medical Doctor Program at VinUniversity adopts a student-centered, competency-based, and integrated approach to teaching and learning. Key features include:</p> <ol style="list-style-type: none"> Active Learning: <ul style="list-style-type: none"> - Problem-Based Learning (PBL) - Case-Based Discussions - Flipped Classroom - Self-Directed Learning Experiential Learning & Early Clinical Exposure <ul style="list-style-type: none"> - Clinical observation from Year 1 - Simulation-based training - Clinical skills labs and early patient contact Integrated Curriculum <ul style="list-style-type: none"> - Vertical and horizontal integration of basic sciences and clinical sciences - Thematic blocks centered around organ systems and clinical relevance

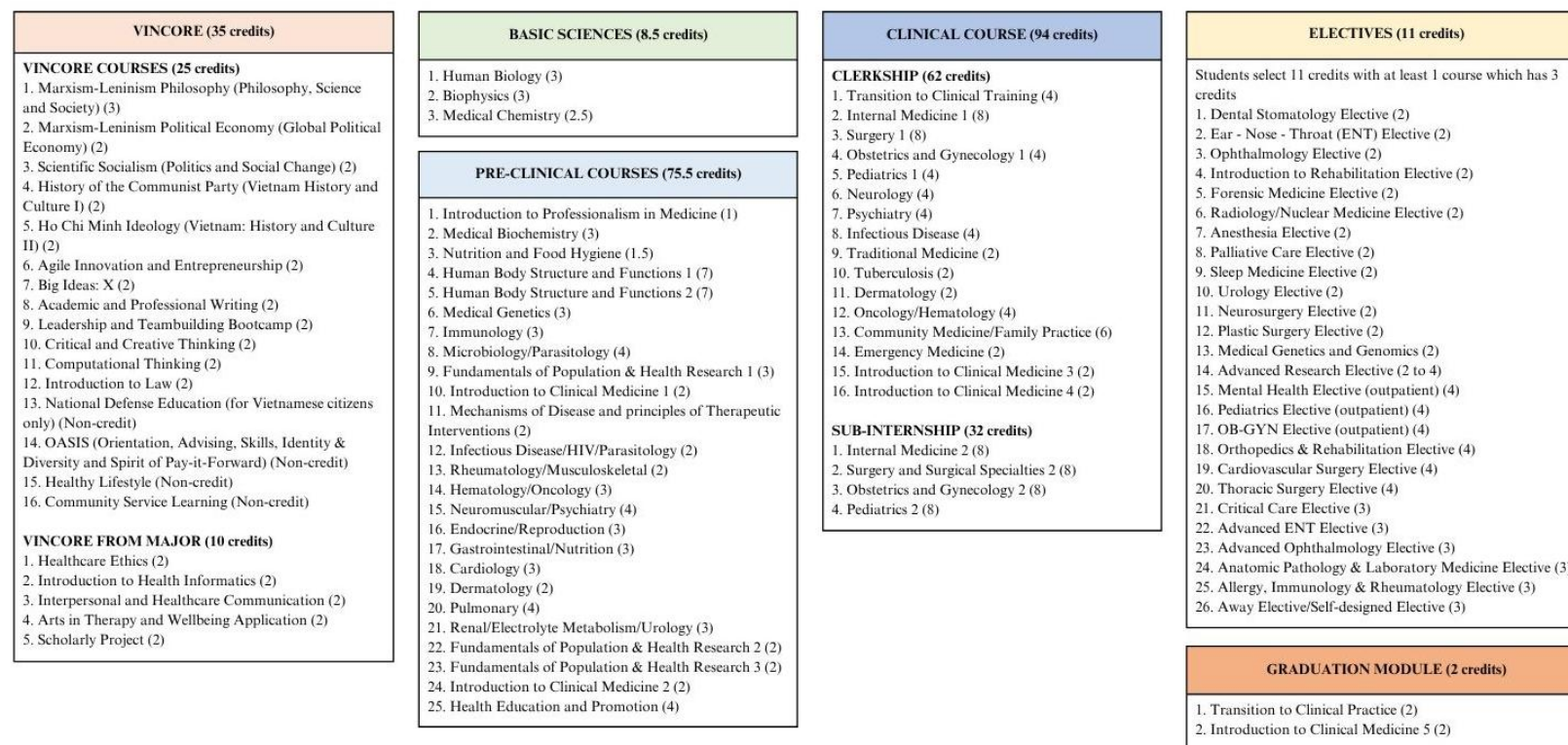
		<ol style="list-style-type: none"> 4. Team-Based & Interprofessional Education <ul style="list-style-type: none"> - Group-based problem solving - Development of communication and teamwork skills 5. Competency-Based Assessment <ul style="list-style-type: none"> - Aligned with program learning outcomes - Includes both formative and summative assessments - Use of OSCEs, workplace-based assessments, portfolios 6. Reflective Practice & Feedback <ul style="list-style-type: none"> - Regular feedback from faculty - Structured reflection activities - Personalized learning plans
25	Student assessment:	<ul style="list-style-type: none"> - Entry assessment: university admission using 4 methods. - Progress assessment: Ongoing assessments are conducted throughout the course using various in-course evaluation methods. The assessment may take different formats, including multiple-choice questions, short answer questions, OSCE, long cases, short cases, presentations, essays, coursework, final reports, or a combination of these. - Exit assessment: The graduation module comprises two components: a theoretical exam (NBME Shelf Exam) and a practical exam (OSCE).
26	Mechanism to establish and monitor achievement of program outcomes:	The program assesses students' achievement of PLOs throughout and at the end of their studies using a variety of methods:

