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AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

FPT UNIVERSITY, VIETNAM

CLUSTER INFORMATION TECHNOLOGY

INFORMATION TECHNOLOGY

(BACHELOR OF INFORMATION TECHNOLOGY)

February 2024 / Hanoi Campus



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMME

▪ “INFORMATION TECHNOLOGY” (BACHELOR OF INFORMATION TECHNOLOGY) OFFERED BY FPT UNIVERSITY, HANOI, VIETNAM

Based on the report of the expert panel, the comments by the university and the discussions of the AQAS Standing Commission in its 20th meeting on 26 February 2024, the AQAS Standing Commission decides:

1. The study programme “**Information Technology**” (**Bachelor of Information Technology**) offered by **FPT University, Vietnam** is accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The accreditation is conditional.

The study programme essentially complies with the requirements defined by the criteria and thus the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the European Qualifications Framework (EQF) in their current version. The required adjustments can be implemented within a time period of twelve months.

2. The conditions have to be fulfilled. The fulfilment of the conditions has to be documented and reported to AQAS no later than **31 March 2025**. The confirmation of the conditions might include a physical site visit within the time period of twelve months.
3. The accreditation is given for the period of **six years** and is valid until **31 March 2030**.

Conditions:

1. An individualized evaluation process for the final project/thesis must be established. There must be an individual research work and competence assessment that can demonstrate the individual achievement of competences on the Bachelor’s level.
2. Regulations to compensate for possible disadvantages of students in exams must be put in place and must be documented, accessible, and communicated to students.
3. FPT University must develop a staff development plan that focuses on the following points:
 - a. the recruitment process must emphasize the research qualities on the professorial level of new teaching staff,
 - b. the current teaching staff must be supported to reach professorial level for teaching and research.

The following **recommendations** are given for further improvement of the programme:

1. For the AI specialisation within the study programme, business fundamentals (such as accounting, supply chain management, logistics) as well as advanced statistical methods (inductive statistics) should be included in the curriculum.
2. The research skills of students should be deepened to strengthen the students’ technical knowledge and individual research work and competence.

3. The Coursera courses should be evaluated and substituted by more advanced or more practical courses, e.g., by employing more qualified teaching staff or by involving external teaching staff from the industry.
4. The internship duration should be extended to create more intense experiences for the students as well as the companies.
5. The international exchange activities should be improved and further intensified, especially the provision of funding for outgoing students and collaborations with foreign universities.
6. A complete lifecycle of the quality assessments including communication and consequences of the results should be defined, especially in regard to the following points:
 - a. the labour market, students, and teaching staff should be informed about the quality assurance processes in place and should receive the results and consequences of surveys they participated in,
 - b. the relevant indicators to assess the success of the study programme should be transparently communicated and implemented as a guidance among the teaching staff.
7. Individualized support and individualized study plans should be provided regularly throughout the student life cycle, especially regarding different study lines, interests, or contexts.
8. FPT University should provide sufficient time and resources for research activities of the teaching staff and for opportunities to enhance their didactical skills and research skills.
9. Students should be provided with direct access to scientific databases and e-libraries.
10. Formalized structures should be established that students with disabilities and chronic illnesses can contact to get special support and advice. The information on support should be accessible and transparently communicated to students.
11. The website's content in English language should be updated regularly and at least be similar to the Vietnamese content.

With regard to the reasons for this decision the Standing Commission refers to the attached experts' report.

EXPERTS' REPORT**ON THE STUDY PROGRAMME****▪ “INFORMATION TECHNOLOGY” (BACHELOR OF INFORMATION TECHNOLOGY)
OFFERED BY FPT UNIVERSITY, HANOI, VIETNAM**

Visit to the university: 28-29 September 2023

Panel of experts:

Prof. Dr. rer. pol. Jan Pawlowski	Professor for Information Systems, Hochschule Ruhr West – University of Applied Sciences, Mülheim an der Ruhr / Germany
Prof. Dr. rer. nat. habil. Reinhart Job	Department of Electrical Engineering and Computer Science, Dean, FH Münster, Münster / Germany
Mr. Hien Nguyen Ho Vy	Engineering Manager at Inspectorio, Ho Chi Minh City / Vietnam (representative of the labour market)
Mr. C. Joshua Derbitz	Bachelor student Electrical Engineering, Information Technology, and Computer Engineering at RWTH Aachen / Germany (student representative)

Coordinator:

Maria Rentmeister

AQAS, Cologne, Germany

Vi Le

I. Preamble

AQAS – Agency for Quality Assurance through Accreditation of Study Programmes – is an independent non-profit organisation supported by more than 90 universities, universities of applied sciences and academic associations. Since 2002, the agency has been recognised by the German Accreditation Council (GAC). It is, therefore, a notified body for the accreditation of higher education institutions and programmes in Germany.

AQAS is a full member of ENQA and also listed in the European Quality Assurance Register for Higher Education (EQAR) which confirms that our procedures comply with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), on which all Bologna countries agreed as a basis for internal and external quality assurance.

AQAS is an institution founded by and working for higher education institutions and academic associations. The agency is devoted to quality assurance and quality development of academic studies and higher education institutions' teaching. In line with AQAS' mission statement, the official bodies in Germany and Europe (GAC and EQAR) approved that the activities of AQAS in accreditation are neither limited to specific academic disciplines or degrees nor a particular type of higher education institution.

II. Accreditation procedure

This report results from the external review of the programme “**Information Technology**” (**Bachelor of Information Technology**) offered by **FPT University, Hanoi, Vietnam**.

1. Criteria

The programme is assessed against a set of criteria for accreditation developed by AQAS: the AQAS Criteria for Programme Accreditation (Bachelor/Master). The criteria are based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) 2015. To facilitate the review each criterion features a set of indicators that can be used to demonstrate the fulfilment of the criteria. However, if single indicators are not fulfilled this does not automatically mean that a criterion is not met. The indicators need to be discussed in the context of each programme since not all indicators necessarily can be applied to every programme.

2. Approach and methodology

Initialisation

The university mandated AQAS to perform the accreditation procedure in August 2022. The university produced a Self-Evaluation Report (SER). In November 2022, the institution handed in a draft of the SER together with the relevant documentation on the programme and an appendix. The appendix included e.g.:

- an overview over statistical data of the student body (e.g. number of applications, beginners, students, graduates, student dropouts),
- the CVs of the teaching staff/supervisors,
- information on student services,
- core information on the main library,
- as well as academic regulations.

