



AGENTUR FÜR
QUALITÄTSSICHERUNG DURCH
AKKREDITIERUNG VON
STUDIENGÄNGEN E.V.

FINAL REPORT

FPT UNIVERSITY

LANGUAGES

ENGLISH LANGUAGE (BACHELOR IN ENGLISH LANGUAGE)

JAPANESE LANGUAGE (BACHELOR IN JAPANESE LANGUAGE)

KOREAN LANGUAGE (BACHELOR IN KOREAN LANGUAGE)

May 2026



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DECISION OF THE AQAS STANDING COMMISSION ON THE STUDY PROGRAMMES

- “ENGLISH LANGUAGE” (BACHELOR IN ENGLISH LANGUAGE)
- “JAPANESE LANGUAGE” (BACHELOR IN JAPANESE LANGUAGE)
- “KOREAN LANGUAGE” (BACHELOR IN KOREAN LANGUAGE)

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 29th meeting on 18 May 2026, the AQAS Standing Commission decides:

1. The study programmes “**English Language**” (Bachelor in English Language), “**Japanese Language**” (Bachelor in Japanese Language), and “**Korean Language**” (Bachelor in Korean Language) offered by **FPT University**, Hanoi, Vietnam, are accredited according to the AQAS Criteria for Programme Accreditation (Bachelor/Master).

The study programmes comply 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.

2. The accreditation is given for the period of **six years** and is valid until **30 June 2032**.

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

1. For all programmes, it is strongly recommended that FPTU implement an individual research work and competence assessment at the end of the programmes so that students can better demonstrate their individual achievement of competences on the bachelor’s level.
2. For all programmes, FPT University should clearly define and transparently document how students are involved in the actual decision-making processes at FPTU.
3. For all programmes, it is strongly recommended that FPTU add the criterion of research qualities to the qualification profile of the recruitment process.
4. For all programmes, the connection of education and research should be added to the staff development plan to ensure teaching and learning is informed with the latest research in the respective fields.

With regard to the reasons for this decision, the Standing Commission refers to the attached expert report.

EXPERT REPORT

ON THE STUDY PROGRAMMES

- “ENGLISH STUDIES” (BACHELOR IN ENGLISH STUDIES)
- “JAPANESE STUDIES” (BACHELOR IN JAPANESE STUDIES)
- “KOREAN STUDIES” (BACHELOR IN KOREAN STUDIES)

OFFERED BY FPT UNIVERSITY, HANOI, VIETNAM

Visit to the university: 3-5 October 2023, written evaluation: March/April 2026

Expert panel 2023 & 2026

Prof. Dr. Brigitte Johanna Glaser	English Department, University of Göttingen, Germany
Prof. Dr. Junko Majima	Graduate School of Humanities, Osaka University, Japan

Expert panel 2023

Prof. Dr. Brigitte Johanna Glaser	English Department, University of Göttingen, Germany
Prof. Dr. Junko Majima	Graduate School of Humanities, Osaka University, Japan
Prof. Dr. Jeong Hee Ko	Korean Language Education Department, Seoul National University, South Korea
Mr. Gerard Philip Leonard	Royal International School (Cambridge International School), Ho Chi Minh City, Vietnam (labour market representative)
Mr. Leon Grausam	PhD student of Linguistics, University of Bremen, Germany (student representative)

Coordinators

Maria Rentmeister	AQAS, Cologne, Germany
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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 programmes "English Studies" (Bachelor), "Japanese Studies" (Bachelor), and "Korean Studies" (Bachelor) offered by FPT University, Hanoi and Can Tho, Vietnam.

1. Criteria

Each 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 programmes 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 3-5 October 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.

Postponement of decision

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

The AQAS Commission decided to give the programme additional 18 months for the further enhancement of the quality of the programmes. The deadline for the submission of the revised documents was 30 September 2025.

Reconsideration

The university submitted further evidence in September 2025, and thus, in the given timeframe, for the reconsideration process. The documents were forwarded to the relevant key stakeholders of the expert panel. The experts drafted this follow-up report on the consideration, assessing the fulfilment of the AQAS Criteria. The report includes a short description of the situation when the programmes were assessed firstly, the evaluation by the expert panel which formed the basis for decision taking in 2024, the assessment of the situation on the basis of the additional documents provided in 2025 and a recommendation to the AQAS Standing Commission. It is important to note that in between the two assessments, the names of the study programmes were changed

from “English Studies”, “Japanese Studies”, and “Korean Studies” to “English Language”, “Japanese Language”, and “Korean Language” respectively.

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 programmes. Based on these two documents, the AQAS Standing Commission took its decision on the accreditation on 18 May 2026. AQAS forwarded the decision to the university. The university had the right to appeal against the decision or any of the imposed conditions.

In June 2026, 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 Gia Lai. By the end of 2021, FPTU has admitted 22,214 undergraduate and 912 postgraduate students, supported by 1,861 academic staff and 845 supporting staff members.

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.

For the scope of the accreditation process, the study programmes in the Language Cluster are offered at the English Department, Japanese Department, and Korean Department. For the English Studies programme and Japanese Studies programme, the experts visited and reviewed the programmes at the Hanoi campus. The Korean Studies programme is offered at the Can Tho campus of FPT University, which was reviewed with an online site visit and online discussion. The English department is also in charge of the English preparation phase for all FPTU's programmes.

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 internationalisation, (4) high employability, and (5) social engagement. Furthermore, 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 of other training activities are sources of funding.

IV. Assessment of the study programmes

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

General aspects

FPTU's academic programmes shall respond to enterprise needs, follow international standards, and focus on the importance of comprehensive and harmonious human development strategies. As a result, when graduates of FPTU have mastered their majors, they shall be well-trained in soft skills and social knowledge, have spent one semester of the OJT (On-the-Job Training) at enterprises, become fluent in English, and obtain basic communication skills in another foreign language (Chinese language in the BEN programme).

All study programmes begin with a preparation phase (lasting for two months up to a year) and continue with a major programme, which takes place in nine semesters. The preparation phase involves a 5-week Orientation and General Training programme (OTP) and the English Preparation courses (PEN). The OTP includes three parts: 1) Orientation; 2) Military training; and 3) Experience, aiming at introducing students to community engagement, sustainable development, and military training. Students may have to attend PEN only if they do not meet the entrance language requirement. PEN is classified into 6 levels ranging from A0 to B2, and each level is taught in 2 months. PEN could take place before or simultaneously with the OTP.

Upon the completion of the preparation phase, students proceed to the major programme, which is divided into three main phases: 1) Foundation – 5 semesters; 2) On-the-job Training (OJT) – 1 semester; and 3) Specialisation – 3 semesters. Depending on their level of English, students may start their major programmes at different times; thus, there are new batches of students every semester (A, B, C, and D).

The main curricular elements are embedded in four modules: 1) OTP, Physical Education and General knowledge and skills (General Courses); 2) The major knowledge and skills; 3) Specialised knowledge and skills; and 4) Elective combos. The General Courses are offered in all FPTU's curricula. They cover political theory, soft skills, ethics, entrepreneurship, etc., which shall reflect the practical needs of the labour market. Communication, teamwork, critical thinking, entrepreneurial mind set and creative thinking, the ability of life-long learning, and a fundamental understanding of politics, law, ethics, and scientific methodology incorporated in the programme are said to help students prepare and encounter the requirements of the future job search. Additionally, the programme aims to preserve the values and national identity of Vietnam by involving Traditional musical instruments and Vovinam, a Vietnamese martial art, in the training programme. 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.

Elective combos in the curriculum are designed to give students choices to either deepen or broaden their spectrum of knowledge. Each group of combos offers a set of five different courses (15 credits). Once choosing an orientation to study, students have to take and complete all five courses in the same combo.

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 OJT is a compulsory course for all FPTU's programmes. Students are sent to partner companies for internships. The duration of the internship is approximately four months (one semester) which help them apply the foundation knowledge and skills accumulated at the university to real work at internship units (offices, enterprises, schools, language centres, hotels, restaurants, etc.).

The 3rd module is said to offer two options for research writing: Graduation Thesis and Graduation Project. Both options are teamwork-based and under the supervision of (an) appointed lecturer(s).

1.1 English Studies (Bachelor)

According to the SER, the English Studies programme (BEN) is pillared by five programme objectives, from which 13 intended programme learning outcomes, so-called programme learning outcomes (PLO) were formulated and categorised into three groups: 1) General knowledge and skills, 2) Ethical qualities and Attitudes, 3) Major knowledge and skills.

The five programme objectives (PO) are stated as follows: PO1) enable students to develop physically, mentally, intellectually, morally, and deepen national pride by equipping them with general knowledge of politics, law, economy, society, physical education, music, and national defence education; PO2) provide students with foundational and in-depth knowledge of the English language and countries, cultures and people of English-speaking countries; PO3) train students to have language skills together with communication, study and research skills, being proactive and flexible in studying and working in a multicultural environment; PO4) orientate students towards the right attitudes and work ethics, abilities to think creatively, work well in groups and independently and abilities to solve problems related to jobs and industries using English and combining knowledge of International Business, Communication or Language Teaching effectively, and be capable of lifelong learning for personal and professional development; and PO5) help students use English fluently and use Chinese as the second language at a basic level.