	<ul style="list-style-type: none">- Assessment through courses: The PLOs are transferred into Course Learning Outcomes (CLOs), and students are assessed on their achievement of the CLOs through aligned teaching activities and assessments. This reflects the principle of constructive alignment, ensuring that learning activities and assessments are directly linked to the intended outcomes.- Assessment of students' achievement of the PLOs in each academic year: Students' achievement of the PLOs is evaluated based on the number and nature of courses completed each year. This cumulative review is conducted at the end of each academic year.- Test blueprinting: Assessment tools, including written exams, OSCEs, and other formats, are developed using test blueprinting to ensure alignment with the CLOs and PLOs. The blueprinting process helps ensure content validity and appropriate coverage of competencies across cognitive levels.
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Program structure and content:

(Block diagram of courses)



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Development of program learning outcomes in the constituent courses

(How individual courses contribute to the PLOs and PPC)

Introduced (I) – The knowledge/skills related to the Program Learning Outcomes (PLOs) are presented in the course. This typically occurs in foundational or lower-level courses in your program.

Reinforced/ Practiced (R) – The knowledge/skills related to the Program Learning Outcomes (PLOs) are being worked on at a level above the introductory stage and/or the knowledge/skills are being developed at a deeper level.

Mastery (M) – Students should have developed a sufficient level of competency in the knowledge/skills related to the Program Learning Outcomes (PLOs).

This is where the assessment of the program learning outcome is done (or the artifact for analysis is collected)

N o.	Courses	Stand ard learnin g roadmap	General Knowledge			Professional Knowledge								Professional Skills												General Skills			Attitude									
			PLO 1			PLO 2				PLO 3				PLO 4					PLO 5				PLO 6				PLO 7			PLO 8				PLO 9		PLO 10		
			1. 1	1. 2	1. 3	2. 1	2. 2	2. 3	2. 4	3. 1	3. 2	3. 3	3. 4	4. 1	4. 2	4. 3	4. 4	4. 5	5. 1	5. 2	5. 3	5. 4	6. 1	6. 2	6. 3	6. 4	7. 1	7. 2	7. 3	8. 1	8. 2	8. 3	8. 4	9. 1	9. 2	1 0	1 0	
1	Agile Innovation and Entrepreneurship (2)	Vincor e		I																							I	I						I	I	I	I	
2	Big Ideas: X (2)	Vincor e-MD		I																														I	I	I	I	
3	Leadership and Teambuilding Boot Camp (2)	Vincor e																									I	I						I	I	I	I	
4	Cross-Cultural Navigation	Vincor e		I					I	I																								I	I			
5	Introduction to Law (2)	Vincor e	I																																			
6	Healthcare Ethics (2)	Vincor e-MD	R																															I	I			
7	Community Service Learning	Vincor e	I	R	R																						I	I	I				I	I	R		I	
8	Critical and Creative Thinking (2)	Vincor e									I																							I	I			
9	Computational Thinking (2)	Vincor e																						I														
10	Introduction to Health Informatics (2)	Vincor e-MD																						I														
11	Academic and Professional Writing (2)	Vincor e		I																				I		I												
12	Interpersonal and Healthcare Communication (2)	Vincor e-MD																		I							I	I	I									
13	OASIS	Vincor e		R																							I	I							I	I	I	I
14	Healthy Lifestyle	Vincor e																																I	I			
15	Marxism-Leninism Philosophy (3)	Vincor e	I																															I	I			
16	Marxism-Leninism Political Economy (2)	Vincor e	R																															I	I			