AQAS checked the SER regarding completeness, comprehensibility, and transparency. The accreditation procedure was officially initialised by a decision of the AQAS Standing Commission on 27 February 2023. The final version of the SER was handed in May 2023.

Nomination of the expert panel

The composition of the panel of experts follows the stakeholder principle. Consequently, representatives from the respective disciplines, the labour market, and students are involved. Furthermore, AQAS follows the principles for the selection of experts defined by the European Consortium for Accreditation (ECA). The Standing Commission nominated the aforementioned expert panel in July 2023. AQAS informed the university about the members of the expert panel and the university did not raise any concerns against the composition of the panel.

Preparation of the site visit

Prior to the site visit, the experts reviewed the SER and submitted a short preliminary statement including open questions and potential needs for additional information. AQAS forwarded these preliminary statements to the university and to all panel members in order to increase transparency in the process and the upcoming discussions during the site visit.

Site visit

After a review of the SER, a site visit to the university took place on 27-28 September 2023. On site, the experts interviewed different stakeholders, e.g. the management of the higher education institution, the programme management, teaching and other staff, as well as students and graduates, in separate discussion rounds and consulted additional documentation as well as student work. The visit concluded by the presentation of the preliminary findings of the group of experts to the university's representatives.

Reporting

After the site visit had taken place, the expert group drafted the following report, assessing the fulfilment of the AQAS Criteria. The report included a recommendation to the AQAS Standing Commission. The report was sent to the university for comments.

Decision

The report, together with the comments of the university, forms the basis for the AQAS Standing Commission to take a decision regarding the accreditation of the programme. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 26 February 2024. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In April 2024, AQAS published the report and the result of the accreditation as well as the names of the panel of experts.

III. General information on the university

FPT University (FPTU), located in Vietnam, was the first private university in Vietnam established by an enterprise, the FPT Corporation (enterprise in information technology services), in 2006. FPTU is a member of FPT Education Co. Ltd., a subsidiary of FPT Corporation.

FPTU has five campuses located all over Vietnam, namely: Hanoi, Ho Chi Minh City, Da Nang, Can Tho, and Binh Dinh. Each campus actually offers 5 undergraduate programmes (Information Technology (IT), Business Administration (BA), English Studies, Japanese Studies, and Korean Studies) and 2 graduate programmes: Software Engineering and Business Administration. This accreditation procedure concerns the Bachelor programme Information Technology (BIT) offered at the Hanoi campus, which is its main campus. It was licensed in 2018 and starts in September 2019. Between 2019 and 2021, a total of approximately 16,000 students have been admitted to the Bachelor programme in Information Technology across all campuses, with approximately 7,500 students being admitted to the Hanoi campus. Students are supported by a total of 1,861 academic staff and 845 supporting staff members at all 5 campuses.

Structurally, FPTU consists of four departmental areas (IT-related departments, BA-related departments, language-related departments, and general education departments) and a school of business and technology.

The study programme to be accredited is affiliated to the IT-related departments, namely Software Engineering (SE), Computing Fundamentals (CF), Information Assurance (IA), Information Technology Specialization (ITS), and Graphic Design (GD). They are under the management of the Academic Affairs Board with an Academic Head. Besides, the Development Division for Higher Education Programs (D2HEP) is responsible for the development, coordination and adaptation of the programme and its intended learning outcomes (ILOs), curriculum, syllabi, test banks, etc. Faculty members of the IT Departments participate in the process of evaluation, comment, and adjustment. In addition, there are a Programme Director and two Programme Coordinators to support the departments.

According to FPTU's strategic plan, its vision is to become an international mega education system, meeting social demands for skills, and using the most advanced technologies in teaching. Providing global competitiveness to a massive number of learners and contributing to the intellectual development of the country is stated as its mission in the SER. To achieve these aims, 5 dimensions are formulated in FPTU's strategies: (1) excellent teaching, (2) good research, (3) firm internationalization, (4) high employability, and (5) social engagement. Further, FPT states that it wants to develop into an applied university.

From 2010 to 2018, the University followed the ISO 9001 Standards and was certificated for its internal quality system. In 2019, FPTU received the national institution-level accreditation certificate and in 2021, it has been certified with ISO 21001:2018 (applicable for educational organisations).

As stated in the SER, FPTU is a self-financed university. Tuition fees and fees for other training activities are sources of funding.

IV. Assessment of the study programme

1. Quality of the curriculum

Bachelor's degree

The intended learning outcomes of the programme are defined and available in published form. They reflect both academic and labour-market requirements and are up-to-date with relation to the relevant field. The design of the programme supports achievement of the intended learning outcomes.

The academic level of graduates corresponds to the requirements of the appropriate level of the European Qualifications Framework.

The curriculum's design is readily available and transparently formulated.

[ESG 1.2]

Description

Curriculum development

As stated in the SER, the design of a curriculum starts with developing the required programme objectives (POs). There are 5 POs that graduates of the BIT have to demonstrate. FPTU has translated the programme's profile into 13-18 intended learning outcomes (amount depends on the specialisation) at the programme level (PLOs) which are distributed among four categories: (1) general knowledge and skills (4 PLOs), (2) ethical qualities and attitudes (3 PLOs), (3) major knowledge and skills (2 - 5 PLOs), and (4) specialised knowledge and skills (4 - 6 PLOs).

The BIT includes 6 specialisations: Software Engineering (BIT-SE), Information Assurance (BIT-IA), Artificial Intelligence (BIT-AI), Information System (BIT-IS), Internet of Things (BIT-IoT), and Digital Art & Design (BIT-GD). The SER states different professional opportunities depending on the specialisation:

- 1) BIT-SE: application development programmers, software quality assurance engineers, software project managers;
- 2) BIT-IA: network and database security administrators, engineers in testing and evaluating information assurance for networks and systems;
- 3) BIT-AI: AI application development engineer, data architect;
- 4) BIT-IS: administrators of the database systems, experts specializing in deploying and operating ERP and CRM systems, managers of information/knowledge systems;
- 5) BIT-IoT: developer for IoT application, specialist for software development and embedded systems, integrated system architect;
- 6) BIT-GD: art designer, user experience design experts, and creative director.

