Decision of the FIBAA Accreditation and Certification Committee

8th Meeting on November 30, 2022

PROGRAMME ACCREDITATION

Project Number:	21/107
Higher Education Institution:	Hoa Sen University
Location:	Ho Chi Minh City, Vietnam
Study Programme:	Bachelor of Arts in English Language Studies
Type of Accreditation:	Initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decisions:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from April 30, 2021, the study programme is accredited with subject to one condition.

Period of Accreditation: November 30, 2022 to November 29, 2027

Condition: The HEI creates framework conditions that promote student mobility (see chapter 3.2).

Proof of meeting the condition is to be supplied by August 29, 2023.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:
Hoa Sen University, Vietnam

Bachelor/Master programme:
English Language Studies

Qualification awarded on completion:
Bachelor of Arts in English Language Studies

General information on the study programme

Brief description of the study programme:
The English Language Studies (ELS) programme was first introduced in 2006, aiming to provide its students with adequate general knowledge of the ideology, culture and society, professional knowledge of the English language and linguistics, British and American culture and literature, and specialised concentrations of English Language Teaching, Translation and Interpretation, and Business English and Corporate Communication.

In general, most ELS students spend four years to complete the programme, with the first two years for general knowledge and English language skills and the remaining two years for specialisation in one of the three concentrations (English Language Teaching, Translation & Interpretation, and Business English & Corporate Communication).

The educational philosophy of the Faculty of International Languages and Cultures, in general, and the ELS programme, in particular, embraces three key components, i.e. holistic, liberal, and multicultural education. Their goals are to create an environment that affirms and promotes multilingual and multicultural values. They also strive toward the leading institution in offering language studies meeting international standards and providing a competitive regional and global workforce.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS credits assigned to the study programme:
4 years; 120 national credits and 240 ECTS credits

Mode of study:
full-time

Didactic approach:
study programme with obligatory class attendance

Double/Joint Degree programme:
no

Scope (planned number of parallel classes) and enrolment capacity:
10 classes, 349 students

Programme cycle starts in:
summer semester

Initial start of the programme:
2006

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of English Language Studies was made between FIBAA and Hoa Sen University (HSU) on November 11, 2021. In April, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel[1]. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Andreas Breinbauer
University of Applied Sciences BFI Vienna, Austria
Rector (FH), Head of the Master's and Bachelor's degree programmes in Logistics and Transport Management (Business Administration, Logistics, Transport Management)

Dr. Rudolf Camerer
elc-European Language Competence, Frankfurt, Germany
Head of elc-European Language Competence (Foreign Language Requirements in International Professional Contexts, Intercultural Communication Skills (English and other languages)

Dr. Hung Duong
HCMC University of Technology
School of Industrial Management, Vietnam
Senior lecturer in finance (Investments, Corporate Finance, Management Accounting)

Prof. Dr. Doris Feldmann
University of Erlangen-Nuremberg, Germany
Chair of English Studies, esp. Literary and Cultural Studies, Chair of English Literature and Culture (English Studies, American Studies, English Literature and Culture)

Katharina Gessner
Berlin School of Economics and Law, University of Applied Sciences
Student International Business Management (B.A.)

Ilja Kogan
Wayfair GmbH, Berlin, Germany
Senior Product Manager (Global Operations, e-Commerce, Project Management, Business Administration, Economics, Business Informatics, Logistics, Digital Management, Trade Management, IT and digital Analytics)

Prof. Dr. Christine Volkmann
University of Wuppertal
Professor of Entrepreneurship and Economic Development, UNESCO Chair for Entrepreneurship and Intercultural Management (Business Administration, International Business, Management, International Entrepreneurship, Emerging Markets and Innovation)

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[1] The panel is presented in alphabetical order.

FIBAA project manager:
Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on August 08-10, 2022 via the video conferencing tool *Zoom*. The same cluster included an appraisal of Bachelor of Arts in International Business and Bachelor of Arts in Logistics and Supply Chain Management, and Bachelor of Arts in English Language Studies. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on Novemvber 13, 2022. The statement on the report was given up on November 18, 2022. It has been taken into account in the report at hand.

Summary

The Bachelor of English Language Studies offered by Hoa Sen University fulfills with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on November 30, 2022, and finishing on November 29, 2027, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version, valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects[2]. They recommend the accreditation on condition of meeting the following requirement:

- **Condition:** The HEI creates framework conditions that promote student mobility (see chapter 3.2).

Proof of meeting this condition is to be submitted by August 29, 2023.

The panel members also identified several areas where the programme could be further developed:
- The panel recommends to increase the number of credits for the final thesis and to improve the support in order to make it more attractive for the students (3.1.7. Examination and final thesis).
- The panel recommends offering more electives to promote student mobility (3.2.2 Study and exam regulations).
- The panel recommends, although the academic qualification is appropriate at the moment, employing more professors to enhance students' motivation for research (4.1.2 Academic qualification of faculty).
- The panel recommends to expand access to international scientific databases (4.4.2 Access to literature).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:
- Skills for employment / Employability (see chapter 3.6);
- Practical business experience of faculty (see chapter 4.1.4);
- Cooperation with business enterprises and other organisations (see chapter 4.3.2).

For the overall assessment of the programme, please refer to the quality profile at the end of this report.

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[2] These aspects are asterisk criteria which means that they are essential for the study programme.

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Information on the Institution

The University: Hoa Sen University (HSU)

Hoa Sen University (HSU), one of the leading private institutions in the South of Vietnam, is a multi-disciplinary University located in Ho Chi Minh City (HCMC), Vietnam. HSU was founded on August 12, 1991 as Hoa Sen School for Informatics and Management pursuant to the Decision No. 257/QĐ-UB of the People's Committee of Ho Chi Minh City. Hoa Sen School for Informatics and Management was then transferred to a Hoa Sen semi-public college pursuant to the Decision No. 115/1999/QĐ-TTg of the Prime Minister of Vietnam dated April 27, 1999. The institution was upgraded to a private University in 2006 under the Decision No. 274/2006/QĐ-TTg of the Prime Minister dated November 30, 2006. The University recruited the first cohort of undergraduates in the Academic Year (AY) 2006-2007 and the first MA cohort in 2016.

Currently, HSU has nine faculties offering two levels of higher education, namely bachelor and master, with 38 undergraduate programmes, two graduate programmes, one joint programme with Vatel, and a wide variety of short courses for professional development. Each academic year, about 4,000 students choose HSU for their degrees. The current student population at HSU is around 12,000 students supported by 460 academics and professional staff, and a community of alumni is almost 25,000. With the vision of becoming a bilingual – world-class University, upholding the spirit of a humane University, HSU provides a dynamic and creative learning environment linked to an international setting and associated with reality. HSU respects differences and has developed a modern educational culture to stimulate students' creativity and innovation; it inspires students to experience liberal education and stay true to their identities. With these efforts, 85 % of HSU's students can secure employment right after graduation, according to the University survey.