[illegible]

38	Rheumatology/Musculoskeletal (2)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
39	Hematology/Oncology (3)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
40	Neuromuscular/Psychiatry (4)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
41	Endocrine/Reproduction (3)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
42	Gastrointestinal/Nutrition (3)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
43	Cardiology (3)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
44	Dermatology (2)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
45	Pulmonary (4)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
46	Renal/Electrolyte Metabolism/Urology (3)	Y3				R	I	R		I	I	I	I	I	I	I	I	I	I		R					I	I	I	I	I	I		
47	Fundamentals of Population & Health Research 2 (2)	Y3	R						R												R	R	R	R		I				R	R	I	I
48	Fundamentals of Population & Health Research 3 (2)	Y4	R						R												R		R	R		I				R	R	R	R
49	Health Education and Promotion (4)	Y4							R			I									R	I		I	R	R	R	R		R	R	R	R
50	Transition to Clinical Training (4)	Y4				R	R		R	R	R	R	R	R	R	I	R	R			I	I				R	R	R	R	R	R	R	
51	Internal Medicine 1 (8)	Y4	R			R	R	R		R	R	R	R	R	R	I	R	R	I	I	I	R	R			R	R	R	R	R	R	R	R
52	Surgery 1 (8)	Y4	R			R	R	R		R	R	R	R	R	R	I	R	R	I	I	I	R	R			R	R	R	R	R	R	R	R
53	Obstetrics and Gynecology 1 (4)	Y4	R			R	R	R		R	R	R	R	R	R	I	R	R	I	I	I	R	R			R	R	R	R	R	R	R	R
54	Pediatrics 1 (4)	Y4	R			R	R	R		R	R	R	R	R	R	I	R	R	I	I	I	R	R			R	R	R	R	R	R	R	R
55	Neurology (4)	Y4	R			R	R	R		R	R	R	R	R	R		R	R	I	I	I	R	R			R	R	R	R	R	R	R	R
56	Psychiatry (4)	Y4	R			R	R	R	R	R	R	R	R	R	R	R	R	R	I	I	I	R	R			R	R	R	R	R	R	R	R
57	Introduction to Clinical Medicine 3 (2)	Y4												R	R	I	R	R			I				R	R	R	R	R	R	R		
58	Introduction to Clinical Medicine 4 (2)	Y5			R	R	R		R					R	R	R	R	R	R		R					R	R	R	R	R	R	R	
59	Infectious Disease (4)	Y5	R			R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R				R	R	R	R	R	R	R	R
60	Traditional Medicine (2)	Y5	R			I	I	I	I	I	I	I		R	R	I	R	I		R	R	R	R	R			R	R	R	R	R	R	R