Each specialisation has its specialised knowledge and skills. In addition, the SER outlines that each course of the curriculum has its course learning outcomes (CLOs) and is mapped to its curriculum's PLOs. The intended learning outcomes (ILOs) have been developed based on the combination of the 3 educational platforms (international standards, national requirements, and enterprise demands) and 5 blocks of knowledge (practical skills, foreign languages, personal development, social knowledge, and specialised knowledge). For example, ILOs are formulated based on employability requirements mentioned e.g. in Reports on IT Human Resource Needs from the FPT Corporation and other organisations, and also developed in accordance with the framework of the Association for Computing Machinery (ACM), CDIO Initiative (Conceiving — Designing — Implementing — Operating - an educational framework for producing the next generation of engineers), ABET frameworks, and Coursera (global online learning platform which offers various learning opportunities). In

addition, the university states that the curriculum and its ILOs are aligned with the FPTU's vision and mission and meet the requirements of level 6, the undergraduate level, of the Vietnamese National Qualification Framework.

All specialisations have similar PLOs for category groups (1) and (2). The PLOs of the group (3) major knowledge and skills) for the BIT-GD specialisation emphasize the use of IT platforms in digital art design. As stated in the SER, the other specialisations, the PLOs of group (3) focus on foundational knowledge of Math, Programming, Systems, and Professional Ethics. The PLOs of the group (4) (specialised knowledge and skills), are stated as follows for the different specialisations:

- 1) BIT-SE: emphasizes the software development and production process, building software systems, and software evaluation;
- 2) BIT-IA: prioritizes building information security policies and solutions for organizations and businesses;
- 3) BIT-AI: focuses on designing and improving intelligent systems that apply AI and Data Science to solve real-world problems for businesses;
- 4) BIT-IS: focuses on designing, building and managing information systems effectively and scientifically;
- 5) BIT-IoT: aims to design, build, and evaluate IoT applications;
- 6) BIT-GD: primarily focused on fostering the skillset needed for creating and developing visual ideas, as well as the ability to proficiently organize and implement digital art design projects.

According to the SER, the curriculum, course handbook, programme objectives, and ILOS of the study programme are regularly reviewed and updated, based on evaluations, surveys, and feedback from stakeholders (e.g. on the evaluation of the annual employer surveys) as well as on specific recommendation standards, such as the ACM.

Curriculum structure

The curricula at FPTU are scheduled according to the trimester model (3 trimesters x 4 months/year). There are autumn, spring, and summer trimesters in an academic year. One trimester at FPTU lasts 15 – 16 weeks.

All Bachelor programmes at FPTU have the same structure of (1+9) trimesters and follow a sandwich model which is composed of 1 preparation phase and 3 crucial phases, namely Foundation, the On-the-Job Training (OJT), and Specialisation. To be transferred from one stage to another, students have to obtain enough credit points.

For BIT, the preparation phase consists of the orientation and general training programme (OTP), traditional musical instruments, primary physical education, and English preparation. The OTP lasts 2 months, while the English preparation can last from 1 to 3 trimesters (one year), depending on the students' English entry level. As the SER outlines, using English is one of the admission requirements and a medium of learning and teaching at FPTU. In addition, students learn Japanese at a basic level as a second foreign language. After that, students take foundation courses from trimester 1 to trimester 5, followed by the On-the-Job Training (OJT) where students are sent to partner companies for about 4 months in the 6th trimester. The specialisation phase takes place from trimester 7 to trimester 9 where students pursue their desired specialisations and complete the capstone projects in the last trimester. Besides subject-specific courses, there are courses in soft skills, entrepreneurship, ethics, political theory, and scientific methodology.

FPTU offers 2 primary types of electives, and the rest are compulsory elements. The first type of elective can be TMI (Traditional Musical Instrument), or further specialisation courses. The second primary type of elective is combos (a group of courses that are linked together). FPTU offers 2 types of combos, one for physical

education, which includes Vovinam and Chess, and the other for specialised courses. As mentioned in the SER, there are currently about 24 specialised combos.

FPTU uses a credit system (FCS) with a conversion of 1 FCS to 1.66 ECTS. 1 FCS is equal to 50 study hours, including 15 contact hours (hours the students spend in classrooms) and 35 hours for self-study (e.g., preparing materials, doing homework, etc.), and assessment (e.g., final exam or practical exam). The BIT programme consists of 145 - 146 FCS credits (241 – 242 ECTS) of which 32 – 35 credits are for general knowledge and skills, 43 – 55 credits for foundation courses, 53 – 61 credits for specialised knowledge and skills, and 6 credits for physical education. On average, students at FPTU take between 13 to 17 credits per trimester.

Furthermore, the SER states that the BIT curriculum has its ideal-typical plan and that at the beginning of each trimester, FPTU provides a trimester plan, expected class schedule, current syllabus, conditions for course registration, and examination schedule and forms.

Experts' evaluation

Overall, the panel of experts wishes to point out that the first impression of the FPTU and the study programme was really positive. One can state that the students are studying within an appropriate location with a nice and well-equipped infrastructure. Although the curriculum comprises several aspects that seem somewhat unusual from the experts' point of view (e.g. basic military training, philosophical education in Marxism/Leninism, physical training, etc.), in general, the curriculum can be seen as appropriate and constructive. The curriculum is oriented on international standards, such as ACM or other model curricula. Overall, the courses are assessed to be on a level that corresponds to the EQF's Bachelor level.

Concerning the curriculum, the most important drawback from the experts' point of view are the capstone projects that are carried out instead of final bachelor theses. In general, a capstone project is not a real problem, but in case of the FPT University, the final examination at the end of the Bachelor programmes is done by a common capstone of a group of five or six students, which deliver one common report (this can be regarded as a theses) that is evaluated for the group. Therefore, an individual final evaluation of the students is not possible.

Within the study programme, the assessment are appropriate combining exams but also practical examinations. However, one exception is the group work in the capstone project. The experts point out the lack of individualization as a problem as it is not fully equivalent to a European Bachelor's degrees. In particular, all students should submit a research paper to enhance and demonstrate the students' research-orientation and individual research work. The experts therefore strongly recommend that the FPT University establishes an individualized evaluation process for the final examination (either by the implementations of individual bachelor theses, or alternatively, by an individualized evaluation procedure, if capstone projects are still carried out). Upon review of the provided capstone projects, the experts can confirm that the required level of knowledge for a Bachelor's degree is demonstrated by the students. However, a group project does not allow to assess the achievement for each individual student. Hence, there must be an individual research work and competence assessment that can demonstrate the individual achievement of competences on the Bachelor's level (**Finding 1**).