In 2019, HSU was awarded as the 'Leading human resource training institution for the tourism industry in Vietnam' by the Vietnam National Administration of Tourism, Ministry of Culture, Sports and Tourism. With the aim of providing its students with a world-class education quality, HSU has strived for international accreditation with five programmes accredited by ACBSP (Accreditation Council for Business Schools and Programmes), namely Accounting, Marketing, Business Administration, Human Resource Management, Banking and Finance, and another five by AUN-QA (ASEAN University Network – Quality Assurance) namely English Language Studies, Hotel Management, Restaurant Management, Information Technology, Interior Design. The University has also been rated five stars by QS Stars for the high rate of graduate employability and arts and culture category.

HSU has developed partnerships with 76 international institutions and organisations in the fields of teaching & learning, student & teacher exchange, and cultural exchange. Among the international partners, some distinguished associates are Paris-Est Créteil Val-de-Marne University (France); VATEL International Business School Hotel & Tourism Management (France), Mod'Art International (France), PEARSON (UK). The University is also a member of the American Chamber of Commerce

in Vietnam (AmCham Vietnam), Association of Francophone Universities (AUF), European Chamber of Commerce in Vietnam (Eurocham). Concerning quality accreditation, HSU is a member of AUN-QA, ACBSP, INQAAHE, and QS-Stars.

HSU has also hosted national and international conferences. Some of the most recent conferences organised by HSU are 'Southeast Asia: The Strength of a Unified Bloc' in January 2019, 'Vietnam Tourism Human Resource Forum' in April 2019, and the 18th AsiaCALL International Conference on Language Teaching, Learning, Assessment in November 2021.
Realising the importance of commitments to community for the development of students, HSU widely organises a large number of community engagement activities through its agencies, such as Youth Union, Labour Union, Service-Learning Centre, or by integrating into its training activities, such as field trips and projects. Some of the outstanding activities regarding community services are Green Summer, Humanitarian Blood Donation, Spring Volunteering, Exam Season Support, New Year's Gathering of Youth Union, Fundraising for connecting arms of love, Fundraising for building houses, Fundraising for supporting disadvantaged people of Labour Union, and some other projects of the Service-Learning Centre.

Vision
HSU is a prestigious, application-oriented international University that nurtures talents and creates good values for the economy, the society, and the community.

Missions
HSU has a mission to provide learners with extensive knowledge, to train them to be creative and ready to accept challenges, to have the necessary professional experience to start a business, and the ability to affirm their position by being different and outstanding.

Core values
- International dual language
Over 30 years of providing high-quality education and training, Hoa Sen University has received a series of titles, certifications, quality accreditations from the world's leading educational institutions. In 2022, the school will provide 50 %, and in 2023, 100 % of training programmes of all subjects in English, along with franchise programmes from prestigious universities around the world. At the same time, there have been and will be academic exchange programmes, student exchanges, international transfers, and visits of advisors, senior leaders, and lecturers from different countries worldwide.
- Respect for differences
At HSU, all barriers are broken down. The school aims to be a strong foundation for students to shine and feel happy through various creative and unique experiences.
- Actual learning – actual working
The Gen Z and "Cloud citizens" of Hoa Sen University have infinite creativity, which is demonstrated through precious creative works. To achieve that success, the students experienced a learning environment according to the principle of actual learning – actual working, developed from the philosophy of "humanization and liberation", and respect for differences. The training programme is designed to be practical, highly applicable, and up-to-date, creating the best conditions for students to reveal their potential. Students will undergo cognitive internships, implement projects,

and be given the best conditions to develop events and programmes from their own ideas. Through those practical activities, Hoa Sen students are fully equipped with skills, a spirit of commitment, and readiness to enter the labour market.

- Enterprise spirit

HSU aims to train learners who are capable, independent, knowledgeable and creative, who have the aspiration to conquer challenges, and practical experience to apply entrepreneurship, leadership thinking into problem-solving. At Hoa Sen University, students can lead teams to implement projects and business activities.

Educational philosophy

The Spirit of Liberal Education at Hoa Sen University is an educational philosophy aimed at creating spiritual people with a sense of freedom, responsibility and independent liberal thinking, accepting diversity and differences. They are a completely new generation of young people with the ability and perspective to break through and beyond all limits.

The Faculty: Faculty of international languages and cultures (FILC)

The Faculty of International Languages and Cultures (FILC) was originally established in 2006 under the name Faculty of Languages and Cultural Studies. The current name, Faculty of International Languages and Cultures, has officially been used since 2021.

There are four programmes under the management of the FILC:
1. English Language Studies (ELS) programme
2. Japanese Studies programme
3. Foreign Languages (other than English) programme
4. English Language Teaching programme (English for Non-English Majored Students)

Vision to 2030

The vision of the Faculty looking forward to 2030 is to become one of the leading centres in Southern Vietnam for training, researching, and service-learning in the field of foreign languages. The remarkable domain of the FILC will be English Language Studies at both undergraduate and graduate levels for students whose major is and is not English language.

The missions of the FILC are:

- Providing students with sound background in the domains of language skills, culture & literature, English Language Teaching, Translation & Interpretation, Business English & Corporate Communication, and other applied linguistic areas;
- Empowering students with essential multi-disciplinary skills, including life-long learning, researching, problem-solving for their professional development in the era of internationalisation and digitalization; and
- Creating a multi-cultural environment for students' personal development to the ultimate level of their competence.

Educational goals

The educational goals of the FILC are to create an environment that affirms and promotes multilingual and multicultural values, strive toward becoming the leading institution in Vietnam in

offering high-quality education in language studies of international standards and providing a competitive regional and global workforce.

The Faculty commits itself to the pursuit of the following goals:

- Applying the best teaching practices and the latest advances in language education to provide highly-acclaimed undergraduate and graduate academic programmes and promote the culture of research that produces competent language users, educators and translators;
- Creating opportunities for scholarly, relevant and profound acquisition, application and dissemination of knowledge and skills to meet the ever-changing requirements of today's workforce;
- Diversifying, individualising and internationalising learning activities to create conditions for each individual student to reach his or her full potential and to demonstrate his or her inner strengths;
- Arousing students' passion for learning and equipping them with lifelong learning and transferable skills;
- Building in each individual student human values and community spirit.

Statistical data of the programme

The English Language Studies (ELS) programme was first introduced in 2006. It aims to provide its students with adequate *general knowledge* of the ideology, culture & society, *professional knowledge* of the English language and linguistics, British and American culture and literature, and specialised concentrations of English Language Teaching (ELT), Translation & Interpretation (T&I), and Business English & Corporate Communication (BE&CC), learning activities to practise and hone their *English language skills*, and opportunities to accumulate necessary *employability skills* (such as researching, critical thinking, problem-solving, communication, collaboration and leadership). In general, most ELS students spend four years to complete the programme, with the first two years for general knowledge and English language skills and the remaining two years for specialisation in one of the three concentrations (English Language Teaching, Translation & Interpretation, and Business English & Corporate Communication). There are about 2,000 students currently enrolled in the ELS programme.