29	Sample study plan (<i>by year</i>)	
	YEAR 1	
	Course title	Credits
	Marxism-Leninism Philosophy (Philosophy, Science and Society)	3
	Marxism-Leninism Political Economy (Global Political Economy)	2
	Scientific Socialism (Politics and Social Change)	2
	History of the Communist Party (Vietnam History and Culture I)	2
	Ho Chi Minh Ideology (Vietnam: History and Culture II)	2
	Agile Innovation and Entrepreneurship	2
	Big Ideas: X	2
	Academic and Professional Writing	2
	Leadership and Teambuilding Bootcamp	2
	Critical and Creative Thinking	2
	Computational Thinking	2
	Introduction to Law	2
	National Defense Education (for Vietnamese citizens only)	Non-credit
	OASIS (Orientation, Advising, Skills, Identity & Diversity and Spirit of Pay-it-Forward)	Non-credit
	Healthy Lifestyle	Non-credit
	Community Service Learning	Non-credit
	Healthcare Ethics	2
	Introduction to Health Informatics	2
	Interpersonal and Healthcare Communication	2

Human Biology	3
Biophysics	3
Medical Chemistry	2.5
Introduction to Professionalism in Medicine	1
Medical Biochemistry	3
Nutrition and Food Hygiene	1.5
Total	45

YEAR 2

Course title	Credits
Human Body Structure and Functions 1	7
Human Body Structure and Functions 2	7
Medical Genetics	3
Immunology	3
Microbiology/Parasitology	4
Fundamentals of Population & Health Research 1	3
Introduction to Clinical Medicine 1	2
Total	29

YEAR 3

Course title	Credits
Mechanisms of Disease and principles of Therapeutic Interventions	2
Infectious Disease/HIV/Parasitology	2

Rheumatology/Musculoskeletal	2
Hematology/Oncology	3
Neuromuscular/Psychiatry	4
Endocrine/Reproduction	3
Gastrointestinal/Nutrition	3
Cardiology	3
Dermatology	2
Pulmonary	4
Renal/Electrolyte Metabolism/Urology	3
Fundamentals of Population & Health Research 2	2
Fundamentals of Population & Health Research 3	2
Introduction to Clinical Medicine 2	2
Arts in Therapy and Wellbeing Application	2
Total	39

YEAR 4

Course title	Credits
Transition to Clinical Training	4
Internal Medicine 1	8
Surgery 1	8
Obstetrics and Gynecology 1	4
Pediatrics 1	4
Neurology	4
Psychiatry	4
Introduction to Clinical Medicine 3	2

Health Education and Promotion	4
Scholarly Project	2
Total	44

YEAR 5

Course title	Credits
Introduction to Clinical Medicine 4	2
Infectious Disease	4
Traditional Medicine	2
Tuberculosis	2
Dermatology	2
Oncology/Hematology	4
Community Medicine/Family Practice	6
Emergency Medicine	2
Elective Courses (<i>students select 11 credits, at least 1 course which has 3 credits</i>) *	11
<i>Dental Stomatology Elective</i>	2
<i>Ear - Nose - Throat (ENT) Elective</i>	2
<i>Ophthalmology Elective</i>	2
<i>Introduction to Rehabilitation Elective</i>	2
<i>Forensic Medicine Elective</i>	2
<i>Radiology/Nuclear Medicine Elective</i>	2
<i>Anesthesia Elective</i>	2
<i>Palliative Care Elective</i>	2
<i>Sleep Medicine Elective</i>	2

<i>Urology Elective</i>	2
<i>Neurosurgery Elective</i>	2
<i>Plastic Surgery Elective</i>	2
<i>Medical Genetics and Genomics</i>	2
<i>Advanced Research Elective</i>	2 to 4
<i>Mental Health Elective (outpatient)</i>	4
<i>Pediatrics Elective (outpatient)</i>	4
<i>OB-GYN Elective (outpatient)</i>	4
<i>Orthopedics & Rehabilitation Elective</i>	4
<i>Cardiovascular Surgery Elective</i>	4
<i>Thoracic Surgery Elective</i>	4
<i>Critical Care Elective</i>	3
<i>Advanced ENT Elective</i>	3
<i>Advanced Ophthalmology Elective</i>	3
<i>Anatomic Pathology & Laboratory Medicine Elective</i>	3
<i>Allergy, Immunology & Rheumatology Elective</i>	3
<i>Away Elective/Self-designed Elective</i>	3
Total	35

YEAR 6

Course title	Credits
Internal Medicine 2	8
Surgery and Surgical Specialties 2	8
Obstetrics and Gynecology 2	8
Pediatrics 2	8