The experts understand that the mission of the FPTU underlines the importance of soft skills. Hence, a significant part of the curriculum is reserved for a quite broad offer of soft skill lectures. The curriculum has a strong focus on soft skills including languages, music, or sports. This part of the curriculum can contribute to personal development. Also, the language focus and character forming can help students to work on the global market. The students feel well prepared for the job market but also for lifelong learning. Thus, the experts positively appraise that this approach to the curriculum is in accordance with the mission of the FPTU. The experts point out that the specialization on Digital Art & Design is not yet very common within Information Technology study

programmes. However, this specialization can provide fruitful synergies and contribute to providing more interdisciplinary experiences for students. This could be proved during discussions with various students during our site visit. In general, the students seem to be highly motivated and focused on their studies. The experts took note that the students are very team-minded have good communication/language skills. This impression was confirmed by the representatives from the Vietnamese industry, who work with the graduates from FPTU later in their companies.

In principle, the experts commend the positive education of broad soft skills and character strengthening. However, this approach to education occurs at the expense of courses that would teach a deeper technical knowledge. This impression that students could have a deeper technical knowledge was also confirmed by some representatives of the labour market. According to the feedback of the labour market, although students and graduates exhibit excellent soft skills, technical skills in their specialisations are a little lower than those of students and graduates of other universities. The labour market annotates that in comparison to students from other universities, the students and graduates from the FPT University need more time to adept at the companies. Overall, the curriculum covers a broad range of general, subject-specific and cross-subject knowledge and skills. These are appropriate and well chosen. Some areas were discussed regarding fundamentals of mathematics, statistics as well as business. Especially, the AI specialisation requires advanced statistical methods. Therefore, the experts recommend that business fundamentals (such as accounting, supply chain management, logistics) should be included in the curriculum. Furthermore, advanced statistical methods, especially inductive statistics should be extended to provide a solid basis for AI, big data algorithms and methods (**Finding 2**). As an overall result, to achieve the strengthening of students' the technical knowledge and individual research work and competence, it is recommended that FPTU considers how to deepen the research skills of their students and graduates in the teaching of the curriculum (**Finding 3**). For this purpose, the experts recommend enough time for research activities of the teaching staff is provided (cf. **Finding 10** stated below).

In the experts' opinion, this (small) lack of technical knowledge might be also attributed to a quite large number Coursera course that the students have to select to complete the necessary coverages of technical courses and credits, respectively. Regarding the Coursera courses, these courses should be evaluated and potentially substituted by more advanced or more practical courses. Therefore, the study programme should include project work (mini projects) and seminars in collaboration with companies. From the experts' point of view, the number of Coursera courses could be substituted, e.g., by lecturers who are representative from the labour market (industry experts in practical block seminars) (**Finding 4**).

During their studies the students undertake internships in companies. From an experts point of view, these internships are regarded as valuable part of the academic education. Representatives of the labour market confirmed during the site visit that the students are flexible and work hard. Based on the documents provided, the internships have a duration of four months (one semester). However, during the site visit students as well as company representatives expressed the opinion that internships should last longer. The experts confirm that a longer duration would allow to gather experience in real projects. Overall, it is recommended to consider if longer internship periods could be provided for the students. If possible, the internship duration should be extended to create more intense experiences for the students as well as the companies (**Finding 5**).

The learning outcomes are considered to be consistent with labour market requirements. The discussion with the companies has shown that they were especially focusing on good soft skills when hiring new employees. The students and graduates alike did confirm the soft skill focus. There is a feedback process between companies and the department. The feedback is then reflected in the curriculum, experts are invited to provide input to the curriculum designers and departments.

In terms of international activities and internationalization, the curriculum is intended to prepare students for the global labour market. The experts see the preparation regarding foreign languages as very positive. Also,

many students engage in short term visits to partner universities. However, as there are no grants or support structures, the international exchange should be improved and further intensified in the future (**Finding 6**).

While departments are responsible for curriculum development process, the head of department is responsible for supervising each teacher. This includes quality assurance and to provide adequate resources for teaching. The experts point out that, currently, there are no full professors teaching in the study programme. For the current curriculum, the teaching staff is qualified, but the number of teaching staff is only sufficient because of the offered Coursera courses. If FPTU aims to enhance the scientific content of their study programmes in the future, more (full) professors would be useful from the experts' point of view. The experts took note that no staff development procedures are in place. This will be assessed in more detail in chapter "Teaching Staff" below. Overall, there is a curriculum development and design unit in place which is responsible for keeping the curriculum up to date.

Conclusion

The criterion is partially fulfilled.

2. Procedures for quality assurance

Bachelor's degree

The programme is subject to the higher education institution's policy and associated procedures for quality assurance, including procedures for the design, approval, monitoring, and revision of the programmes.

A quality-oriented culture, focusing on continuous quality enhancement, is in place. This includes regular feedback mechanisms involving both internal and external stakeholders.

The strategy, policies, and procedures have a formal status and are made available in published form to all those concerned. They also include roles for students and other stakeholders.

Data is collected from relevant sources and stakeholders, analysed, and used for the effective management and continuous enhancement of the programme.

[ESG 1.1, 1.7 & 1.9]

Description

Since 2019, FPTU applies the ISO 21001-based Quality Assurance guidelines and follows accreditation criteria at both institution and programme levels for its internal quality system. Besides, FPTU has a Quality Assurance Manual which responsible managers of all units, offices, and departments have to rely on.

According to the SER, FPTU has a management system for its internal Quality Assurance at the institutional level, with the Quality Assurance Board (QAB) as the responsible unit. According to the SER, the QAB develops quality standards, assists, and evaluates the implementation of quality assurance at the institution and programme level. For this, QAB conducts monthly evaluation and control compliance on the University's activities in compliance with 13 ISO 21001-based QA procedures that concern e.g. Curriculum Development, Facilities Management, Student Affairs, and Scientific Research.

Depending on the QA procedure, different persons and units are involved. Study programmes at FPTU are developed and reviewed under the Curriculum Development procedures, in which the programme directors and coordinators are in charge of improvements after the evaluation. The implementation and quality assurance of learning and teaching activities is regulated by the Academic Affairs procedures, in which Academic Affairs unit members are in charge of ensuring the quality of the programme implementation after the evaluations.