For the category “General Knowledge and Skills”, four programme learning outcomes (PLO) are stated as follows:

PLO1) demonstrate basic knowledge of social sciences, politics and law, national security and defence, contributing to the formation of worldview and scientific methodology;

PLO2) demonstrate an entrepreneurial, creative, critical, and problem-solving mindset;

PLO3) communicate and work in groups effectively in academic and practical environments; and

PLO4) utilize English in communication and learning and be able to communicate simply in Chinese, equivalent to elementary level.

For the category “Ethical Qualities and Attitudes”, three PLO are stated as follows:

PLO5) demonstrate professional behaviours, morality, social responsibilities and a sense of dedication to community;

PLO6) be mentally and physically strong, be capable of expressing national identity and integrating confidently into the world;

and PLO7) develop self-study and lifelong learning spirit and capabilities to adapt to the constant change of technology and society.

For the category “Major Knowledge and Skills, seven PLO are stated as follows:

PLO8) demonstrate language capacity in 4 skills: Listening, Speaking, Reading, Writing fluently and achieve language proficiency in level 5 according to the 6-level Foreign Language Proficiency Framework for Vietnam or equivalent to level C1 according to the Common European Framework of Reference for Languages (CEFR) to serve effectively for academic, social, and professional purposes;

PLO9) demonstrate abilities to apply basic and in-depth knowledge of levels and aspects of the English language (phonetics, grammar, semantics) to study and professional practice;

PLO10) recognize and understand basic knowledge and characteristics of countries, people, cultures and customs and general knowledge on literature of English-speaking countries, and multicultural environments;

PLO11) apply language competence, together with research, synthesis, analysis and evaluation of data and information skills in learning and professional work, solving problems in a range of written/spoken forms;

PLO12) demonstrate understanding the professional characteristics and the required knowledge, capacity, attitudes and qualities for professions in various fields and career orientations related to the use of English such as interpreting and translation, teaching, communication, international business, etc;

PLO13) apply language and professional knowledge and skills, and interdisciplinary knowledge of culture, economy, politics, society and science to study and work with professional attitude and manners.

BEN focuses on training and shall equip learners with professional knowledge and moral, political, and health qualities skills. The graduates shall be able to use the English language at an advanced level and are equipped with both practical skills and theoretical knowledge. Upon their completion of the study programme, BEN graduates shall find their niches as English teachers/lecturers, translators and interpreters, or work in civil-service positions, or domestic and international enterprises.

The 2nd and 3rd modules consist of 27 compulsory courses (92 credits): These courses focus on practical, present-day English with the acquisition of 4 domains of language learning (listening, speaking, reading, and writing) in corporation with specialised areas of linguistics study (phonology, semantics, sociolinguistics, etc.). Students are also exposed to the culture and literature of English-speaking countries (courses in culture and literature) and equipped with the necessary knowledge and skills to work in the fields related to their major (courses in advanced writing, presentation, translation, and interpretation), as stated in the SER.

There are currently three combos implemented in the study programme: English Teaching Orientation; Communications Orientation; and International Business Orientation.

The English Studies programme is offered at the Hanoi campus of FPT University.

Expert evaluation

a) Evaluation 2024

FPT University clearly states the desired qualifications and integrates them in its description of intended learning outcomes. These are directed mainly at the fulfilment of the university's mission and vision, which is to educate young people in ways that enable them to compete successfully in an increasingly globalized world and thus to contribute to the economic, social, and cultural advancement of Vietnam. The curricular structure of the programme includes – in addition to core courses in the field of English – courses that mediate Vietnam's cultural tradition in music and the martial arts, courses on political thinking, and courses that promote ethical conduct, and thus reflects the intended learning outcomes, that is a mixture of soft skills, language competencies, and specialised knowledge. All of the curriculum's elements are well documented with regard to the learner's projected progression, which is also shown in the form of a typical course plan. The programme is transparently presented regarding its modules and courses as well as the credits assigned to these. Also, various elective combos are pointed out. Furthermore, the place of the obligatory internship in the curricular structure is indicated and explained. The programme promotes especially the soft skills of students and stands out for good understanding of the market's demands mirrored in the high rate of employment.

The programme of English Studies at FPT University reflects the intended focus on language competencies and applied linguistics, thereby meeting labour-related requirements and promoting studies closely tied to the training for specific professions, but it neglects the transmission of specialised knowledge enabling students to do original and individualized research. From the experts' point of view, this raises serious concerns about the possibility of students holding this degree to be subsequently admitted into a master's programme in which they are expected to conduct academic research. A central constituent of academic research should also be

the teaching of academic writing, which should be strengthened in the curriculum (previous Finding 1). Furthermore, essential knowledge in linguistics, culture and literature is missing among the courses meant to transmit “Specialised Knowledge and Skills.” While there are indeed courses in linguistics on the level of “Major Knowledge and Skills,” they only cover semantics and sociolinguistics but no other relevant fields. Concerning literature and culture, there is only one required course (“British & American Literature”) listed in the typical course plan and this course is placed only on the level of “Major Knowledge and Skills.” This is not enough and it leaves students with very limited knowledge in this field. Overall, the experts conclude that the requirement of transmitting “advanced knowledge of a field of work or study, involving a critical understanding of theories and principles” (European Qualifications Framework level 6) is not adequately met (previous Finding 2).

Since the study programme as reviewed does not meet the European Qualifications Framework level 6 of the bachelor’s degree, it needs to be either updated to include more courses on essential and specialised knowledge in linguistics, literature and culture or it ought to be renamed to reflect what in fact it is, a programme in applied linguistics. The university needs to find ways to increase the students’ acquisition of specialised knowledge in the programme (cf. previous Finding 2). From the experts’ point of view, time and valuable credits are spent on courses not related to the various subjects within English Studies. Also, the intended learning outcomes of the programme must be adapted to extend its academic dimension and research orientation (previous Finding 3).

Since FPTU’s are group-work oriented, students who wish to enter one of the European graduate schools may be at a severe disadvantage, because they are expected to demonstrate their independent academic capability in the field of research. 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’s theses, or alternatively, by an individualized evaluation procedure, if group-work projects are carried out). 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 (previous Finding 4). Furthermore, students should be incentivized to attain C1 level English proficiency upon completing their bachelor’s programme, as there is currently no requirement to do so (previous Finding 5).

In addition, the study programme should be benchmarked with study programmes of other universities (inside and outside of Vietnam), e.g., to ensure that graduates will be able to continue with a master’s degree according to the European level (previous Finding 6). While the experts took note that the level of English language skills is already at a good level, they also noticed that students read the abridged and simplified version of books instead of the original texts. For example, a 130-page-long Pearson easy-to-read version of the original text of Dickens’ “Oliver Twist” (with about 500 pages) was used in one of the classrooms during the onsite visit. This practice does not contribute to improvement of language skills. Furthermore, there is a lack of English native speakers in the programme. Therefore, in order to raise the level of language competencies even further, there should be more native speakers among the teaching staff (previous Finding 7). Additionally, students should have the possibility to become immersed in an English-speaking environment, preferably through exchange opportunities with universities in English-speaking countries. FPT University should explore options to offer and support exchange opportunities for students (previous Finding 8).

b) Reconsideration evaluation 2026

To meet the requirements of the European Qualification Framework (EQF) level 6, FPT University has provided a number of reviewed and restructured syllabi of courses to give evidence of the increase in the transmission of specialised knowledge in courses and study programmes. Reviewing the sample syllabi, the experts found

that courses in the English language programme are greatly improved, especially when it comes to the wide range of topics and exemplary texts to be discussed. The study programme now meets the requirements of the European Qualification Framework (EQF) level 6. This is also supported by the reviewed and improved ILOs of the programme which are now adequate for the bachelor's level. To make the academic dimension of the programme even clearer and to adequately reflect its focus and content, the programme has also been renamed to "Bachelor Programme of English Language".

As for the research skills of students, the recommended change from group-based to individual assignments and evaluations was introduced to deepen their skills in this regard. In addition, FPT University took measures to enhance the academic dimension of its requirements, e.g. through implementing academic writing courses. Furthermore, research ethics and, by contrast, academic dishonesty are now adequately dealt with through a clear communication concerning the consequences of cheating.

As for the graduation thesis and project, the newly submitted evidence suggests that FPT University has made no changes to its way of assessing bachelor's theses. While detailed explanations and individual evaluations are provided, several students still work together in a group on a bachelor's project. This is not according to the European Qualification Framework (EQF). Against this background, the experts strongly recommend that FPT University implements an individual research work and competence assessment at the end of the programme so that students can better demonstrate their individual achievement of competences on the bachelor's level (**Finding 1**).