The ELS Programme was assessed and accredited by AUN-QA in 2019. The ELS Programme has been regularly revised and improved with the most up-to-date version of the curriculum being used for the academic review process and to take effect from the 2022-2026.

To showcase the overview performance of the ELS programme, the table below presents the statistics of admission, drop-out, transfer and graduation rate of the ELS students from 2013 to 2021. The statistics indicate that the programme is gaining more popularity in the region with the increasing trend in the number of applicants and number of students accepted into the ELS programme. The 2021 intake experienced a slight decline in the number of students enrolled in comparison to 2020, which can be objectively attributed to the hardship and challenges of the Covid-19 pandemic social-distancing periods when students from neighbouring provinces or cities experienced extreme difficulties to relocate to Ho Chi Minh City for higher education. The programme also sees better student retention rate over the reported period, and average GPA of its graduates has also experienced an upward trend.

Table 1: Statistics of Admission, Drop-out, Transfer and Graduation Rates in 9 Years (2013-2021)

		2013	2014	2015	2016	2017	2018	2019	2020	2021
1	No of applicants	795	738	317	451	1,322	2,137	2,501	1,590	2,012
	Rate of female students	n/a	n/a	n/a	n/a	n/a	77.3 %	72.7 %	60.6 %	70.1%
2	No of students accepted	449	498	313	424	757	610	1,051	631	775
3	No of students enrolled	224	260	287	257	338	310	299	408	349
	Rate of female students	80.4 %	75.0 %	71.1%	80.5 %	66.6 %	71.0 %	67.9 %	66.7 %	63.6 %
	Application rate	354.9 %	283.8 %	110.5 %	175.5 %	391.1%	689.4 %	836.5 %	389.7 %	576.5 %
4	No of students at present	0	1	9	33	134	223	243	317	349
	Rate of female students		100.0 %	77.8 %	69.7 %	71.6 %	72.2 %	68.7 %	68.8 %	63.6 %
5	No of students transferred to other programmes	5	16	14	4	12	27	21	39	0
6	No of students transferred from other programmes	10	11	6	1	7	5	13	14	0
7	No of drop-out students	71	67	73	51	77	46	18	13	0
	Drop-out rate	31.7 %	25.8 %	25.4 %	19.8 %	22.8 %	14.8 %	6.0 %	3.2 %	0.0 %
8	No of senior students	202	242	249	226	285	242	0	0	0
9	No of students graduates	138	156	120	68	8	0	0	0	0
	Rate of female students	81.9 %	74.4 %	75.8 %	88.2 %	62.5 %	n/a	n/a	n/a	n/a
	Rate of graduation	61.6 %	60.0 %	41.8 %	26.5 %	2.4 %	n/a	n/a	n/a	n/a
10	Average duration (years of study)	5.05	5.26	5.1	4.68	3.63	n/a	n/a	n/a	n/a
11	Average GPA* upon graduation	3.08	3.08	3.12	3.21	3.22	n/a	n/a	n/a	n/a

*Grade Point Average

Appraisal

Statistical data show an increasing trend in the number of first-year students. The average duration of studies shows a downward trend and was below the indicated duration of four years in 2017. The dropout rate also decreased over time and is quite low at 3.2 % in 2020. Thus, the quantitative development of the programme has been convincing so far.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

General objectives

The Bachelor of English Language Studies (ELS) provides students (at undergraduate level) with sufficient knowledge of the English language. Futhermore, it also goes into culture and society, politics and law, specialised expertise and skills, IT competency, as well as the understanding and practice of work ethics, professionalism, and good physical conditions to work effectively and efficiently in various fields where English is used. In doing so, it meets the demand for the high quality and agile labour force of the Vietnam's internationally-integrating economy and society.

Specific objectives

Specifically, the Bachelor Programme in English Language Studies aims at training and enabling students to:

1. Use the English language skills (listening, speaking, reading & writing) flexibly and effectively for social, academic and professional purposes at the level equivalent to C1 in the Common European Framework of Reference for Languages (CEFR) or level 5 in the Vietnamese Standardised Test of English Proficiency (VSTEP) and use an additional foreign language (French, Japanese, Korean, Chinese, etc) competently at the level equivalent to B1 (CEFR) or level 3 (VSTEP);

2. Construct solid knowledge of the English language, ideology, culture, and society as well as specialised knowledge of business English and corporate communication, English language teaching, translation and interpreting studies to work effectively in global contexts;

3. Flexibly and creatively apply the professional knowledge of the English language, specialised expertise and employability skills such as planning and organising, implementing and monitoring, cooperation, as well as research capabilities and IT competency to successfully complete the assigned tasks in various work conditions and situations;

4. Adopt professional standards of attitude, communication and working fashion to quickly integrate into the job market of the modern economy;

5. Develop a high degree of autonomy and sense of responsibility, capacity for critical thinking, problem-solving, self-evaluation, knowledge and experience sharing at work;

6. Demonstrate entrepreneurship, dependability, and lifelong learning skills for the pursuit of their continuous professional development, meeting the demands for the highly skilled in the labour market during international integration.

The ELS programme Objectives have been set in line with the Vietnam national qualification framework and Hoa Sen University's vision, missions, and philosophy. These objectives take the demands and needs of stakeholders, including employers, alumni, academics, and current students, into consideration to meet the national standards for graduates.

Table 2: The Alignment Between Programme Objectives and Vietnam Qualification Framework, Vietnam's Laws of Higher Education, Hoa Sen University's Vision & Missions, and Teaching & Learning Strategies

Programme Objectives	Vietnam qualification framework	'Dublin' descriptors	Hoa Sen University' vision missions, and philosophy
General objectives	Learners have firm, practical and comprehensive theoretical knowledge about a field of work or study, and general knowledge about social science, politics, nature, law and information technology	Learners have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context	HSU is a prestigious, application-oriented international University that nurtures talents and creates good values for the economy, the society, and the community.
Specific objective 1			HSU is a prestigious, application-oriented international University
Specific objective 2	Learners have firm practical, and comprehensive theoretical knowledge about a field of work or study and general knowledge, culture and society.	Learners can apply their knowledge in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	HSU has a mission to provide learners with extensive knowledge
Specific objective 3	Learners have professional skills and communicative skills required to solve complex tasks or issues, work in groups or work individually in changeable contexts	Learners have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that includes reflecting on social and ethical responsibilities linked to the application of their	The Spirit of Liberal Education at Hoa Sen University is an educational philosophy aimed at creating spiritual people with a sense of freedom, responsibility, and independent liberal thinking, accepting diversity and differences.