As stated in the SER, the evaluation includes stakeholders' feedback. FPTU has several methods to collect data from the stakeholders (students, alumni, employers, faculty members, and staff), which include surveys, feedback, evaluations, and information exchange through formal and informal meetings.

Students' and academic staff's satisfaction are collected at the end of each trimester, employers' feedback is collected once a year, and alumni get a questionnaire via email twelve months after their graduation to track if and which occupation they received after graduation. After being processed, collected data is provided to relevant departments to evaluate survey results, offer handling plans or take corrective and preventive actions. The Management Board receives a final report. In addition to stakeholders' feedback, there are other indicators included in the evaluation process. For example, students' scores and courses' pass rates in final examinations are evaluated. Courses that have a pass rate of less than 70% must be analysed for reasons and solutions.

After the evaluation and, review, the updated curriculum, syllabus, and related information are published and made available to stakeholders via the FLM system (FPTU's learning materials system), and on the website. Besides this, FPTU has further quality-related information systems.

Regarding External Quality Assurance, FPTU is audited by national accreditation at the institution level every five years, and ISO 21001:2018 annually.

Experts' evaluation

As mentioned in the description above, quality management and assurance are organized and performed by the Quality Assurance Board. They are responsible for developing concepts and instruments such as monitoring indicators or evaluating teachers and students. The quality instruments seem all appropriate and seem to be used and accepted.

The contact between stakeholders from the labour market is well established. During the site visit, the experts had the impression that there are strong connections between the university and companies. There is both formal and informal exchange as well as a survey for industry participants. The university asks for feedback from the labour market two times a year. Regularly discussion groups between the FPT University and various companies are taking place. However, industry stakeholders do not always receive feedback on the results (**Finding 7a**).

The quality system has concrete outcomes for all stakeholder groups. For example, there are feedback options for companies to improve industry collaboration as well as students' achievements. Also, the qualitative outcome regarding the teachers there are concrete measures and actions based on it. For example, if there are too positive or too negative results in the examinations, the examination results will be checked. Last, but not least, there are also quality instruments in place about and for students. This concerns, for example, a warning system when students are in danger to fail. However, students also have the possibility to improve teaching and learning experiences by filling out surveys.

Overall, the university has a system in place which tracks and monitors the students' progression. There is a support system in place which can support students in case that their success is in danger.

As a summary, the experts confirm that the main quality systems for organizations, study programmes as well as teaching and learning success are all in place. The university has defined different quality assessments using appropriate instruments. As one aspect to improve, the experts point out that the results of the quality assessments are not always communicated to the addressed stakeholder groups. As an example, the results of student and teacher surveys are not communicated back to them. Concerning the quality assurance systems, the students can express their opinions with regard to the quality of their study. However, they would like to get better and transparent feedback, what is done to improve the situation. The results from the quality assurance process should be more transparently implemented and communicated. The experts recommend

to improve the process in this regard to close the feedback loop, the results of surveys and QA procedures should be shared with the students, teachers and labour market (cf. **Finding 7a**).

While the quality assurance system at FPTU is set up well, the experts took note during the discussion rounds that relevant stakeholder groups, including the labour market, students and teaching staff, were not well informed about the quality assurance processes in place. The experts therefore recommend that the full lifecycle of the quality assessments including communication and consequences of the results should be defined. A communication process should be in place to inform stakeholders on the results, relevant indicators, and consequences. During the discussion rounds of the site visit, the experts took note that the teaching staff was not well informed about the relevant indicators that define the success of the study programme and their teaching quality. The indicators to assess the success of the study programme should be transparently communicated and implemented as a guidance among the teaching staff (**Finding 7b**).

Conclusion

The criterion is fulfilled.

3. Learning, teaching and assessment of students

Bachelor's degree

The delivery of material encourages students to take an active role in the learning process.

Students are assessed using accessible criteria, regulations, and procedures, which are made readily available to all participants and which are applied consistently.

Assessment procedures are designed to measure the achievement of the intended learning outcomes.

[ESG 1.3]

Description

General academic provisions, regulations, and assessment guidelines are laid down in the Academic Guidebook. As mentioned in the SER, several teaching and learning methods are applied in the programme: active learning, lecturing, blended learning, project-based learning, and experiential learning. Students are also encouraged to join research groups to get more knowledge of scientific work. The On-the-Job Training (OJT) in the sixth trimester aims to provide learning experiences in an actual working environment. Besides on-site courses, there are about 20% of online courses in the BIT curriculum. All students are granted an account on Coursera where they can attend Massive Open Online Courses (MOOCs) designed by universities and corporations and can gain Professional Certificates issued by IBM, Google, or DeepLearning.AI when fully completing online courses. Students can also participate in a project, where FPTU's faculty members develop and design online FPTU courses on the Coursera platform.

As stated in the SER, FPTU has a standardised process of building course materials to coordinate course contents and to avoid overlaps established by the Development Division for Higher Education Programs (D2HEP). All 4 stages (selecting the primary material (textbook), developing the syllabus, building the learning materials, including lecture notes (slides), assignments, workshop/lab, and creating a question bank) are carried out in compliance with forms issued by the D2HEP and a stage-by-stage review from an expert, which have to agree to the content, duration, distribution, and assessment methods of the course. All teaching materials and interactive exchange systems between students, lecturers, and the university are mainly in English.

The SER outlines that three months before a new trimester begins, a trimester plan is drafted by the D2HEP. At the beginning of each trimester, a trimester plan, expected class schedule, current syllabus, conditions for course registration, and examination schedule and forms are provided to the students. The Academic

Organization and Management Department (AOM) supports the process of students' learning and teaching organisation (course registration, scheduling classes, organising learning and re-learning, and managing related academic matters). Further, the AOM is responsible for training management activities (e.g. student records management, general activities, statistics of lecture hours, and collecting feedback from students and lecturers).

FPTU does not regulate the maximum or the minimum number of credits per trimester so that students can add or remove new course(s), enrol in retake courses, and register for grade improvement. Further, after the OJT, if students have signed a full-time contract, they do not need to ensure required attendance. Also, students have to complete the previous prerequisite courses if they want to participate in the later dependent courses.

Course assessment is mainly based on the LOs. Each course consists at least of 2 types of assessments, which are ongoing tests (e.g. attendance, progress test, assignment, lab/workshop, theoretical exam, and practical exam) and final examinations (e.g. multiple choices, practical exams, reports, and project defences).