To raise the level of language competencies, FPT University has taken measures to increase the number of native speakers in their language-oriented programmes. The objective is to raise them up to 15 per cent by 2030. In the English department the percentage is currently at 11 per cent. The experts find these measures to be sufficient to ensure the desired outcome. With regard to providing incentives for students to reach C1 English proficiency level upon completing their bachelor's programme, FPT University is doubtful about this recommendation and has not implemented it. Referencing the requirements of language proficiency at other universities (in particular the University of Manchester, a university used for benchmarking by FPTU), the university believes that B2 proficiency suffices in providing adequate academic and professional proficiency. While the experts understand this approach, it might be beneficial to consider this option in the long run. In the same context, the information provided in the FPTU handout (and its annexes) suggests that there are increased efforts to improve exchange activities for students which is commendable. Concerning the bachelor's programme of English language, little seems to have improved as of yet, as students provided with the opportunity to spend time abroad mainly study at other Asian universities nearby. There is no evidence so far that new exchange opportunities in anglophone countries (e.g. Australia, New Zealand, Great Britain, or North America) have opened up. It must be granted, though, that setting up these new international connections may take some time.

To ensure continuous programme development, new benchmarking procedures have been introduced which the experts deem commendable. For example, the BEN programme at FPT University has now been compared with respective programmes at three Vietnamese universities (Hanoi University, Hanoi National University, and Can Tho University) and two international ones (Manchester University and Georgia State University).

Conclusion

The criterion is fulfilled.

1.2 Japanese Studies (Bachelor)

The Japanese Studies programme (BJP) is pillared by ten programme objectives, from which 17 intended programme learning outcomes, so-called programme learning outcomes (PLO) were formulated and categorised into three groups: 1) General knowledge and skills, 2) Ethical qualities and Attitudes, 3) Major knowledge and skills.

The ten programme objectives (PO) are stated as follows: PO1) have knowledge and practical skills as well as be able to use standard Japanese equivalent to level 5 in the Vietnamese 6-level Foreign Language Competency Framework or equivalent to level C1 in the JF standard/CEFR Framework or level N2 in the standard JLPT Foreign Language Proficiency Test for foreign students studying Japanese; PO2) have basic theoretical knowledge of Phonetics, Grammar, and Vocabulary of the Japanese language to consolidate language knowledge to be able to conduct translation activities, carry out comparative research, or pursue further education; PO3) obtain an understanding of Japan in terms of the country, people, culture, and working styles in Japanese enterprises, be able to adapt and integrate well when working with Japanese partners and in a multicultural environment in the era of globalization; PO4) have a professional orientation for future careers as well as grasp basic vocabulary, expressions, basic knowledge, and skills to meet personal, professional, and social development needs; PO5) achieve level 4 of English in accordance with the six-level Foreign Language Proficiency Framework for and Common European Framework of Reference for Languages, be able to use English to communicate well to support future professional activities; PO6) demonstrate teamwork, presentation, critical thinking, planning, and time management skills; PO7) understand entrepreneurship and obtain an entrepreneurial spirit; PO8) maintain a good physical condition and proper professional qualities and ethics; show a sense of discipline, follow appropriate working styles in the era of technology development; PO9) have an understanding of political theory, Vietnam Communist Party's doctrines and directives, state policies, national security, and national culture in the context of international integration; and PO10) perform a solid ability to self-study and capability for study promotion, obtain a foundation to pursue further study and research in the Japanese Studies major; acquire important personal and professional qualities and skills to become experts in the field of translation and interpretation, become managers and leaders in the hospitality and tourism sectors, have basic knowledge of information technology related to professional fields, and be able to adapt to the rapid changes of the science and technology era.

For the category "General Knowledge and Skills", four programme learning outcomes (PLO) are stated as follows:

PLO1) have basic knowledge of social sciences, politics and law, security and defence, contribute to the formation of worldview and scientific methodology;

PLO2) have an entrepreneurial, creative, critical, and problem-solving mindset;

PLO3) communicate and work in groups effectively in academic and practical environments; and

PLO4) be able to use English well to communicate and study (equivalent to level 4 according to the Vietnamese 6-level Language Proficiency Framework, equivalent to IELTS 6.0 or TOEFL (paper) 575-600 or TOEFL (iBT) 90-100).

For the category "Ethical Qualities and Attitudes", three PLO are stated as follows:

PLO5) behave in a professional way, be moral and responsible for society, and be devoted to communities;

PLO6) be mentally and physically strong, be capable of expressing national identity and integrating confidently into the world; and

PLO7) have a spirit of self-study and lifelong learning and be capable of adapting to the constant change of technology and society.

For the category “Major Knowledge and Skills”, ten PLO were formulated with the following sub-categories: 1) “Japanese Studies knowledge and skills” with a focus on speaking skills, listening skills, reading skills, and writing skills; 2) “Specialised knowledge and skills”, 3) “Electives with specialised orientation” for each of the three specialisation “Translation – Interpretation”, “Hotel and Tourism”, or “Information Technology”, and 4) “On-the-job training and Graduation thesis/project”.

The BJP programme aims to equip students with not only Japanese but also political qualities, professional ethics, and an insight into Japanese culture. Upon their completion of the study programme, BJP graduates are said to be able to use Japanese as an effective tool at work. They shall develop careers in three orientations: Translation - Interpreting, Hotel & Tourism Management, and Information Technology which shall meet the demands of agencies, organisations, and enterprises in both domestic and foreign environment.

The 2nd and 3rd modules consist of 19 compulsory courses (88 credits). The first nine courses (58 credits) focus on the practical Japanese language with the acquisition of four domains of language learning (listening, speaking, reading and writing) to help students achieve level N3 in JLPT, or B1 of the CEFR equivalent. The other 30 credits of the ten professional knowledge courses are divided mainly into three categories: Linguistics (Introduction to linguistics, Basic Issues of Japanese lexicology & Phonetics, Basic Issues of Japanese Grammar), Translation (Basic skills of Interpreting, Basic skills of Translation), and Japanese Culture (Japanese Culture & Japanese Studies, Japanese Literature, Japanese business language & business manner).

In the 4th module, the elective courses are designed in three career-oriented combos: (1) Translation - Interpreting, (2) Hotel & Tourism Management, and (3) Information Technology. Each combo offers a set of five courses covering 15 credits. Students can choose one of three combos to develop careers in specialised fields and accumulate 15 credits as required for graduation. According to the SER, these combos shall help students to keep up with the development trends towards diversification and specialisation of various fields and occupations of society, and meet demands for human resources from Japanese agencies, departments, organisations, and enterprises in domestic and foreign environments.

After completing the programme, BJP students are expected to be able to use Japanese at a level equivalent to level 5 according to the Vietnamese 6-level Foreign Language Competency Framework (equivalent to level C1 of the JF standard framework) / N2 of the JLPT exam, or level C1 of the CEFR) with a requirement of acquiring 5000 to 6000 words including about 4500 general words and over 1500 specialised words, about 1200 Chinese characters and complex grammatical structures expressing the grammatical categories of Japanese.

The Japanese Studies programme is offered at the Hanoi campus of FPT University.

Expert evaluation

a) Evaluation 2024

Regarding the Japanese language proficiency of the students, the experts learned from discussions with the instructors that almost all the students have achieved JLPT N3 (near CEFR B2) before graduation, and that many of them would pass the JLPT N2 test right after graduation. The experts are aware that it is not easy at all for students from non-kanji countries to get their Japanese language proficiency level to N2 in three to four years as an undergraduate. In order to improve students' Japanese proficiency, the BJP strives to improve their communication skills by paying attention to action-centred and learner-centred teaching methods, as explained in the SER. The students appear to be highly motivated to learn the target language, partly due to the effects of the On-the-Job Training (OJT). However, as stated above, FPT University states in their PO to target language level N2, or CEFR C1. The experts point out that this is too high and that this skill level has

not been achieved by students under the status quo. Therefore, the programme learning outcome regarding the achievable skill level must be adjusted accordingly (previous Finding 9).

Based on the documents provided, the experts conclude that there is consistency from the university's mission, programme goals, learning goals, curriculum to actual classes in theory, all of which are clearly documented. Students can graduate in about four years, with a unique internship semester OJT after the fifth semester. The internships can increase students' motivation for subsequent specialised classes called combo at the university.

During discussions with current students and alumni at the site visit, the internships were highly valued. This point was also expressed in discussions with other stakeholders such as graduates, employers as well as in the questionnaire survey. This has led to a track record of more than 90% of graduates finding employment within six months after graduation. The stakeholders pointed out, however, that it would be better to have more contacts with the native speakers, such as Japanese native teachers or international/Japanese students. There are not enough exchange programmes with Japanese universities and not enough Japanese native instructors for the programme. Therefore, there should be more native speakers among the teaching staff (cf. previous Finding 7). Additionally, students should have the possibility to become immersed in a Japanese-speaking environment, preferably through exchange opportunities with universities in Japanese-speaking countries. FPT University should explore options to offer and support exchange opportunities for students (cf. previous Finding 8).