		knowledge and judgments	
Specific objective 4	Learners have professional skills and communicative skills required to solve complex tasks or issues, work in groups or work individually in changeable contexts		HSU has a mission to provide learners with extensive knowledge, to train them to be creative and ready to accept challenges, to have the necessary professional knowledge to start a business, and the ability to affirm their position by being different and outstanding.
Specific objective 5	Learners have awareness related to criticism, analysis and consolidation	Learners can apply problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study	Students are a completely new generation of young people with the ability and perspective to break through and go beyond all limits.
Specific objective 6	Learners take personal responsibility and responsibility for providing guidance and disseminating knowledge in the field of study and have capacity to supervise ordinary tasks of others	Learners have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	to have the necessary professional experience to start a business and the ability to affirm their position by being different and outstanding

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			x		

1.2   International orientation of the study programme design (Asterisk Criterion)

Since Vietnam has widely and deeply integrated into the global and regional economies, being a young and dynamic member of multiple regional economic zones and free trade agreements such as the Association of Southeast Asian Nations (ASEAN), Asia-Pacific Economic Cooperation (APEC), World Trade Organisation (WTO) in 2007, the labour market correspondingly requires highly qualified human resources. English proficiency, multicultural competence, and up-to-date and internationally oriented knowledge are the keys to secure employment. Understanding this trend, HSU has considered internationalisation as a core value of the University and manifested the direction in the University vision. Internationalisation is also the strategy employed by HSU to achieve its goals of becoming a world-class University or an international University in Vietnam. Cooperation activities with other international institutions have been successfully organised, and MOUs have been signed with international organisations. To achieve these aims, the ELS programme has been considered the pioneering programme of the University in attaining the internationalisation goals.

The ELS programme has been developed to equip the learners with the capability to work effectively in an international environment and the adaptability to changes in the international work environment. Specifically, the ELS programme aligns its outcomes with international standards, recruits academics with international qualifications and experience, organises exchange semesters to partnered HEIs in Europe and USA, adopts latest materials from international publishing houses, and uses English as a medium of instruction (EMI). The international orientation of the programme enables its students to gain multicultural perspectives and cultivate higher employability, making the programme itself more attractive to potential students

Appraisal:

The programme design appropriately takes into account the required international aspects with respect, too, to its graduates' employability. The panel notes that HEI should promote more student exchange and international research.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2* International orientation of the study programme design (Asterisk Criterion)			X		

1.3   Positioning of the study programme

Since its introduction in 2006, the ELS Programme has offered three concentrations, namely English Language Teaching (ELT), Translation & Interpretation (T&I), and Business English & Corporate Communication (BE&CC), with around 2,000 students currently enrolled and a total of 1,000 alumni.

Positioning of the study programme in the educational market

The ELS programme of HSU has been highly evaluated and recognised in the educational market in the Southern Part of Vietnam, in particular, and in private universities in Vietnam, in general. To improve its competitive advantage in the educational market, the ELS programme of HSU regularly compares and studies the similar ELS programmes of other HEIs in Ho Chi Minh City, in Vietnam and in South East Asia to search for updates and trends in revising and improving the ELS programme. This systematic comparison and contrast help the programme identify its strengths and remedy its weaknesses. The table below shows the list of the HEIs whose English language programmes are compared and contrasted with that of HSU for improving the training curriculum.

Table 3: List of Training Programmes Used for Curriculum Comparison

No	Programmes	Universities	Locations
1	English Language Studies	Ho Chi Minh City University of Pedagogy (HCMUP)	Ho Chi Minh City, Vietnam
2	English Language Studies	Van Lang University (VLU)	Ho Chi Minh City, Vietnam
3	English Language Studies	University of Economics and Finances (UEF)	Ho Chi Minh City, Vietnam
4	English Language Studies	Can Tho University (CTU)	Can Tho, Vietnam
5	English Language Studies	Hue University (HU)	Hue, Vietnam
6	English Language Studies	University of Languages and International Studies – Vietnam National University (ULIS – VNU)	Hanoi, Vietnam
7	Bachelor of English Education	Universitas Negeri Jakarta (UNJ)	Indonesia
8	English Language and Literature	Singapore University of Social Sciences (SUSS)	Singapore
9	Bachelor of Arts in English	Chiang Mai University (CMU)	Thailand

The comparison highlights the competitive advantages of the ELS programme at HSU such as the offer of three concentrations ELT, T&I, BE&CC in the major that not only equips the ELS graduates with the necessary knowledge and skills for employment but also satisfies different learning needs. The distribution of credit points in the curriculum is thoroughly considered and well-balanced, with 26.7 % for General knowledge, 20 % for Professional foundation (language skills), 23.3 % for Professional core knowledge (linguistics - culture - literature), 22.5 % for concentration, and 7.5 % for graduation report or internship, to ensure the students achieve the Programme Learning Outcomes and Programme Objectives.

ELS students at HSU have more opportunities to gain specialised knowledge and to practise specialised skills in the programme (23 % of the curriculum) compared to 9 % of the ELS Programme of Ho Chi Minh City University of Economics and Finance, 14 % of the ELS Programme of Van Lang

University, 11 % of the ELS Programme of Can Tho University, 17 % of the ELS Programme of Hue University (see self-evaluation report p. 14). Furthermore, the ELS Programme at HSU is delivered with strong international orientation and opportunities for its students to undertake one or two exchange semesters at partnered HEIs in Europe or USA. The ELS graduates from HSU can continue their further education in developed countries such as the USA, UK, Canada.

One element in the ELS curriculum that makes the programme stand out in the market is its practice orientation. ELS students go through two compulsory internships of 22 weeks in total within their learning programme. Life-long learning skills and learners' autonomy are also underscored at HSU by embedding two research projects, focusing on both secondary and primary data collection and data analysis. Turnitin software is also incorporated into learning activities to improve students' learning integrity and increase the transparency of the assessment process. Furthermore, a strong team of qualified and experienced lecturers also makes the ELS Programme more competitive in comparison with similar ELS programmes of other HEIs in Ho Chi Minh City and Vietnam. Currently, 84 % of the teaching staff, including full-time and visiting, of the programme own overseas qualification, 30 % of the classes in the previous semester were taught by instructors holding PhD degrees. Many of the instructors also have experience working in the industries apart from their teaching experiences.

Feedback from stakeholders like enterprises and alumni is periodically collected and analysed for curriculum review and improvement. While the enterprise survey collects information related to the current recruitment needs and trends in the labour market, which partially form the foundation for updating the curriculum, the alumni survey reflects how the ELS programme helps them meet job requirements and what should be done further to prepare the current cohorts better. The feedback from current students has been extensively collected to ensure their voices are listened to by numerous levels within the University and necessary changes are promptly made to the programme. This includes learners' feedback on: teaching modules, support quality, and students' satisfaction.

Positioning of the study programme on the job market for graduates ("Employability")

To ensure the marketability of its graduates in the labour market, the ELS programme of HSU continuously and regularly collects data and analyses the job market to respectively adjust and optimise the curriculum that reflects employment trends. It is designed that the ELS students not only have access to updated theoretical knowledge but also have opportunities to apply such knowledge into practice and gain experience from the real world of work. The specialised skills and knowledge account for a significant portion (23 %) in the curriculum and are early distributed in the learning programme, which offers the students sufficient time to learn and practise towards mastery. The two compulsory internships of 22 weeks, help them gain hands-on experiences in the real world of work. These two internships are the bridges to connect what the students learnt at school and the practice in the corporate world, which helps them consolidate and enhance their knowledge and skills, thus becoming more job ready.