Lecturers are responsible for the ongoing tests and prepare scoring guidelines according to the type of the given exam. The final examinations are conducted by the Testing Department (under the Academic Affairs Board) via the EOS (Exam Online System) testing system developed by FPTU. A question bank (QB) developed by the D2HEP provides exam items for the final exams. Regarding online courses, students have to take online course exams to receive course certificates and in addition, an assessment exam organised by FPTU.

Experts' evaluation

FPT University bases their learning environment on a diverse range of teaching methods. Overall, the learning and teaching methods correspond to the intended learning outcomes. These include learning in small groups of up to 30 students, project-based learning, and online learning. The On-the-Job Training (OJT) in the sixth trimester is a pivotal component, offering students experience in a work setting. Nevertheless, based on the feedback gathered during the site visit, the experts point out that the students would like to be more involved in real research and development activities to strengthen their motivation. This could be achieved through the inclusion of industry experts in selected courses (cf. **Finding 4**). As stated above it is recommended that FPTU considers how to deepen the research skills of their students and graduates in the teaching of the curriculum (cf. **Finding 3**).

Overall, the experts can confirm that the assessment regulations and procedures are generally defined and accessible to students. Students are well aware of the regulations and confirmed during the site visit that regulations to avoid cheating, e.g., during test of programming skills, are in place. Students are well informed about the requirements. Processes are in place that allow students to retake an exam in case they failed an exam. However, as stated above, the experts strongly recommend that the FPT University establishes an individualized evaluation process for the final examination. There must be an individual research work and competence assessment that can demonstrate the individual achievement of competences on the Bachelor's level (cf. **Finding 1**).

During the site visit, the experts learned that there are no regulations in place to compensate for possible disadvantages or disabilities during the learning process or in exams. While the university confirmed that they are willing to provide support on a case-to-case bases, if they are aware of it, the experts point out that there must be regulations to compensate for possible disadvantages in place which are documented, accessible and communicated to students (**Finding 8**).

Conclusion

The criterion is partially fulfilled.

4. Student admission, progression, recognition and certification

Bachelor's degree

Consistently applied, pre-defined, and published regulations are in place which cover student admission, progression, recognition, and certification.

[ESG 1.4]

Description

Policies and procedures for the admission of undergraduate students refer to the Regulations of Admissions to Undergraduate Programmes published by Vietnam's Ministry of Education and Training (MOET).

Admission takes place once a year at FPTU. Information on the admission criteria and procedure is available on the university's website. A high school diploma or equivalent diploma is necessary for admission. After enrolment, students have to achieve an English language certificate with a score equivalent to IELTS Academic 6.0. In case of not fulfilling this requirement, students are allowed to enrol in the English preparation programme (PEN).

There are 4 methods of admission: (1) Direct admission according to MOET's Regulations of Admissions; (2) Using the results of the national high school examination, where students have to be ranked among the Top 40 by SchoolRank (FPTU-based ranking system of high school students' performance) and have National High School Graduation Examination (NHSGE) subject cluster's result of 15/30 or higher; (3) Using high school's GPAs (ranked among Top 40 by SchoolRank); (4) Other admission methods (e.g. graduated from high school abroad or other universities)

Students' learning progress is monitored through an academic portal with the Front Office as the responsible unit. Regulations concerning the recognition of previous learning are provided in the Academic Handbook. The maximum number of transferable credits for students from other universities is 50% of the total number of credits that are needed to graduate.

FPTU offers international mobility programmes to China, Thailand, Malaysia, Indonesia, and Belgium. Furthermore, the FPTU Global Center recruits international students to study or exchange at FPTU

According to FPTU, after completing their studies graduates will receive a diploma, an academic transcript, a national defence education certificate, a Vietnam national instrument certificate, and an English certificate.

Experts' evaluation

Formal requirements and procedures for admission are clearly defined and made public to prospective students on FPTU's website. The website's content also shows sufficient information about recruitment quota, methods of admission, requirements, registration procedures, and enrolment preparation.

As stated in the description above, the specific prerequisites for the study programme are high school GPAs (ranked by SchoolRank) and English language efficiency (score equivalent to IELTS Academic 6.0). This is necessary to contribute to the students' successful completion of the programme whose accomplishment depends heavily on English and communication skills. However, there is a concern around different artistic skill levels of admitted students in Digital Art & Design specialisation. As the experts learned, the different artistic skill level introduced many challenges to the lecturers in balancing their teaching curriculum. Therefore, if possible within the governmental regulations, an entrance examination ("portfolio") for the Digital Art & Design specialisation could be useful and should be considered by the FPT University to ensure the quality and skills of admitted students.

The university implemented some mechanisms to admit and recognise prior learning for students who transferred from other short-term programmes or universities. Mapping and transferring credits from other education institutions are on case-by-case basis.

Learning agreements are defined and aligned with the students during their orientation programme and in the student handbook. Detailed information about the specialisations is also presented to the student in their orientation sessions. However, the panel of experts learned during the site visit that there are concerns from the students on the lack of updated information about the specialisation and the possibility to switch to a different specialisation or even a different study programme at FPTU during their course of study. Individualised support and individualised study plan for students should be provided regularly throughout the student life cycle. To ensure the student's successful progression in the programme, the experts recommend providing different types of study recommendations for different study lines, interests or contexts. Individualized support and individualized study plans should be provided regularly throughout the student life cycle, not just the first couple of months during their orientation session (**Finding 9**).

The graduates will receive transparent documents on their qualification gained, level, and status of the studies. This can be utilized by the graduates if they want to pursue higher education. From an experts' point of view, there is no reason to criticize the current recognition.

Conclusion

The criterion is fulfilled.

5. Teaching staff

Bachelor's degree

The composition (quantity, qualifications, professional and international experience, etc.) of the staff is appropriate for the achievement of the intended learning outcomes.

Staff involved with teaching is qualified and competent to do so.

Transparent procedures are in place for the recruitment and development of staff.

[ESG 1.5]

Description

FPT's recruitment process follows the ISO-standard-based procedures named Human Resources Management Procedures. These procedures are followed by the internal audit performed by the QAB and the external audit conducted by Bureau Veritas (an ISO standards certification body).

As mentioned in the SER, human resources plans are based on the increase in students each year, the needs of students and other stakeholders in improving the quality of the academic workforce, and the national and international accreditation requirements. Three months before a new trimester starts, the Heads of the IT Departments evaluate if the current number of lecturers is sufficient to fulfil the classes in the new trimester. In case of need, the Human Resources Management Department (HR) takes necessary actions to recruit staff.