As the programme offers different specialisations, the textbooks are divided into three elective combos: 1) Interpretation and Translation, 2) Travel Studies, and 3) IT-related books, each of which introduces the subject in Japanese. Practical books are selected from the viewpoint of teaching Japanese for specific purposes (JSP).

The courses try to develop the students' knowledge and Japanese skills; for example, the Japanese Studies and Culture (JSC) course is taught using 'business etiquette at Japanese companies' and 'IT-related Japanese' from introductory level to more specialised level. The experts point out that such introductory books may be reasonable focusing only on employment prospects, but it cannot be said that they are academically advanced for the bachelor's programme that is intended for students who wish to proceed to academic research-oriented studies in the graduate schools. The programme of Japanese Studies reflects the intended focus on language competencies and applied linguistics, thereby meeting labour-related requirements and promoting studies closely tied to the training for specific professions, but it neglects the transmission of specialised knowledge enabling students to do original and individualized research. From the experts' point of view, this raises serious concerns about the possibility of students holding this degree to be subsequently admitted into a master's programme in which they are expected to conduct academic research. A central constituent of academic research should also be the teaching of academic writing, which should be strengthened in the curriculum (cf. previous Finding 1). Overall, the requirement of transmitting "advanced knowledge of a field of work or study, involving a critical understanding of theories and principles" (European Qualifications Framework level 6) is not adequately met. The university needs to find ways to increase students' acquisition of specialised knowledge in the programme (cf. previous Finding 2). Also, the intended learning outcomes of this programme must be adapted to extend its academic dimension and research orientation (cf. previous Finding 3). In addition, the study programme should be benchmarked with study programmes of other universities (inside and outside of Vietnam), e.g., to ensure that graduates will be able to continue with a master's degree according to the European level (cf. previous Finding 6).

Judging from the content of graduation theses and graduation projects, the topics tend to be academically too simplistic to meet the EQF level 6. Since FPTU's graduation thesis and project are group-work oriented, students who wish to enter one of the European graduate schools may be at a severe disadvantage, because they are expected to demonstrate their independent academic capability in the field of research. 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's theses, or alternatively, by an individualized evaluation procedure, if group-work projects are still carried out). 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 (cf. previous Finding 4).

The experts recommend that the more academically advanced courses for Japanese studies to be offered in the semesters 7-9 (previous Finding 10). During the site visit, the experts learned that there is a decreasing tendency of specialising in Tourism. It suggests that the BJP should consider offering more academically advanced studies in Japanese historical, societal, and cultural aspects with the Japanese long and rich history and culture. Such a change may help students to pursue their studies in the higher education and attract students from abroad.

b) Reconsideration evaluation 2026

To meet the requirements of the European Qualification Framework (EQF) level 6, FPT University has provided a number of reviewed and restructured syllabi of courses to give evidence of the increase in the transmission of specialised knowledge in courses and study programmes. Reviewing the sample syllabi for the Japanese language programme, the experts found that courses have been revised to deepen students' academic knowledge of Japanese linguistics, culture, and literature, resulting in a satisfactory improvement. It is particularly commendable that the curriculum for advanced-level courses in Japanese literature, Japanese cultural studies, business Japanese, and business etiquette has been reorganized to offer more specialised content. Against this background, the programme now meets the requirements of the European Qualification Framework (EQF) level 6. This is also supported by the reviewed and improved ILOs of several courses of the programme which are now adequate for the bachelor's level, including the achievable skill level in Japanese which has been adjusted to comply with the level that is accepted for European bachelor's degrees. To make the academic dimension of the programme even clearer and to adequately reflect its focus and content, the programme has been renamed to "Bachelor Programme of Japanese Language".

As for the research skills of students, the recommended change from group-based to individual assignments and evaluations was introduced to deepen their skills in this regard. In addition, FPT University took measures to enhance the academic dimension of its requirements, e.g. through implementing academic writing courses. Furthermore, research ethics and, by contrast, academic dishonesty are now adequately dealt with through a clear communication concerning the consequences of cheating. However, as for the graduation thesis and project, the newly submitted evidence suggests that FPT University has made no changes to its way of assessing bachelor's theses. While detailed explanations and individual evaluations are provided, several students still work together in a group on a bachelor's project. This is not according to the European Qualification Framework (EQF). Against this background, the experts strongly recommend that FPT University implement an individual research work and competence assessment at the end of the programme so that students can better demonstrate their individual achievement of competences on the bachelor's level (see **Finding 1**).

To raise the level of language competencies, FPT University has taken measures to increase the number of native speakers in their language-oriented programmes. The objective is to raise them up to 15 per cent by 2030. It is commendable that one native Japanese speaker has been hired for the BJP programme and that recruitment efforts are continuing. The experts thus find these measures to be sufficient to ensure the desired outcome. In the same context, the information provided in the FPTU handout (and its annexes) suggests that there are significantly increased efforts to improve exchange activities for students which is commendable.

This includes short-term study abroad programmes and on-the-job training in Southeast Asia and Japan for the BJP.

To ensure continuous programme development, new benchmarking procedures have been introduced which the experts deem commendable.

Conclusion

The criterion is fulfilled.

1.3 Korean Studies (Bachelor)

The Korean Studies programme (BKR) is pillared by ten programme objectives, from which 16 intended programme learning outcomes, so-called programme learning outcomes (PLO), were formulated and categorised into three groups: 1) General knowledge and skills, 2) Ethical qualities and Attitudes, 3) Major knowledge and skills.

The ten programme objectives (PO) are stated as follows: PO1) help students be able to use Korean fluently; PO2) equip students with knowledge of translation theory and Korean vocabulary; be able to remember information, pronounce correctly, and have good intonation; PO3) provide students with basic knowledge about Korean culture, society, economy, politics, country and people to adapt to the environment of economic exchange and technology transfer between Vietnam and Korea; PO4) help students gain solid expertise and professionalism, have a clear career orientation, and meet the needs of society and the Vietnamese economy which is developing; PO5) students are taught to use English to communicate well in professional professions in the future; PO6) equip and help students practice teamwork skills, presentation skills, critical thinking skills, planning and time management skills; PO7) help students understand entrepreneurship and entrepreneurial spirit; PO8) train basic physical skills for students and do exercise as a habit to develop physical health; thereby improving learning ability and contributing to the achievement of comprehensive education goals; PO9) equip students with an understanding of political theory, policies of the Vietnam Communist Party, state policies, national security, and national culture in the context of international integration; and PO10) help students have a solid basis for self-study and self-development, laying a foundation to pursue further study and research.

For the category “General Knowledge and Skills”, four programme learning outcomes (PLO) are stated as follows:

PLO 1) have basic knowledge of social sciences, politics and law, security and defence, contributing to the formation of worldview and scientific methodology;

PLO2) have an entrepreneurial, creative, critical, and problem-solving mindset;

PLO3) communicate and work in groups effectively in academic and practical environments;

PLO4) be able to use English well to communicate and study (equivalent to level 4 according to the Vietnamese 6-level Language Proficiency Framework, equivalent to IELTS 6.0 or TOEFL (paper) 575-600 or TOEFL (iBT) 90-100).

For the category “Ethical Qualities and Attitudes”, three PLO are stated as follows:

PLO5) behave in a professional way, be moral and responsible for society, be devoted to communities;

PLO6) be mentally and physically strong, be capable of expressing national identity and integrating confidently into the world;

PLO7) have a spirit of self-study and lifelong learning, be capable of adapting to the constant change of technology and society.

For the category “Major Knowledge and Skills, nine PLO are stated as follows:

PLO8) use the 4 skills of Listening, Speaking, Reading, and Writing fluently at a level equivalent to TOPIK 5 (equivalent to level 5/6 according to the Vietnamese 6-level Language Proficiency Framework);

PLO9) use the 4 skills of Listening, Speaking, Reading, and Writing fluently to convey and communicate when practicing Vietnamese-Korean and Korean-Vietnamese translation and interpretation;

PLO10) use the 4 skills of Listening, Speaking, Reading, and Writing fluently to convey and communicate in situations related to tourism services;

PLO11) apply knowledge of the country’s studies such as Korean culture, literature, and economy to come up with appropriate solutions in the intercultural environment;

PLO12) apply well the knowledge of translation theory, Chinese characters, and information technology in Korean to serve translation work and in-depth research;

PLO13) apply well the basic knowledge of tourism operations to serve the work related to Korean tourists;

PLO14) apply well the knowledge about tangible and intangible cultural heritages of Vietnam to serve as tour guide for foreign tourists;

PLO15) apply well the knowledge and skills that have been learned to practical work at offices and enterprises, expand other necessary skills of translators, interpreters, tour operators, and tour guides; get acquainted with the reality of the social market, and become more confident in the professional field; and

PLO16) apply well the knowledge that has been learned; collect professional documents; analyze, deduce, evaluate, and synthesize into a graduate thesis related to the training major under the guidance of instructors.