		Transition to Clinical Practice	2		
		Introduction to Clinical Medicine 5	2		
		Total	36		

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Curriculum learning roadmap: *(the relation and order of courses)*

MD CURRICULUM ROADMAP							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Clinician	VinCore	Human Body Structure and Functions 1	<div>INTEGRATED ORGAN BLOCK GRID SYSTEMS</div> <div><div>- Mechanisms of Disease and Therapeutic Interventions</div><div>- Infectious Disease/HIV/Parasitology</div><div>- Rheumatology/Musculoskeletal</div><div>- Hematology/Oncology</div><div>- Neuromuscular and Psychiatry</div><div>- Endocrine/Reproduction</div><div>- Gastrointestinal/Nutrition</div><div>- Cardiology</div><div>- Dermatology</div><div>- Pulmonary</div><div>- Renal/Electrolyte Metabolism/Urology</div></div>	Transition to Clinical Training	Community Medicine/Family Practice	<div>ELECTIVES</div> <div><div>Dental Stomatology</div><div>Ear - Nose - Throat (ENT)</div><div>Ophthalmology</div><div>Introduction to Rehabilitation</div><div>Nuclear Medicine</div><div>Forensic Medicine</div><div>Anesthesia</div><div>Critical Care</div><div>Urology</div><div>Orthopedics & Rehabilitation</div><div>Cardiovascular Surgery Elective</div><div>Thoracic Surgery</div><div>Neurosurgery</div><div>Plastic Surgery</div><div>Advanced ENT</div><div>Advanced Ophthalmology</div><div>Anatomic Pathology & Laboratory Med</div><div>Allergy, Immunology & Rheumatology</div><div>Palliative Care</div><div>Sleep Medicine</div><div>Mental Health (outpatient)</div><div>Pediatric Elective (outpatient)</div><div>OB-GYN Elective (outpatient)</div><div>Medical Genetics and Genomics Elective</div><div>Away Elective / Self-designed Elective</div></div>	Internal Medicine 2
	Human Biology	Human Body Structure and Functions 2		Internal Medicine 1	Infectious Diseases		Surgery & Surgical Specialties 2
	Biophysics	Medical Genetics		Surgery 1	Traditional Medicine		Obstetrics and Gynecology 2
	Medical Chemistry	Immunology		Obstetrics and Gynecology 1	Tuberculosis		Pediatrics 2
	Nutrition and Food Hygiene	Microbiology/Parasitology		Pediatrics 1	Dermatology		
	Medical Biochemistry			Psychiatry	Oncology/Hematology		
	Introduction to Healthcare Communication			Neurology	Emergency Medicine		
Professional	Healthcare Ethics	Introduction to Clinical Medicine 1	Introduction to Clinical Medicine 2	Introduction to Clinical Medicine 3	Introduction to Clinical Medicine 4	Transition to Clinical Practice	
	Introduction to Professionalism in Medicine		Application of the Arts for Therapy and Wellbeing	Health Education and Promotion		Introduction to Clinical Medicine 5	
Researcher	Introduction to Healthcare Informatics	Fundamentals of Population & Health Research 1	Fundamentals of Population & Health Research 2	Fundamentals of Population & Health Research 3	Advanced Research Elective		
				Scholarly Project			

*Note: White box: VinCore, Green box: Basic Sciences, Light Blue box: Pre-clinical Courses, Dark Blue box: Clinical Courses, Yellow box: Elective Courses, Dark Orange box: Scholarly Project, Light Orange box: Graduation Module.