The ELS graduates from HSU, therefore, have access to a wider career choice thanks to the training they have undertaken under the programme. They can either work as (1) teachers of English at high schools, language schools, or vocational schools, (2) professional interpreters, translators or editors, (3) executives in the fields of business such as sales, export, import, marketing,

communication, event organising or (4) they can even venture into startup area by operating their own language centres, running tutoring classes at home or doing other businesses.

The most recent survey on 88 ELS alumni in November 2021 shows that around 82 % of the students are currently employed. The unemployed reported a number of reasons for their job status, some of which are pursuing a higher degree (30 %), having no need to find a job (15 %), lack of professional knowledge and skills (22.5 %), and others (32.5 %). It is also noted that the job market has become more competitive, especially after the especially harsh lockdown that was uplifted in October when the survey was conducted. This makes the relatively high unemployment rate understandable. The survey also highlights that more than 78 % of the students could find jobs within 3 months after graduation and almost 98 % of the students have jobs within one year. The data proves the ELS programme at HSU has successfully geared up its student's employability, enhancing their readiness for the professional career of their choice.

Positioning of the study programme within the HEI's overall strategic concept

The table below presents the ELS programme's PLOs in comparison with the vision and missions of HSU and FILC, highlighting how the programme has committed to the achievements of the University's goals.

Table 4: The alignment between PLOs Of ELS with HSU's, FILC's Vision & Missions, and ELS's Teaching & Learning Strategies

The ELS Programme's PLOs	HSU's Vision, Missions & Philosophy	FILC's Vision & Missions	FILC's Educational Goals
Fundamental knowledge - PLO*_1	- To provides learners with extensive knowledge		Building in each individual student human values and community spirit
Professional knowledge - PLO*_2	- To provides learners with extensive knowledge	- To provide students with sound backgrounds in the domains of language skills, culture & literature, and other applied linguistic areas	
Specialised knowledge - PLO*_3	- To provides learners with extensive knowledge	- To provide students with sound backgrounds in the domains of English Language Teaching, Translation & Interpretation, Business English & Corporate Communication	Applying the best teaching practices and the latest advances in language education to provide highly-acclaimed undergraduate and graduate academic programmes and promote the culture of research that

			produces competent language users, educators and translators
Generic skills - PLO*_4 - PLO*_5		- The vision of the faculty up to 2030 is to become one of the leading faculties in Southern Vietnam in training, researching, and service-learning in the field of foreign languages	Creating opportunities for scholarly, relevant and profound acquisition, application and dissemination of knowledge and skills to meet the ever-changing requirements of today's workforce
Professional skills - PLO*_6	- To train learners to be creative and ready to accept challenges, to have the necessary professional experience	To create a multicultural environment for students' personal development to the ultimate level of their competence	Diversifying, individualising and internationalising learning activities to create conditions for each individual student to reach his or her full potential and to demonstrate his or her inner strengths
Specialised skills - PLO*_7	- To provides learners with extensive knowledge		
Autonomy & Accountabilities - PLO*_8 - PLO*_9	- To train learners to be creative and ready to accept challenges, to have the necessary professional experience -To create spiritual people with a sense of freedom, responsibility and independent liberal thinking, accepting diversity and differences.	- To empower students with essential multi-disciplinary skills including life-long learning, researching, problem-solving, etc. for the students' professional development in the era of internationalisation and digitalization	Arousing in students' passion for learning and equipping them with lifelong learning and transferable skills

* PLO = Programme Learning Outcome

The ELS Programme has been designed in line with HSU's vision, missions & philosophy, the Faculty's vision & missions, and utilised respectively developed teaching and learning strategies. Working to achieve the mission *"to provide learners with extensive knowledge, to train them to be creative and ready to accept challenges, to have the necessary professional experience to start a business, and the ability to affirm their position by being different and outstanding"*, the ELS programme focuses on quality teaching and learning, creating a productive environment with flexible and diverse learning opportunities, and offering individualised and internationalised learning activities to empower the learners on the path of lifelong learning, to develop their utmost potential, and to use their strengths for success and achievements.

The programme also guides its students to become responsible citizens who value professionalism in the workplace. To achieve these goals, the ELS programme needs to update and upgrade its programme, promote student exchanges, international transfers, and invite distinguished scholars to come for teaching, sharing and cooperating in international research projects.

Appraisal:

The reasons given for the positioning in the educational market of this study programme are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates ("Employability")			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		

2.   Admission

<u>Admission requirements</u>

The annual Student Recruitment Project of HSU proposes the total number of new students the University can recruit based on the assessment of its capacities for learning and teaching and research activities such as finance, facilities, number of teaching staff. The document then stipulates all admission requirements and procedures in compliance with the Ministry of Education and Training (MOET) Regulations on Recruiting Students into the Mainstream Undergraduate Programmes at the University (i.e., Circular 09/2020/TT-BGDDT and Circular 16/2021/TT-BGDDT). University-wide, there are four admission methods allowing interested applicants valuable flexibility in applying to all programmes at HSU, together with specifications for special considerations such as receiving direct entrance to the HSU's programmes and Admission Priority Categories. The ELS programme recruits students in accordance with these four methods in which the applicants will consider and select one method that brings them the highest probability of being offered a place in the programme of their interest. The four methods are specified below.

- **Method 1: Admission is based on the results of the National High-school Examination**

In this exam, high-school students must sit four subject tests, of which three subject tests, namely Mathematics, Literature, English are mandatory and one elective subject test from either the Natural Sciences (Physics, Chemistry, Biology) or Social Sciences (Geography, History, Citizen Ethics) combination. The three out of four subject test scores formulate a score combination for admission application to the English Language Studies programme at HSU.

Table 5: Four Score Combinations from the Results of the National High-School Examination for Admission Application by Method 1

Score combinations	The three subject tests in the combination	Main subject	Requirements of the main subject	Score threshold for matriculation (out of 30)		
				2019	2020	2021
D01	Maths, Literature, and **English**	English	Must NOT be lower than 5 Multiplied by 2 before being converted to 30 as instructed by the MOET.	16	16	16
D09	Maths, **English,** and History	English				
D14	Literature, **English,** and History	English				
D15	Literature, **English,** and Geography	English				

It is evident that English competencies are underscored in this method, so students performing well in the English subject test will enjoy a competitive advantage in the matriculation. This method fits into the schedule of the annual National High-school Examination but is said to bring stress to Grade 12 students, thus not achieving their best results for University admission. Methods 2, 3, and 4 below, therefore, allow the applicants more autonomy to demonstrate the best academic performance for an offer of enrolment.

- **Method 2: Admission is based on the High-school academic results**

In this method, applicants for admission will choose one of the following Options and submit their High-school Academic Record accordingly. This method allows not only Grade 12 students but also high-school graduates from previous years more flexibility to apply.