There are part-time or full-time contracts (including 12-month, 36-month, and indefinite-term contracts). Teacher must have a minimum educational qualification of a Master's degree. Experts from the industry with a Bachelor's degrees and at least 5 years of experience are allowed to work as tutors in the BIT programme. These experts are supervisors of students with the aim to help them fulfilling their studies. Full-time lecturers also have scientific publications in several journals (e.g. Q1 – Q4 Journals, Scopus Journals).

New faculty members' teaching is evaluated by an academic observing team, including the HR and department representatives. In case of need, further assistance is given. An Employee Handbook is also provided to new members. Further, students periodically evaluate staff and faculty members' performance. Student evaluation includes (1) teacher's punctuality, (2) teaching skills, (3) coverage of the teaching topics, (4) support from the teacher, and (5) teacher's response to students' questions. The results are reviewed by the Heads of Departments.

As of summer 2022, the teaching staff for BIT in Hanoi consist of 192 persons with 116 lecturers having a full-time contract and 76 lecturers having a part-time contract. 11 lecturers have a Bachelor's degree, 115 lecturers have a Master's degree, 63 are PhD holders, and 3 are associate professors.

As outlined in the SER, FPTU has strategies to support staff career development. A meeting between the line manager and staff member concerning professional development, needs, and expectations takes place annually. Annual training courses (e.g. Coursera classroom, applied machine learning in Python) are compulsory for staff members. In addition, staff members can register to study Coursera specialisations (5-6 courses, free of charge), listed by D2HEP, and FPTU University nominates members to take part in training courses on management and leadership. FPTU encourages its staff to study for a PhD by giving financial support. Regarding scientific research, there are also policies to support and reward staff, lecturers, and students for research activities with the Office of Science Management and International Affairs as the responsible unit.

Experts' evaluation

From the experts' point of view, the recruitment procedures for teaching staff are clearly defined and transparent. Regulations for an appropriate qualification, especially with regard to external teaching staff from the industry, are also clear. Teaching staff, including external teaching staff, is regularly evaluated. Overall, the recruitment procedures for teaching staff as well as the evaluation procedures are considered to be adequate.

Concerning the size of the student body, the teaching resources (especially the number of teaching staff) seems to be somewhat understaffed. The experts take note that this lack in teaching capacity is partly balanced by the Coursera courses which reduce the teaching load for the teaching staff. From the experts' point of view, the overall quality of the study programme would be much better if the Coursera courses are substituted by employing more qualified teaching staff or by involving external teaching staff from the industry (cf. **Finding 4**). As stated above, this change could definitely improve and broaden the technical education and the quality of the graduates in accordance with the mission of the university.

As stated above, the experts recommend to improve the research skills of students (cf. **Finding 3**). To achieve this goal, the experts point out there seems to be a lack of research activities on the level of the teaching staff, at least partly. Most of the labs are most probably not adequate for serious research activities. In accordance with this impression, the feedback from the teaching staff during the site visit also suggests that the teaching staff would appreciate it if scientific research activities would be more in focus of the FPT University. For this purpose, the experts recommend that FPT University provides enough time and resources for research activities of the teaching staff (**Finding 10**). During the discussion rounds at the site visit, the experts received contradictory information about the use of the platform Sci-Hub as a source for scientific publications. Therefore, the experts point out that its usage and informal practices should be actively discouraged by the FPT University and that a sufficient number of sources should be promoted and accessible. In order to stay up to date in a rapidly developing technical context, it is recommended that the support provided to teaching staff should be intensified especially with opportunities to enhance their didactical skills and research skills (**Finding 10**).

Moreover, as stated above, the experts point out that, there are currently no full professors teaching in the study programme. For the current curriculum, the teaching staff is qualified, but the number of teaching staff

is only sufficient because of the offered Coursera courses. If FPTU aims to enhance the scientific content of their study programmes in the future, more (full) professors would be useful from the experts' point of view. The experts took note that no staff development procedures are in place. The experts recommend to develop a staff development plan to assure that the academic quality of the teaching staff stays high. Research qualities of teaching staff should be also emphasized in frame of the recruiting process for teaching staff (**Finding 11a**). Overall, it should be ensured that teaching and research in the programme can take place on a professorial level. While it can be confirmed that the students are successful in achieving the intended learning outcomes of the programme, the university must develop a plan on how to support the teaching staff to reach the professorial level for teaching and research (**Finding 11b**). This would also help to further develop the study programmes when it comes to improving the overall research orientation.

Conclusion

The criterion is partially fulfilled.

6. Learning resources and student support

Bachelor's degree

Appropriate facilities and resources are available for learning and teaching activities.

Guidance and support is available for students which includes advice on achieving a successful completion of their studies.

[ESG 1.6]

Description

FPTU's facilities on the university level at the Hanoi campus include 240 classrooms, laboratory rooms/ studios, and 24 English practice rooms (Little UK area) spread across 4 buildings. In addition, 139 fully furnished dormitory rooms for students, sports facilities (e.g. football fields, a martial arts school, a tennis court, and a gym), canteens, and a library are available.

FPTU's library offers access to various books (in printed and electronic versions) and provides a VISTA account that enables users to download newspapers, magazines, and journals from various databases. FPTU cooperates with some libraries and information centres (e.g. Asia Foundation) to provide access to further online databases.

At the programme level, FPTU offers 3 computer laboratories, 4 laboratories to practice the knowledge acquired in the class, 2 studios, and 10 graphics laboratories. The SER outlines that the purchase of an own laptop is financially supported and FPTU follows ISO 21001:2018 procedures for the operation and maintenance of its facilities and infrastructure.

Regarding student support, there are several offers provided by FPTU. Ten types of scholarships and financial aid are offered to students. FPTU has an IT Help Desk that supports students concerning the use of IT. International students are supported by FPTU's Global Center concerning e.g. visa application, temporary residence card application and insurance. Students with psychological problems can receive assistance in the "Coc Ke" room. Lecture buildings have elevators and/or wheelchair access for students with disabilities. Furthermore, other units provide help in several areas (e.g. career support, extracurricular activities, and physical health).

Information regarding the university and its teaching and learning arrangements are provided to students via orientation sessions at the beginning of each study phase. A student handbook including general information,

regulations, support services and other information is provided to new students. The course handbook, syllabi and curricula are updated regularly and provided through several online platforms.