Graduates of the BKR programme shall possess advanced Korean language proficiency in addition to theoretical and practical knowledge that will be useful in their future personal and professional lives. After completing their studies, BKR graduates are said to work as Korean interpreters and translators, and tour guides as well as work in government positions, businesses both domestically and abroad.

19 courses (88 credits) in the 2nd and 3rd modules are compulsory. According to the SER, these courses focus on practical, present-day Korean with the acquisition of four domains of language learning (listening, speaking, reading and writing) in corporation with specialised areas of linguistics study (Korean Phonetics, Korean Grammar and Vocabulary). Students shall also be exposed to the culture and literature of Korea (courses in culture and literature) and also equipped with the necessary knowledge and skills to work in the fields related to their major (courses of translation and interpretation).

The elective combos are said to give the students choices to either deepen or broaden their spectrum of knowledge. Each group of BKR combos offers a set of five different courses (15 credits). Once deciding on a combo to study, students have to take and complete all five courses of the same combo. According to the SER, there are currently two combos designed and implemented for the BKR programme: BKR_COM1: Economy and Trade Orientation; BKR_COM2: Tourism Orientation. BKR_COM1 targets students who want to be employed in Korean enterprises while BKR_COM2 targets students who want to work in the tourism industry.

The Korean Studies programme is offered at the Can Tho campus of FPT University.

Expert evaluation

a) Evaluation 2024

According to the SER provided to the experts, the BKR programme aims that the graduates possess advanced Korean language proficiency in addition to theoretical and practical knowledge that will be useful in their future personal and professional lives after graduation. The experts agree that through on-the-job training (OJT) and one of two elective combos, namely 'Economy and Trade Orientation' and 'Tourism Orientation,' the programme enhances students' educational achievements, aligning their skills with the requirements of the labour market. It is noteworthy that the curriculum places a significant emphasis on the tourism employment sector and demonstrates superior execution in comparison to other academic institutions.

However, to align with the criteria of a bachelor's degree at European Qualifications Framework (EQF) level 6, it is imperative to augment the curriculum with foundational and specialised components encompassing linguistics, literature, and culture. This necessity stems from the EQF Level 6 standard, which mandates the acquisition of "Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles." The current structure of the BKR programme prioritises the acquisition of practical knowledge and skills which implies that the development of a critical understanding of theories and principles is not yet sufficient (cf. previous Finding 2).

To enhance the students' theoretical knowledge, it is recommended to augment the curriculum in three key areas. Firstly, within the realm of linguistics, to include an introductory course, such as 'Introduction to Korean Linguistics,' is advised. This course would provide students with essential insights into phonetics, phonology, semantics, syntax, and pragmatics as fundamental knowledge before they delve into more specialised areas of Korean linguistics such as 'Korean Phonetics.' Secondly, it is also suggested that the current 'Korean Culture' course be complemented with 'Korean Language in Culture and Society.' This additional course offers students a critical perspective on Korean culture and society in conjunction with their language studies. Lastly, experts suggest complementing the current 'Korean Literature' course with 'Readings in Korean Literature,' granting students the opportunity to engage with authentic Korean literary materials as language and cultural resources. These three courses constitute the foundational building blocks necessary to equip students with both subject-specific and cross-subject expertise in the realms of Korean language, literature, and culture. Also, the intended learning outcomes of this programme must be adapted to extend its academic dimension and research orientation (cf. previous Finding 3). The experts took note that "Academic Writing Skills" is provided as an online course (MOOC) in the BKR programme. The experts emphasize that an online course alone does not suffice to meet the EQF level 6 standard. As stated for the other programmes above, the adjustments should also include the teaching of academic writing, which should be strengthened in the curriculum (cf. previous Finding 1).

Moreover, concerning practical knowledge and skills, it becomes apparent that the 'Elementary Korean 1' and 'Elementary Korean 2' courses within the major knowledge module fall significantly short in equipping students with essential proficiencies across the four language skills: speaking, writing, listening, and reading (previous Finding 11). To address this limitation, it is advisable to consider adding the 'Elementary Korean 3' and 'Elementary Korean 4' courses. This modification would facilitate a more comprehensive development of students' foundational knowledge and skills in the Korean language.

As students are supposed to have language skills at a level equivalent to TOPIK 5, it is advisable to avoid utilising English-version textbooks in the 'Advanced Korean 1' and 'Advanced Korean 2' courses. Following the successful completion of the four 'Intermediate Korean' courses, students at an advanced level should ideally be proficient enough to pursue Korean language study without English assistance (cf. previous Finding 11).

In order to align the curriculum with the EQF level 6 standards for a bachelor's degree, it is strongly recommended to conduct a benchmarking analysis of programmes offered by other universities (cf. previous Finding 6).

Due to internship courses, such as those conducted in language centres and hotels, students acquire valuable practical experience. The internship course is comprehensively and transparently integrated into the curriculum's design, facilitated through effective collaboration between the university and the labour market stakeholders. However, there is a noteworthy observation that students would significantly benefit from expanded opportunities for language immersion and exchange before and after their internships. At present, the BKR programme employs only one native speaker on its teaching staff. Considering the substantial increase in BKR programme enrolment, it is crucial to appoint an additional fully qualified native speaker to provide the students with opportunities for language immersion (cf. previous Finding 7). Furthermore, it is strongly recommended that the programme offer students the opportunity to participate in exchange programmes for immersive language experiences in Korea (cf. previous Finding 8). During on-site visits, experts noted a widespread aspiration among all three language programme students for enhanced international exchange opportunities.

During on-site visits, students interviewed by the experts expressed their contentment with the BKR programme's curriculum and their overall learning experiences. However, a notable concern arises concerning the objective assessment of graduates' Korean language proficiency. Presently, there is no formal documentation to validate that students attain a language proficiency equivalent to TOPIK level 5 upon graduation. This issue is further compounded by the fact that the graduation thesis is not individually evaluated, thereby making it challenging to gauge the depth of students' critical understanding of the subject matter and academic writing skills individually. To effectively address this issue, it is strongly recommended that, upon graduation, students should be obligated to submit either TOPIK level 5 certification or a Korean proficiency certificate to substantiate their academic writing skills (previous Finding 12). This certification should be based on an individualised assessment performed by the instructor of the 'Graduation Thesis' course.

Since FPTU's graduation thesis and project are group-work oriented, students who wish to enter one of the European graduate schools may be at a severe disadvantage, because they are expected to demonstrate their independent academic capability in the field of research. 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's theses, or alternatively, by an individualized evaluation procedure, if group-work projects are still carried out). 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 (cf. previous Finding 4).

Regarding students' prospects in both personal and professional domains, the teaching staff of the BKR programme, as expressed during on-site visits, place substantial importance on a tourism-centric approach, particularly within the Can Tho region. However, this specific emphasis on Can Tho and tourism-related themes does impose a limitation on the BKR programme's scope, which might impede students from accessing more expansive and globally oriented opportunities for their future personal and professional lives. It is essential to acknowledge that upon graduation, students should be equipped to pursue diverse career paths, including roles as Korean language teachers and opportunities for continued education in Korea pursuing a master's degree in Korean Studies. To foster such adaptability and cater to the diverse career aspirations of students, it is highly advisable to consider the introduction of additional elective combos in areas like 'Korean Language Learning and Teaching,' 'Applied Linguistics,' or 'Korean Literature' in the near future (previous Finding 13). This expansion of the curriculum will better align with the multifaceted career prospects that students may pursue.

The experts wish to point out that FPT University is equipped with a commendable infrastructure, and the study areas within the library have been thoughtfully designed with students in mind. However, a noticeable need arises for the University to enhance the quantity of physical library resources (previous Finding 14). In particular, for students enrolled in the BKR Programmes, it is imperative to broaden the library's collection to encompass not only textbooks but also carefully curated selections of Korean literary works in their original language, as well as translations in Vietnamese or English. This expansion will enable students to access printed books and reference materials, fostering self-directed learning, a fundamental component for attaining the EQF Level 6 standards expected of a bachelor's degree.

b) Reconsideration evaluation 2026

To meet the requirements of the European Qualification Framework (EQF) level 6, FPT University has provided a number of reviewed and restructured syllabi of courses to give evidence of the increase in the transmission of specialised knowledge in courses and study programmes. The level of foundational knowledge (speaking, writing, listening, and reading) and the teaching material provided was sufficiently raised to enable students to reach proficiency at a level equivalent to TOPIK 5. While FPTU has decided not to require students to take a third-party external exam upon graduation due to the financial burden it would place on them, they have instead opted to administer an in-house exam aligned with the CEFR, which the experts find to be adequate to achieve this objective. To foster the students' adaptability and cater to their diverse career aspirations, the selection of advanced linguistics courses and courses on Korean language teaching methods have been added to the curriculum. In addition, FPT University has significantly expanded its physical library collection to encompass not only textbooks but also selections of literary works in their original language, as well as translations in Vietnamese or English as well as scientific tools to conduct scientific research. This enables students to access printed books and reference materials, fostering self-directed learning which is a fundamental component for attaining the EQF Level 6 standards expected of a bachelor's degree.