Table 6: Three Options for Using High-school Academic Results for Admission Applications

Option	Criteria	Grade 10		Grade 11		Grade 12		Requirement
		Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	
1	Results of **5 semesters**	✓	✓	✓	✓	✓	X	Average GPA of 5 semesters must not be lower than 6.0 (out of 10)
2	Results of **6 semesters**	✓	✓	✓	✓	✓	✓	Average GPA of 6 semesters must not be lower than 6.0 (out of 10)
3	Results of the 3 subjects in the 4 respective **score combinations** mentioned above (D01, D09, D14, D15) in **5 semesters**	✓	✓	✓	✓	✓	X	Average scores of the 3 subjects in 5 semesters must not be lower than 6.0 (out of 10)

- **Method 3: Meeting one of the special requirements as specified by HSU**

Applicants who meet one of the following criteria can submit their admission application with confidence:

   ○ An IELTS (Academic) overall band score of 5.0 or higher / TOEFL iBT of 61 or higher / TOEIC of 600 or higher; or

   ○ An Associate Degree, a Diploma, or an equivalent qualification as prescribed by the MOET.

- A vocational certificate of Good Rank or higher and relevant to the programme that the applicant is applying to as prescribed by the MOET.

- An international degree or certificate of competencies issued by the Ministry of Science and Technology, Cisco, NIIT, ARENA, APTECH, and relevant to the programme that the applicant is applying to.

- Certificate of Merit or higher from the National Examinations for the Gifted relevant to the programme.

- Interview with the Programme's Selection Panel and achieve 60 out of 100 or higher.

This method allows applicants with good English language skills, IT skills, gifted talents, or fundamental professional knowledge more perks in their admission applications to the programme at HSU.

- **Method 4: Submitting the score of the Competency Assessment Examination by Vietnam National University**

Applicants that take the Competency Assessment Examination by Vietnam National University and achieve a score of 600/1200 can submit such test scores in their admission application to the programme. This method offers applicants who wish to enrol at prestigious national universities where the competition for admission is intense a reasonable backup plan. The examination consists of 120 multiple-choice questions that test the candidate's language competencies (40 questions - Vietnamese and English), maths, logic and statistical analysis (30 questions), and problem-solving skills (50 questions).

Counselling for prospective students

As a University, HSU emphases the importance of providing prospective students with career-oriented information in addition to the programmes offered. Therefore, the University's Student Recruitment Communication Plan always starts with Career Orientation series named "Career Compass" that takes place early in the academic year, i.e., November. In collaboration with faculties, the Office of Admissions tours high schools in HCMC and neighbouring provinces to provide prospective students with insightful updates on jobs and skills required for jobs in the contexts of admission, helping them recognise the value of higher education to their future career. These sessions always include the introduction of the degree programmes at HSU in connection with the updates and end with the collection of the high-school students' feedback, enquiries, and contact information to follow up. During the Covid-19 outbreak, the Office was flexible in offering Career Orientation series both offline and online in compliance with the safety guidelines of the authorities.

In addition to its signature Career Orientation series, the Office of Admissions organises Campus Tours and Open Days to welcome prospective students and their parents to meet with its faculties and professional staff and experience its modern campuses and facilities. There are *engaging activities*, *classroom demonstrations*, *Q&A sessions*, and *personal consultations* provided during these events, helping parents and students gain clear understanding of and feel the dynamic education environment at HSU. The University also participates in Higher Education Fairs in HCMC and provinces organised by Bao Giao Duc (Education Newspaper), Bao Tuoi Tre (Tuoi Tre

Newspaper), Bao Thanh Nien (Thanh Nien Newspaper) together with many other HEIs to showcase its innovative programmes and transformative student experience, as well as provide personal consultations upon request.

HSU, even before the outbreak of the Covid-19 pandemic which restricts face-to-face recruitment activities, has developed digital and social media strategies with various online activities for reaching out to its prospective students and parents more widely. There are clips featuring HSU's campuses and facilities, "A Day being an HSUer", "Testimonials from Alumni", and a series of live stream sessions on HSU's Facebook fan page and Youtube Channel, named "Knock knock on the Sen Gate" or "HSU Zoom Zoom", where faculties, industry experts, and alumni share updates on admission requirements, job markets and how HSU prepares its students for work and life.

The FILC, in addition to ensuring the participation of its academics in the Office of Admissions' activities, also runs its own Facebook fan page to add more major-related content and activities to the HSU's recruitment masterplan coordinated by the Office of Admissions, thus providing the prospective with more insightful information about the programmes and student learning experience at the Faculty.

For regular inquiries, prospective students and parents can either complete an inquiry form or contact the fan page embedded on the Admission webpage, call by phone, or visit the admission counter at the main campus.

Information about the University programmes, admission requirements and procedures is intelligible and accessible via all online media e.g. website, social media channels, and offline media e.g. newspapers, brochures, fairs, booths ensuring quality contacts with the prospective to the programme.

Selection procedure

The entire selection procedure is specified in the Admission Process at HSU dated 2015. Applicants, after determining the best admission method for their circumstances, will prepare the applications accordingly. Those submitting admission applications in accordance with Method 1 must enclose the Score Report of the National High-school Examination. The timeline for applicants choosing Method 1 follows the schedule of the National High-school Examination administered by MOET. Applicants who decide to submit their admission applications in accordance with Methods 2, 3, or 4 should create an account on HSU admission system (see: http://xettuyen.hoasen.edu.vn/), fill out the online application form, and courier all supporting documents to the University. These batches of applicants have more flexibility in preparing and submitting their admission applications than those in Method 1, with ten prescribed periods for admission, from mid-March until early October, after carefully and strategically considering the Methods that bring them the highest probability to receive an offer.

During the Covid-19 pandemic in 2021, when Ho Chi Minh city and the Mekong Delta provinces were under a strict lockdown, applicants could upload scanned supporting documents to complete the online applications and turn them in later when courier service resumed. The applications will be carefully checked, which is called pre-qualification, before being input into the system by responsible personnel in accordance with the determined admission methods. The inputted data of all applications will also be thoroughly checked for admin errors and frequently updated to the

Student Recruitment Committee by the Secretariat Team for immediate advice should any issue arise.

At the end of the admission period, based on the refined data of all applications in which all applicants' scores are arranged from high to low, the Head of the Secretariat Team will submit a proposal to the Student Recruitment Committee chaired by the President of HSU, delineating the matriculation threshold for each admission method, considering the approved recruitment quotas as proposed in the yearly Student Recruitment Project. The Committee will make the decision on the final matriculation thresholds and have it published on all communication channels. The Secretariat Team will then finalise the list of successful applicants for publishing on the Admission Results portal (see: https://ketquaxettuyen.hoasen.edu.vn/) and prepare the Offer Letter to be communicated to the successful applicants via their preferred methods, i.e. emails or mailing services.