Experts' evaluation

Students in the Bachelor's programme of Information Technology study programme have access to module descriptions through different online platforms. These documents describe the intended learning outcomes, methods of teaching, and the anticipated workload. The Academic Organization and Management Department has procedures in place that avoid overlap between different classes a student needs to attend. Through this measure, most of the students can complete the programme within the expected timeframe of three years. In addition, the experts learned that FPTU provides various types of scholarships and financial aid to the students which account for 10% of the total revenue coming from their tuition fees.

The study programme offered at the Hanoi campus benefits from the new campus with its modern and state-of-the-art lecture buildings. The laboratories seem to provide a good basis for the practical and hands-on parts within the programme. Overall, the laboratories are suitable for the different kinds of learning environments that the six different specialisations within in the programme require.

The access to scientific databases should be improved. The experts received a list of databases which can be confirmed to be sufficient for the study programme (e.g., Springer, ScienceDirect, IEEE). However, based on the information provided, the students do not seem to have direct access. It is mentioned that students can make requests to the library which will then access those databases on demand through the national infrastructure. However, there also seem to be options for paid subscriptions of those databases. As the students need access to online databases and e-libraries, the panel of experts recommends providing access to this portal for every student (**Finding 12**).

The university has different guidance and support services for the students. In addition to providing help for all problems related directly to the study programmes they also provide support in the domain of physical health, extracurricular activities, personal development programmes, and career support. During the site visit, the experts learned that, up to this point, the university has no experience with students with disabilities and chronic illnesses. The expert group suggests that a single point of contact or formalized structures are established that students with disabilities and chronic illnesses can contact to get special support and advice (**Finding 13**).

In terms of international activities and internationalization, the curriculum is intended to prepare students for the global labour market. The preparation regarding foreign languages is assessed very positively. Also, many students engage in short term visits to partner universities. To support the learning of intercultural competencies of its students, FPTU offers various short and long-term international exchange programmes in different countries in Asia and Europe. Overall, the students are well prepared for their professional life, especially with regard to international activities on a global market. The students are also urged to go abroad during their studies. This is in accordance with the general mission of the FPT University. However, there is no specific/additional funding for such outgoing activities. In particular, funding opportunities for students would be favorable, if students want to study abroad, e.g., in Europe. In this regard, the FPT University should consider, how funding can be organized. FPT University should support the international activities of outgoing students by providing funding. The experts recommend exploring opportunities in consultation with the labour market and associated companies. The international exchange could be improved and further intensified in the future. The development of the further opportunities could also include collaborations to Europe in double degrees or international funding schemes such as Erasmus Mundus (cf. **Finding 6**).

Conclusion

The criterion is fulfilled.

7. Information

Bachelor's degree

Impartial and objective, up-to-date information regarding the programme and its qualifications is published regularly. This published information is appropriate for and available to relevant stakeholders.

[ESG 1.8]

Description

FPTU provides information on its website as well as social media platforms. According to the SER, the information is updated frequently. The website includes information about the university, study programmes, curricula structure, accreditations, and publications.

Experts' evaluation

Overall, the experts confirm that all relevant information is publicly available from the university website, including the programme details, learning outcomes, selection procedure, and the qualifications awarded. Extra information can be accessed from other portals provided such as alumni news, student support, etc. All relevant stakeholders can access information about the study programme.

FPTU has a frequent procedure in place to update information on their website.

However, as a comment for future consideration, the experts point out that the website's content in English language should be updated regularly and at least similar to the Vietnamese content (**Finding 14**). Although the website targeted audience of the study programme is primarily Vietnamese, a website in English could help foreign prospective students to gather information in case they would like to consider the university programme. Furthermore, as FPTU has a strong focus on English language skills as a soft skill in the study programme, this vision and mission would also be reflected on the online presence of the university by offering the relevant information in English as well.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programme “Information Technology” offered by FPT University with conditions.

Commendation:

Overall, the panel of experts wishes to point out that they have a very positive general image of the study programme and FPT University. During the site visit, this impression was supported by the general positive feedback from the labour market and students. The university has a clear focus on the development of its students’ soft skills which leads to graduates that are flexible and hard-working in the work environment. The study programme’s curriculum is appropriate from the global and industry perspectives and students’ English competencies are very good. The university does an excellent job in implementing its mission into the curriculum and study environment. During the site visit, the experts took note of an overall good infrastructure and a good learning environment for students on campus.

Findings:

1. An individualized evaluation process for the final project/thesis must be established. There must be an individual research work and competence assessment that can demonstrate the individual achievement of competences on the Bachelor’s level.
2. For the AI specialisation within the study programme, business fundamentals (such as accounting, supply chain management, logistics) as well as advanced statistical methods (inductive statistics) should be included in the curriculum.
3. The research skills of students should be deepened to strengthen the students’ technical knowledge and individual research work and competence.
4. The Coursera courses should be evaluated and substituted by more advanced or more practical courses, e.g., by employing more qualified teaching staff or by involving external teaching staff from the industry.
5. The internship duration should be extended to create more intense experiences for the students as well as the companies.
6. The international exchange activities should be improved and further intensified, especially the provision of funding for outgoing students and collaborations with foreign universities.
7. A complete lifecycle of the quality assessments including communication and consequences of the results should be defined, especially in regard to the following points:
 - a. the labour market, students and teaching staff should be informed about the quality assurance processes in place and should receive the results and consequences of surveys they participated in,
 - b. the relevant indicators to assess the success of the study programme should be transparently communicated and implemented as a guidance among the teaching staff.
8. Regulations to compensate for possible disadvantages of students in exams must be put in place and must be documented, accessible, and communicated to students.
9. Individualized support and individualized study plans should be provided regularly throughout the student life cycle, especially regarding different study lines, interests, or contexts.

10. FPT University should provide sufficient time and resources for research activities of the teaching staff and for opportunities to enhance their didactical skills and research skills.
11. FPT University must develop a staff development plan that focuses on the following points:
 - a. the recruitment process must emphasize the research qualities at the professorial level of new teaching staff,
 - b. the current teaching staff must be supported to reach professorial level for teaching and research.
12. Students should be provided with direct access to scientific databases and e-libraries.
13. Formalized structures should be established that students with disabilities and chronic illnesses can contact to get special support and advice. The information on support should be accessible and transparently communicated to students.
14. The website's content in English language should be updated regularly and at least be similar to the Vietnamese content.