Against this background, the programme now meets the requirements of the European Qualification Framework (EQF) level 6. This is also supported by the reviewed and improved ILOs of several courses of the programme which are now adequate for the bachelor's level. To make the academic dimension of the programme even clearer and to adequately reflect its focus and content, the programme has been renamed to "Bachelor Programme of Korean Language".

As for the research skills of students, the recommended change from group-based to individual assignments and evaluations was introduced to deepen their skills in this regard. In addition, FPT University took measures to enhance the academic dimension of its requirements, e.g. through implementing academic writing courses. Furthermore, research ethics and, by contrast, academic dishonesty are now adequately dealt with through a clear communication concerning the consequences of cheating. However, as for the graduation thesis and project, the newly submitted evidence suggests that FPT University has made no changes to its way of assessing bachelor's theses. While detailed explanations and individual evaluations are provided, several students still work together in a group on a bachelor's project. This is not according to the European Qualification Framework (EQF). Against this background, the experts strongly recommend that FPT University implement an individual research work and competence assessment at the end of the programme so that students can better demonstrate their individual achievement of competences on the bachelor's level (see **Finding 1**).

To raise the level of language competencies, FPT University has taken measures to increase the number of native speakers in their language-oriented programmes. The objective is to raise them up to 15 per cent by 2030. The experts thus find these measures to be sufficient to ensure the desired outcome. In the same context, the information provided in the FPTU handout (and its annexes) suggests that there are significantly

increased efforts to improve exchange activities for students which is commendable. This includes short-term study abroad programmes and on-the-job training.

To ensure continuous programme development, new benchmarking procedures have been introduced which the experts deem commendable.

Conclusion

The criterion is 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 must 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 oversee 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 semester, 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.

Expert evaluation

a) Evaluation 2024

FPT University regularly conducts anonymous evaluations of courses and internships by sending questionnaires to students and staff as well as interns and their employers. Feedback data is collected and sent to relevant departments and boards, and it is made available to stakeholders. Labour market representatives are involved in procedures of quality assurance in various ways, for example, through their assessments on internships, as members of juries, or as examiners in the final projects of students. Procedures to safe-guard academic integrity and prevent academic fraud are in place.

While the institutionalized evaluations of courses at the end of each term are commendable and indeed necessary, the questionnaires distributed on those occasions are too general. They should instead include questions that are specific to the courses taught (e.g., choice of teaching material, teaching methods employed, student workload etc.) The questionnaires for course evaluations should be updated to be more specific to the subjects reviewed (previous Finding 15). While students are asked to fill out questionnaires, the experts learned that there is no formal representation of students that is included in the decision-making processes. Students should be included in all decision-making processes (previous Finding 16).

From the experts' point of view, there is little indication that quality assurance procedures lead to concrete measures to enhance the quality of the programmes. This may be owing to there not being a transparent process by which results are shared with students, staff, and job market representatives and jointly discussed. The results of Quality Assurance procedures must be shared with students and external stakeholders, such as alumni and labour market representatives. In addition, feedback mechanisms should be improved, for example, by installing ways of communication among all parties involved to discuss the results of evaluations of courses or internships (previous Finding 17).

Also, the future career trajectory of graduates remains vague and is traced only casually (e.g., through informal tracking of data via social media platforms). Since statistical data on students' progression, such as records on the future employment of students, appear to be incomplete, they should be collected and recorded in a more professional way (previous Finding 18).

During the interviews, the experts learned that many students end up in foreign language education. By critically reflecting why this has not been brought up the internal quality assurance mechanism, the panel of experts recommends adding classes on language acquisition and teacher training to the curriculum (previous Finding 19). This also seems to be desirable by current students and graduates.

As stated in the evaluations of the individual study programmes above, the experts recommend introducing benchmarking procedures concerning courses and programmes (following the FPTU's decision on which similar programmes at national or international universities it wishes to compare itself with) (cf. previous Finding 6).

b) Reconsideration evaluation 2026

As for student involvement in QA processes at FPTU, the questionnaires of course evaluations have been updated and are now more specific in terms of the subjects and courses they aim to inquire about. It is commendable that each feedback is addressed thoughtfully and individually. Going forward, the experts believe that it would be beneficial to further expand initiatives to gather student feedback, as mentioned and planned in the newly submitted evidence. In addition, FPT University has established an “Institutional Self-evaluation Council” in which students are represented and which is meant to review decision-making processes at the university. While this can be considered a step in the right direction, the introduction of this new council does not automatically mean that students are now also involved in decision-making. FPT University should therefore clearly define and transparently document how students are involved in the actual process (**Finding 2**).

Statistical data on student progression, including records on the future employment of students, is now comprehensively collected and transparently documented. This includes launching a portal site that collects data on student records and feedback from on-the-job training (OJT) programmes to incorporate input not only from students but also from companies, as well as launching a graduate portal site to build up a database through graduate records and updates. Both initiatives are still in their early stages and the university plans to focus on the ongoing operation of these portal sites which the experts fully support and commend.

Feedback mechanisms have been improved as communication and consequences of QA results are now defined and documented. There is now a plan in place to ensure that all relevant stakeholder groups such as labour market representatives, students, and teaching staff are informed about the quality assurance processes in place and that feedback loops are closed.

To ensure continuous programme development, new benchmarking procedures have been introduced which the experts deem commendable. For example, the BEN programme at FPT University has now been compared with respective programmes at three Vietnamese universities (Hanoi University, Hanoi National University, and Can Tho University) and two international ones (Manchester University and Georgia State University).

As for additional classes on language acquisition and teacher training, the newly submitted evidence shows that efforts are underway in this area. Language education courses and especially teacher training have been added for the Japanese and Korean Language programmes. Some of these are exported from abroad (e.g. modules from Arizona State University via Coursera). If self-studying efforts on the part of students are added to the courses already on offer, it is possible to obtain the TESOL certificate. In addition, a pilot programme has begun that allows students to earn certifications based on information from other universities in Vietnam. At FPT University, in collaboration with the University of Education, a foreign language education programme for K-12 students is being developed in accordance with Ministry of Education regulations, which represents an important direction for future development.

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 programmes: active learning, task-based language teaching and learning approach, student-centred teaching methods, cooperative 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) aims to provide learning experiences in an actual working environment. Besides on-site courses, there are online courses in the 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.

The SER outlines that three months before a new semester begins, a semester plan is drafted by the D2HEP (Department Division for Higher Education Programmes). At the beginning of each semester, a semester plan, expected class schedule, current syllabus, conditions for course registration, and examination schedule and forms are provided to the students. The Academic Organisation and Management Department (AOM) supports the process of the students' learning and teaching organisation (course registration, scheduling classes, organising learning and re-learning, and handling 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 semester so that students can add or remove new course(s), enrol in retake courses, and register for grade improvement. However, ideal-typical study plans exist, in which language students could gain ideally 13-17 FCS per Semester, and FPTU also regulates specific conditions for transitioning from one phase to another. 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 of three types of assessments, which are ongoing tests (e.g. group presentations, progress tests, video projects, field trips reports, portfolios of writing exercises, participation, dramas) final examinations (e.g. multiple choices, theoretical exams), and projects. Lecturers are responsible for the ongoing tests and prepare scoring guidelines according to the type of the given exam. The final examinations are carried out 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. Failed final examinations can be retaken once more. Regarding online courses, students must take online course exams to receive course certificates and in addition, an assessment exam organised by FPTU.

Expert evaluation

a) Evaluation 2024

In the SER it is emphasized that to achieve the programme learning outcomes (PLO), active learning methods as well as student-centred teaching methods are used in teaching, in line with task-based language learning approach in all three language studies programmes (BEN, BKR, and BJP). The experts confirm that these kinds of teaching/learning methods aim to make students constantly think about how they can use and want to use the target language and knowledges in real-world situations.

The On-the-Job Training (OJT) after five semesters is arranged for the students, which provides them first-hand experience in using what they have learned in the working environment. This could motivate students' learning of their specialised language as well as job-related contents before and after the OJT and help them connect their studies learned at the university with what the outside world expects them to acquire.

The unique online courses (MOOCs) are used to help students look outside of campus and have wider perspectives.

The methods of assessment are composed of on-going assessment in classroom, and computer-based final exam (EOS) and the project-based assessment at the end of the programme.