Ensuring foreign language proficiency

As mentioned in 2.1, HSU's admission methods underscore the applicants' English language competencies when applying to the ELS programme, hence specifying the admission methods that not only allow applicants more flexibility but also ensure the programme can recruit candidates with sound English commands and good academic performance. For Method 1, applicants must achieve a score of five or higher in the English Subject Test (EST) for pre-qualification. The EST, a 50-multiple-choice test consisting of five sections, namely pronunciation, language for communication purposes, vocabulary and grammar, reading comprehension, and writing at sentence level, has been regularly revised and improved to assess the English language competencies of high-school graduates more accurately, thus becoming a reliable criterion for University admission. In the National High-school Examination 2021, the national EST mean score is 5.84, higher than 5.0 for the first time in five years. Therefore, the EST threshold score of five or higher for pre-qualification in this method can ensure the ELS programme will receive quality applications with good English commands.

Table 7: The Average Score of the EST in 2019, 2020 and 2021 of the Admission Applications to the BA of English Language Studies Programme at HSU

Average score of the EST	2019	2020	2021
In the successful applications to the ELS programme	7.4	6.64	8.00
Nationwide	4.36	4.58	5.84

For Method 2 which is the most popular admission method among the applicants to the ELS programme, the average GPA or subject scores in the High-school Academic Record of applicants in the Academic Year 2021-2022 respective to their chosen Option must be 6.0 or higher. The

selected threshold is considered and based on the MOET's benchmark for classification of students' academic outcomes. According to Circular no. 22/2021/TT-BGDDT dated 20/07/2021 of the MOET on assessment of students in lower secondary and upper secondary education levels, a GPA of 6.0 and above are categorised in the groups of "Competent", "Above Average", or "Good". The selected threshold of 6.0 in average GPA therefore ensures that the ELS programme will receive at the minimum students with competent (as assessed by the MOET's benchmark) capacity for learning, including in foreign language study (mostly English throughout the high school system in Vietnam). Therefore, with the successful applications to the ELS programme whose high-school average GPA is 7.62, the ELS programme can confidently rest assured that it has recruited the cohort of impressive learning performance with lots of potential to grow to their best at HSU.

For Method 3, student candidates with the high-B1 level of English proficiency (IELTS 5.0, TOEFL iBT 61, or TOEIC 600) according to the CEFR or winning the National English Contests for the gifted, if enrolled, can quickly adapt to the English language learning environment with confidence. For Method 4, though the English language component in the Competency Assessment Test only accounts for 16.7 % of the total score, candidates' vocabulary, grammar, reading comprehension, and writing at sentence level will be assessed at the difficulty level that is more advanced than the EST. The average score of all applicants to the ELS programme by this method is 852 (out of 1,200) in the Academic year 2021-2022, significantly higher than the average score of 688 for the Competency Assessment Test 2021.

More importantly, upon careful consideration of the applicants' English competencies in the admission process, all successful applicants who enrol will take six courses of integrated English language skills namely English Listening and Speaking 1, 2, & 3 and Reading and Writing 1, 2, & 3 in the first three semesters in the programme. Extensive Reading powered by M-Reader is a learning activity embedded in all preparatory Reading and Writing courses to promote the student's English reading habits and enrich their vocabulary. ELS students can also transfer to joyful experience reading books from the Extensive Reading learning activity to the Booktalk contest where they orally present their favourite books.

These preparatory language courses are designed to equip students with adequate English command for professional studies later in the programme. Freshmen with valid international English test scores e.g. IELT, TOEFL can also apply for English language skills courses to be waived, which will be considered case by case. Later in Semester 4, the students will learn English Grammar in Use, Public Speaking and Critical Reading & Writing to prepare them for more advanced English language knowledge and skills for specialised projects, academic research, and progress further in their professional studies.

All specialised courses in English Language Teaching, Translation & Interpretation, and Business English & Corporate Communication concentrations which students must select in Semester 4, will be taught using English as a Medium of Instruction (EMI). Almost all assignments in those courses assess students' English language proficiency as a means to communicate their academic and professional work, both orally and in writing.

Furthermore, to ensure the ongoing support and transformative learning experience for the ELS students, the Faculty offers advising services provided by full-time lecturers. The lecturers, as academic advisors, support students not only with their study plans but also with learning and language skills for academic success. The Faculty also organises extracurricular activities such as

Miracle English Club, Dare to Teach to establish a stress-free environment where students can comfortably practice the language.

Lastly, to equip the ELS graduates with Second Foreign Language (SFL) ability equivalent to Level B1 (CEFR) or Level 3 (VSTEP), which is clearly stated in the PLO 4, the Faculty offers four classes of four foreign languages namely Chinese Mandarin, Japanese, Korean and French at four levels with the total of 15 credits. The SFL classes are carefully mapped in the Study Plan so that students can easily monitor their progress in the programme, achieve the PLO, and be eligible for the degree conferred. To allow students convenience, the SFL classes will be waived if the students submit a valid international certificate indicating their SFL level of proficiency as specified in the PLO4.

Table 8: Level of Proficiency in the Second Foreign Language and Conditions for SFL Classes to be Waived:

Second Foreign Language	Name of int'l certificate accepted by the Faculty	Level (min)	Classes to be waived
Japanese	JLPT/NAT-TEST	N4	4 classes of 4 levels
		N5	2 classes of levels 1 & 2
Chinese Mandarin	HSK/TOCFL	Level 2	4 classes of 4 levels
		Level 1	2 classes of levels 1 & 2
French	DELF	A2	4 classes of 4 levels
		A1	2 classes of levels 1 & 2
	TCF	250 points	4 classes of 4 levels
		150 points	2 classes of levels 1 & 2
Korean	TOPIK	I, level 2	4 classes of 4 levels
		I, level 1	2 classes of levels 1 & 2
	KLPT	250 points	4 classes of 4 levels
		150 points	2 classes of levels 1 & 2

Transparency and documentation of admission procedure and decision

All information regarding admission requirements and procedures is disclosed and regularly updated on the University's website and brochures, and explicitly and consistently communicated to the prospective by the well-trained counselling staff and lecturers.

The matriculation scores are shared with news media and published widely across all HSU's channels. The admission results are reported to MOET for administrative purposes, then digitised and published on a webpage where the applicants can conveniently track the outcomes of their applications to the programme using their National Citizen's ID number and Application ID number. Offer letters are prepared and sent to the successful candidates via their preferred communication methods. Successful candidates will receive an Offer Letter specifying how they meet the admission requirements and instructions on how to prepare the Enrolment Dossiers.

The emails of the HSU's President and other members of the Student Recruitment Committee are also published for complaints or concerns about the integrity of the admission process.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to a student counselling service, or to whatever other helpdesk at the University, for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). The panel recommends clarifying language proficiency for admission and establishing consistent testing (not multiple methods and approaches) for admission. In addition, they recommend testing English language proficiency contextually rather than through decontextualised international testing.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			x		
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			x		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			x		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		

3. Contents, structure and didactical concept of the programme

3.1 Contents

The ELS Programme of HSU consists of 120 institutional credits (equivalent to 240 ECTS credit hours), excluding nine credits of physical education, liberal arts education, and 165 periods of national defense education. The structure of the ELS is structured as follows: general knowledge (26.7 %), language skills (20 %), linguistics - culture - literature (23.3 %), concentration courses (English Language Teaching (ELT), Translation & Interpretation (T&I), and Business English & Corporate Communication (BE&CC)) (22.5 %), and 7.5 % of graduation (internship or project).