Section D. Learning environment and student support services

31	<p>Learning environment: <i>(List of experimental fields, labs, university enterprises that the program utilizes; List of field trips and internships, Co-op program, etc. of the program)</i></p>	<p>Facilities:</p> <ul style="list-style-type: none"> - 01 Library - 01 Lecture Hall – 40 sqmt - 16 Multipurpose Classrooms - 26 Classrooms: 2 Large (200 people/room), 3 Medium (100 people/room), 21 Small (50 people/room) - Auditorium - Stadium - Indoor Sport Complex - Dormitory - SuperLabs - 01 Medical Stimulation Center with 30 practice room – 1952 sqmt - 04 Teaching Laboratories: 02 Chemistry Labs, 01 Biology Labs, 01 Anatomy Labs - 01 Research Laboratory: 3D Lab with 03 ISO certificates - 01 Computer Room (AIEC, 32 computers, radiology teaching) <p>Affiliate Hospitals:</p> <ul style="list-style-type: none"> - Military Central Hospital 108 - Vinmec Healthcare System
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		<ul style="list-style-type: none"> - National Children Hospital - Hanoi Psychiatry Hospital - National Geriatric Hospital - Bach Mai Hospital - National Hospital of Dermatology and Venereology - Gia Lam Medical Center: Da Ton Clinic, Trau Quy Clinic
32	<p>Support for students and their learning:</p> <p><i>(academic support, pastoral support, and other services)</i></p>	<p>VinUniversity's Student Affairs Management Department provide support in various aspects:</p> <ul style="list-style-type: none"> - Residential Life - encourages genuine co-living, co-working and co-learning by having all first-year students to reside in VinUni dormitories. - Health and Well-being - clinic aims to provide high-quality, accessible, and confidential care to students and staff, counselling service offers a safe and confidential space to talk about any concerns of students, such as stress, depressed mood, anxiety, relationship struggles, low self-esteem. - International Students - The community embraces diversity and foster global learning experiences - Student Clubs and Services: refer to item 33 <p>The Student Support Committee (SSC) of the MD Program at VinUniversity Student Support Committee (SSC) – MD Program at VinUniversity</p> <p>Roles and Responsibilities:</p> <ul style="list-style-type: none"> • Develop and implement strategies to:

		<ul style="list-style-type: none"> • Enhance student welfare • Promote academic success • Support personal development • Address student concerns, grievances, and broader student life issues • Ensure a safe, inclusive, and supportive environment for all learners • Review and propose improvements to student support services, including: <ul style="list-style-type: none"> • Academic counseling • Mental health support • Mentorship programs • Extracurricular activities • Oversee policies and initiatives that foster a positive student experience, such as: Orientation programs, Student health services, Housing support • Collaborate with faculty, administrative units, and relevant stakeholders to resolve student-related matters in a timely and coordinated manner • Monitor and use student feedback to inform evidence-based improvements in services and program. <p>Membership and Structure: Composed of:</p> <ul style="list-style-type: none"> • Faculty representatives • Academic staff • Student representatives • Ex-officio members from key departments (Ex: Office of the Registrar, Student Affairs Office) • Executive Officer <p>Meeting and Reporting:</p> <ul style="list-style-type: none"> • Meets regularly based on:
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		<ul style="list-style-type: none"> • Program needs • Student feedback cycles • Emerging student concerns • Additional meetings convened by the Chair when necessary <p>Reports to:</p> <ul style="list-style-type: none"> • MD Program Director • Dean or Vice Deans of the College of Health Sciences if needed
33	Student clubs and extracurricular activities available to students:	<p>Student Associations:</p> <ul style="list-style-type: none"> - Ho Chi Minh Communist Youth Union - Student Council <p>Community Services:</p> <ul style="list-style-type: none"> - VinHEALs - ECOQUITY - VinUni International Students Association - VinUNITY <p>Arts and Culture Clubs:</p> <ul style="list-style-type: none"> - VINISTA - VINVIVID - VINUNI HARMONY - VIN-A-HOUSE Dance Crew - VINUNI CLASSICAL Music Club <p>Sport Clubs:</p> <ul style="list-style-type: none"> - Golf

- Swimming
- Kendo
- Tennis
- Gaming Society
- Football
- Badminton
- Basketball

Academic Clubs:

- Debate Club
- Vintelligence
- Youth Hospitality Association
- Vinnovation
- VinUni Research Club
- Vin Pioneers
- VinMagazine
- Kotler Klub
- VinUni Hacking Club
- Google Developer Student Club
- Finance Society
- Business Insider
- Algorithm Club

Section E. Approval, publication and update

34	This program specification was published on:	01-09-2025
35	This program specification was last update on:	30-08-2025