The graduation project or thesis maybe problematic in terms of the individual student's assessment, as the work is done in a group. The experts confirm that it can be pedagogically positive as they learn teamwork and collaborative working methods through such a project. In terms of academic work, however, it is not beneficial for the students if they want to pursue their study in the graduate school at the university in Europe, as research projects are generally seen as individual pieces of work. The experts therefore recommend changing the final thesis to an individual one to have students finish their undergraduate degree with an individual piece of academic work, which they can present upon request (cf. previous Finding 4)

The panel of experts also agrees on adding more contents on academic work and ethics in academia, especially including a zero-tolerance policy for plagiarism. This includes sensitizing students for the academic consequences for plagiarizing. The university already uses 'turn it in' for plagiarism checking. A central constituent of academic research should also be academic writing, which needs to be further increased (cf. previous Finding 1).

FPTU has rules and regulations for possible disadvantages or illness or absence in exams. However, further regulations need to be institutionally embedded to accommodate students with chronic illnesses or special needs like dyslexia, problems with hearing or eyesight and so on. The experts also strongly recommend communicating these possibilities to students as early as possible to have a more equitable course of study for as many students as possible (previous Finding 20).

Since the university does not fix the maximum or minimum numbers of courses to be taken in a semester, the students can retake the course and the final exam for higher records if they would like to.

Overall, the experts can confirm that the student-centeredness is the fundamental philosophy of the university, as the Rector emphasized at the end of the discussion with the Senior Management.

b) Reconsideration evaluation 2026

As for the institutionalised system to support students with chronic illnesses, the newly submitted evidence outlines that this has been implemented by FPT University, with lecturers providing the necessary academic or exam-related support to those students. Regulations for bachelor's programmes to address potential disadvantages students may have in exams have been revised and rules have been established regarding adjustments to exam results, and it can be said that the transparency of the examination system of the university in general has improved. The experts encourage the University to continue to promote these policies and mechanisms for inclusion further among all stakeholders to highlight the importance of inclusive education not just for academic contexts but also for the entire society.

To further strengthen the research skills of students, the recommended change from group-based to individual assignments and evaluations was introduced to deepen their skills in this regard. FPT University also took measures to enhance the academic dimension of its requirements, e.g. through implementing academic writing

courses. Furthermore, research ethics and, by contrast, academic dishonesty are now adequately dealt with through a clear communication concerning the consequences of cheating.

While throughout the study programmes more individual assignments have been introduced, the graduation thesis and project were not included in this change. The newly submitted evidence suggests that FPT University has made no changes to its way of assessing bachelor's theses. While detailed explanations and individual evaluations are provided, several students still work together in a group on a bachelor's project. This is not according to the European Qualification Framework (EQF). Against this background, the experts strongly recommend that FPT University implement an individual research work and competence assessment at the end of the programme so that students can better demonstrate their individual achievement of competences on the bachelor's level (see **Finding 1**).

Conclusion

The criterion is 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]

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 are 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).

The programmes are said to be open to a diverse student population, which is reflected in the openly formulated entry requirements and the possibility of extending the duration of studies; students with special impairments receive the University's equal treatment in admission and studies.

There are four 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 university)

Students' learning progress is monitored through an academic portal with the Front Office as responsible unit. The Front Office identifies: 1) Students' attendance status 2) students' standard learning progress 3) students' academic support request. 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 Japan, China, Taiwan, Malaysia, Thailand, Singapore, and Australia. Furthermore, FPTU's Global Centre 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.

Expert evaluation

a) Evaluation 2024

Admission to FPTU occurs at both the Hanoi and Can Tho campuses once a year. The regulations are adjusted annually in accordance with the MOET requirements. This process is conducted openly and transparently, with four primary pathways: direct admission as per MOET's Admission Regulations, utilizing the results of the national high school exam where students must rank within the Top 40 by SchoolRank, meaning achieving a score of 15/30 or higher on the National High School Graduation Examination (NHSGE), and utilizing high school GPAs. Additionally, students who have achieved proficiency at a predetermined level are allowed to enter language courses, demonstrating FPT's recognition of prior learning. For instance, during the experts' meeting with students during the site visit, one student mentioned being allowed to join the English language course due to achieving an IELTS score of 6, despite not taking the NHSGE.

However, experts believe that the admission requirements for the English studies course should be reinforced and independently verified. Currently, if a student does not possess proficiency at the IELTS band 6 level or its equivalent, they must enrol in the English preparation programme (PEN) offered by FPT University. Yet, upon completing PEN, there is no retesting by a third party to verify their language proficiency when starting in the study programme. From the experts' point of view, students that may not have reached the required IELTS band 6 level in the PEN course, would still be eligible to start the study programme. In order to ensure the required language proficiency and equality for teaching and learning process of students, third-party testing should verify the language proficiency at the end of the PEN course (previous Finding 21).

Simultaneously, the experts identified a lack of transparency regarding prerequisites and the enrolment process for foreign students (previous Finding 22). While the international admission office provides some information, the experts point out that the system remains challenging for overseas individuals to comprehend. Furthermore, it seems that certain entry requirements are only available in Vietnamese and are not featured in the English version of the website.

It can be deduced from the SER and stakeholder responses that the university collects data on admission procedures of past cohorts, and student progress is monitored through an academic portal named SCS. It is evident that procedures are in place if attendance falls below a certain level, and students have the option to receive support if they face difficulties.

The university has transparent regulations concerning credit transfers from other higher education institutions. Courses from previous programmes are evaluated by the D2HEP (Department Division for Higher Education Programs) before approving credit transfer requests. The university also has regulations and has signed MoUs related to student mobility with both Vietnamese and overseas universities. As stated in the chapters above, the experts recommend extending the opportunities for exchange in all three programmes (cf. previous Finding 8). However, the university should consider benchmarking its language studies degrees to the European level to ensure that students acquire the appropriate credits for potential continuation to a master's level programme in a European country (cf. previous Finding 6).

The experts confirm that graduates from all programmes under evaluation receive suitable certificates upon successfully completing their studies. These certificates include an academic transcript and a diploma supplement.

b) Reconsideration evaluation 2026

As for the prerequisites for admission and the enrolment process for international students, respective information is now comprehensive due to the expansion of English-language sections on university websites. However, since some areas are not yet fully covered and most inquiries are still handled directly by phone, there appears to be room for further improvement for international applicants which should be considered when implementing further updates. In the context of internationalisation, FPTU has significantly increased efforts to improve exchange activities for students such as short-term study abroad programmes and on-the-job training. In addition, new benchmarking procedures have been introduced to ensure continuous programme development, which the experts deem commendable.

The initial recommendation of the expert panel of the use of third-party testing was not taken up since this would have placed a heavy financial burden on students. However, the university has instead decided to administer CEFR-compliant tests on campus. Furthermore, a system has been established whereby students can receive credit for coursework or be granted full or partial exemptions if they submit scores equivalent to those of external exams such as IELTS and TOEFL. With the acceptance and recognition of those international English certificates the possibility of third-party testing is therefore now given. However, if FPT University wishes to continue to rely on its own assessment measures of English language proficiency, there should at least be a continuing evaluation of the quality of these.

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

FPTU'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 semester starts, the Heads of the Language Departments evaluate if the current number of lecturers is sufficient to fulfil the classes in the new semester. 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. Due to the scarcity of lecturers, there are a few lecturers holding bachelor's degrees teaching the programmes: They have experience teaching and working in the industry and hold language certificates at a high level. 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 in the bachelor's programmes consist of:

BEN: 39 lecturers with 32 having a full-time contract and 7 having a part-time contract. 4 lecturers have a bachelor's degree, 24 lecturers have a master's degree, 11 are PhD holders.

BKR: 7 lecturers all having a full-time contract. 6 lecturers have a master's degree, 1 is a PhD holder.

BJP: 22 lecturers with 17 having a full-time contract and 5 having a part-time contract. 3 lecturers have a bachelor's degree, 14 a master's degree, 4 are PhD holders, and 1 associate professor.

As outlined in the SER, FPTU has strategies to support staff career development, e.g. increasing the quantity and quality of lecturers, academic exchange, increasing scientific activities. 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.

Expert evaluation

a) Evaluation 2024

During the site visit, the experts learned that the numbers of enrolled students, especially for English Studies and Korean Studies, is increasing. While the teaching staff is seen as sufficient for the current number of students, the number of teaching staff should increase accordingly in response to the increase in the numbers of students. Accordingly, FPTU should have a plan for the recruitment of new lecturers and such measures. For all study programmes, it is recognized that the number of faculty members with doctoral degrees and the number of (full) professors is small. 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 recommend developing a staff development plan to assure that the academic quality of the teaching staff stays high. Furthermore, although there are teaching staff members who have specialised in the respective linguistics and cultures at the M.A. level, it is advisable to appoint additional experts with M.A. and PhD qualifications in the specific fields of linguistics. Research qualities of teaching staff should be also emphasized in frame of the recruiting process for teaching staff (previous Finding 23a). This step will ensure a robust theoretical foundation and a deep understanding of the principles of the respective language, aligning with the criteria for EQF Level 6 knowledge.

The teaching staff of all study programmes who were interviewed by the panel of experts during the on-site visit demonstrated a strong commitment to delivering high-quality instruction and expressed a desire to advance their academic qualifications. The experts took note that support for those who wish to obtain a degree and rewards for research achievements have been institutionalized by FPTU. FPT University presently offers financial assistance to PhD candidates. For example, the experts took note that two instructors from the BKR programme currently pursue doctoral degrees in Korea. Nonetheless, the experts point out that it is crucial to raise the qualifications of the teaching staff in all three programmes to enhance their capacity for scholarly

engagement and strengthen the connection between education and research. It must be ensured that the academic quality of the teaching staff stays high and that teaching and research in the programmes can take place on a professorial level. Therefore, the university must develop a plan on how to support the teaching staff to reach the professorial level for teaching and research (previous Finding 23b).

It is vital to encourage other faculty members to actively publish academic papers, thus enriching their subject expertise and enabling them to provide students with academically rigorous content. It is desirable that research achievements of the teaching staff become recognized not only domestically but also internationally as academic research. For this purpose, the experts recommend that FPT University provides sufficient time and resources for research activities of the teaching staff. It is also recommended that the support provided to teaching staff should be intensified, especially with opportunities to enhance their didactical and research skills (previous Finding 24).

According to the SER, a transparent system is adopted when hiring teaching staff. The CVs of the teaching staff show that FPTU recruits and hires people with high language skills and specialised knowledge. However, the lack of native language speakers in all three programmes is recognized, and the experts have learned during the site visit that measures are being taken to improve it (cf. previous Finding 7).

Overall, the current teaching staff is assessed as qualified to deliver the offered courses. FPTU has a process in place to ensure that the students are satisfied with the quality of teaching. The system is such that faculty members with whom students are dissatisfied will be weeded out, such as faculty GPA based on student evaluations every semester.

After being hired, teachers are required to take on-campus training seminar every year, and their knowledge of teaching methods including assessment and Information and Communication Technology (ICT) is updated. In the discussions with the teaching staff, it was felt that they had a high level of satisfaction and confidence in updated knowledge in educational technology, which is seemingly supported by the faculty development, and pride in their work.

b) Reconsideration evaluation 2026

In the newly submitted evidence, the recruitment process is more clearly defined, and the selection process is adequately outlined. However, in the list of objectives and desirable qualifications to be considered when recruiting professorial staff, research qualities are still not mentioned. It is therefore strongly recommended that FPT University add this aspect to the qualification profile of the recruitment process to ensure that the academic quality of newly hired lecturers is adequate to inform teaching and learning in the programmes (**Finding 3**).

As for language proficiency of lecturers across the three programmes, FPT University has taken measures to increase the number of native speakers to raise the level of language competencies. The objective is to raise them up to 15 per cent by 2030. The experts find these measures to be sufficient to ensure the desired outcome. Furthermore, a clearly defined and documented system to help current staff advance their didactic and research skills has been implemented since the previous evaluation. As for the Faculty of the BJP, whose Japanese proficiency is not yet optimal, a clear path has been laid out for improving Japanese language proficiency and pursuing a degree over the next two to three years, which is commendable. However, it remains unclear in which way the professorial staff is supported when it comes to strengthening the connection of education and research. This aspect should therefore be added to the staff development plan to ensure teaching and learning is informed with the latest research in the respective fields (**Finding 4**).

Conclusion

The criterion is 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

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.

FPTU's facilities on the university level at the Hanoi campus include 240 classrooms, 19 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, museums, and a library are available. At the Can Tho campus there are 73 classrooms, and four laboratory rooms.

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.

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 Centre 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 (physical health, administrative and legal services, extracurricular activities, personal development programmes, research support, academic and other competitions, career support) and other information is provided to new students. The course handbook, syllabi and curricula are updated regularly and provided through several online platforms.

Expert evaluation

a) Evaluation 2024

First of all, the experts took note that FPTU does not have an institutionalised system in place to support students with special needs. To better support students with special needs, it is necessary to have options and alternatives communicated to students in need of such special and personalised assistance. The panel of experts therefore recommends creating an institutionalised system of for such measure, e.g., by establishing

a single point of contact or formalised structures for special support and advice (previous Finding 25). This would support FPT University to move even more in the direction of equity in education.

The university provides sufficient room and possibilities for students to gather and study together. The library is adequately staffed and equipped for the learning outcomes, believes of the university and self-set goals. The library provides, for example, a “modern” learning environment, coworking and digitalised learning resources. Concerning the library’s provided content, the students should be supplied with more diverse scientific tools, as the current library inventory consists almost solely of textbooks. As explained in more detail above for the study programme “Korean Studies”, a noticeable need arises for the university to enhance the quantity of physical library resources, which is applicable to “English Studies” and “Japanese Studies” as well. Scientific tools to do research should be provided for students in all three study programmes under review (cf. previous Finding 14). Provision of said resources also supports the formulated learning outcomes in respect to academic research. These tools should also be added to the general curriculum of all three programmes and have sufficient room within the classes (cf. previous Finding 1).

As students are supposed to reach a very high level of competence in the respective languages, the experts strongly recommend creating more opportunities to have practical exchange with other students to talk and communicate orally (cf. previous Finding 7 and 8).

Communication of learning resources has been well complimented by the students and faculty puts in a lot of effort to have students well informed about current ongoings and course work for classes using online platforms and resources. Both seem very well accepted and maintained by students and staff.

The experts took note that sufficient options for scholarships and waivers communicated to students and applicants are in place. There is an option to contact a central authority of the university with questions, issues, and problems, that will then connect and redirect students to the correct address. This system is actively used by students.

The OJT is a fundamental part of all study programmes and students are carefully guided and assisted to find a working location fit for their needs.

b) Reconsideration evaluation 2026

In terms of library resources, FPT University has significantly expanded its physical library collection to encompass not only textbooks but also selections of literary works in their original language, as well as translations in Vietnamese or English as well as scientific tools to conduct scientific research. This enables students to access printed books and reference materials, fostering self-directed learning which is a fundamental component for attaining the EQF Level 6 standards expected of a bachelor’s degree. With regard to the bachelor’s programme of English language, most of these newly purchased books are concerned with language acquisition or specialised forms of English (e.g. Business English or English for Economics) which is in line with future employment opportunities.

To enable students to have more practical exchange with other students to talk and communicate orally, FPT University significantly increased their efforts to improve exchange activities for students which is commendable. Newly offered options include short-term study abroad programmes and on-the-job training.

As for the institutionalised system to support students with special needs, the newly submitted evidence outlines that this has been implemented by FPT University, with lecturers providing the necessary academic or exam-related support to those students. At the same time, the experts encourage the University to continue to promote these policies and mechanisms for inclusion further among all stakeholders to highlight the importance of inclusive education not just for academic contexts but also for the entire society.

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. Information is updated frequently. The website includes information about the university, study programmes, curricula structure, accreditations, and publications.

Expert evaluation

a) Evaluation 2024

The experts can confirm that information is efficiently disseminated to all pertinent stakeholders. This information is perceived as accurate and aligns with the real-world experiences of these stakeholders. Consequently, the panel concludes that comprehensive and reliable information is accessible to all relevant parties.

Furthermore, the panel of experts assesses that all essential information for students is readily available on the school and faculty websites. However, to enhance the attractiveness of the programmes to international students and partners, it is recommended that the English versions of the programme websites be regularly updated, and that all information present on the Vietnamese version of the site be included in the English version as well (previous Finding 26).

b) Reconsideration evaluation 2026

FPT University's website has been redesigned and shows that updates are regularly conducted. However, while most of the sections are now available in both Vietnamese and English, this is not yet the case for the entire site. Based on the evidence provided, it becomes clear that FPT University recognises the importance of the transition to a comprehensive bilingual format and the experts support these efforts.

Conclusion

The criterion is fulfilled.

V. Recommendation of the panel of experts

The panel of experts recommends accrediting the study programmes “English Language” (Bachelor), “Japanese Language” (Bachelor), and “Korean Language” (Bachelor) offered by FPT University in Vietnam.

Commendation

It can be confirmed that student-centeredness is the fundamental philosophy of the university which can be seen by the clear alignment of vision and mission with practice at FPTU. As stated in the university’s mission and vision, the experts commend that the students are well equipped with valuable soft skills. The offered Coursera courses encourage the students’ self-learning throughout the course of study. The high employment rate of students after graduation indicates that FPTU has a good understanding of the labour market’s demands. Overall, the curriculum is clearly labour market oriented. During the site visit, the experts took note of an overall good infrastructure and a good learning environment for students on campus in Hanoi.

Findings

1. For all programmes, the experts strongly recommend that FPTU implement an individual research work and competence assessment at the end of the programmes so that students can better demonstrate their individual achievement of competences on the bachelor’s level.
2. FPT University should clearly define and transparently document how students are involved in the actual decision-making processes at FPTU.
3. It is strongly recommended that FPTU add the criterion of research qualities to the qualification profile of the recruitment process.
4. The connection of education and research should be added to the staff development plan to ensure teaching and learning is informed with the latest research in the respective fields.