Table 9: Curriculum Overview (see next page)

No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester									Workload 1 period = 50 minutes		Methods of Teaching*	Form and Duration of Examinations	weight of exam related to final grade
		1	2	3	4	4B	5	6	7	8	Periods in class	Periods SelfStudy	i.e. lecture course, seminar		
S.1A	Semester 1	14									270	540			
ANH116DE02	English Reading and Writing 1	3									60	120	HR, CD, GD, GP, IN, CM,GW	Paragraph, Objective Reading Comprehension Test (I)_90mins	40
ANH101DE03	English Listening and Speaking 1	3									45	90	HR, IL, CD, GD,GP, IN, CM, GW, RP	Objective Listening test (I)_45mins Group Presentation (G)_6-8mins	40
DC140DV01	Marxist-Leninist Philosophy	3									30	60	LE-GW - DI.-EX-PR-FT	Essay (I)_90mins	50
DC141DV01	Marxist-Leninist Political Economy	2									45	90	LE ; RF; FT	Essay (I)_90mins	50
GLAW101DV01	Introduction to laws	3									45	90	LE., CD; GW; GD; MC:	Final exam : a 60-minute online multiple-choice test	50
	Elective subject : Liberal Education 1	0									45	90			
S.1B	Semester Tet										165	0			
DC004DV02	National Defense Education										165	0			
S.2	Semester 2		11								270	540			

Code	Course	Sem2	Sem3	Sem4	Hrs	Tot	Methods	Assessment	%
ANH117DEO2	English Reading and Writing 2	3			60	120	HR - IL CD ; RF - IN ;CM - GD ;GW -	Essay, Objective Reading Comprehension Test (I)_90mins	40
ANH102DEO3	English Listening and Speaking 2	3			45	90	HR, IL, CD, GD, GP, IN, CM, GW, RP	Objective Listening test (I)_45mins Group Presentation (G)_810mins	40
ANH229DEO2	English Grammar in Use	3			45	90	HR - IL - CD - GD - IN - CM - GW	Quiz/test (I)_60mins	40
DC142DVO1	Scientific Socialism	2			30	60	LE.; RS ; FT	Essay (I)_90mins	50
	Elective subject : Liberal Education 2	0			45	90			
IT001DVO1	Microsoft Office - Level A	0			45	90			
S.3	Semester 3		14		255	510			
ANH223DEO2	English Reading and Writing 3		3		60	120	HR, IL, CD, RF, IN, CM	Essay, Reading Objective Comprehension Test (I)_90mins	40
ANH203DEO3	English Listening and Speaking 3		3		45	90	HR, RS, TB, IL, CD, GD, GP, IN, GW, RP	Objective Listening test (I)_45mins Group Presentation(G)_10mins	40
ANH212DEO3	British and American Culture and Society		3		45	90	HR , CS, CD , GD , RF, GP, IN, PF	Professional Plans(G)_ Group Presentation (G)_30mins Reflective Journal (I)_	60
DC143DVO1	Ho Chi Minh's Ideology		2		30	60	LE.; RS. FT	Essay (I)_90mins	50
	Physical Education 2		0		30	60			
MIS217DVO1	Information Technology in Social Sciences		3		45	90	LE; HR GW; PB	Final project – Groups of 2-5 students	40
S.4	Semester 4			18	360	720			

Code	Name								Hours	Hours	Teaching Methods	Assessment	%
ANH218DE04	English Critical Thinking and Writing			3					60	120	HR, RS, IL, CD, GD, RF, GD, IN, CM, GW	Report(I)	40
ANH210DE03	English Public Speaking			3					45	90	HR, RS, TB, CD, GD, GP, IN, GW, SM, RP	Recorded creative work(I)5min, Performance(G)12min	40
101DV01/02/02/02	French 1/Chinese 1/Japanese 1/Korean 1			4					90	180	LE; ;CA; GW.	Final test: Multiple choice and short answer questions	40
DC144DV01	Vietnam Communist Party's History			2					30	60	LE; RS; FT	Essay (I)_90mins	50
	Physical Education 3			0					45	90			
	English language Teaching												
ANH211DE04	Educational Psychology			3					45	90	HR, RS, TB, CS , IL, CD, GD, RF, GP, IN, CM, GW	Report(G)	50
ANH332DE02	Introduction to English Language Teaching & Learning			3					45	90	LE;- HR; DI ;DE; CM.	Demonstration(I)	40
S.4B	Semester 4_B				3				300				
ANH250DE03	Work Experience Internship (7 weeks)								300			Report, presentation, supervisor assessment(I)	100
S.5	Semester 5					18			330	660			
ANH303DE03	English Syntax and Morphology					3			60	120	HR, TB, CD, GD, IN, CM, GW, PF	Recognition Test (I)_90mins	40
ANH307DE06	English Phonetics and Phonology					3			60	120	HR, TB, IL, RF, IN, CM, OB	Oral Test (I)	40
ANH222DE03	Project 1: Secondary Source Data Collection					2			0		HR, RS, PB, GD, IN, CM, GW	Project (research)/ Report (G)_15weeks	100
ANH314DE04	Teaching the English Language Skills					3			60	120	HR, PB, CD, GD, RF, GP, IN, CM, GW, SM,	Demonstration(G)	40

Code	Course					Credits			Hours	Hours	Methods	Assessment	Score
											PF, OB, TD		
102DV02/03/03/01	French 2/Chinese 2/Japanese 2/Korean 2					4			90	180	LE; ;CA; GW	Final test : Multiple choice and short answer questions	40
	Selecting one of the three courses												
ANH308DE04	Introduction to Translation and Interpretating					3			60	120	LE; DI; CM	Demonstration(I)	40
ANH331DE01	Language and Intercultural Communication					3			45	90	HR, PB, CS, IL, CD, RF, GP, IN	Reflective journal(I)	40
ANH334DE01	Teaching CLIL classes					3			45	90		Demonstration(I)	55
S.6	Semester 6					18			315	630			
ANH404DE03	English Semantics					3			45	90	LE; DI; CM .	Objective & Subjective Test(I)_90mins	40
	Selecting one of the two subjects												
ANH322DE01	English for Effective Business Writing					3			60	120	IL, CD, GD, GP, IN, CM, GW, PF	Professional Plans(G)	40
ANH408DE05	American Literature					3			60	120	LE; DI;TB ; CM.	Objective & Subjective Test(I)_90mins	40
	Selecting one of the two subjects												
ANH322DE01	Project 2: Primary Source Data Collection					2			0	0	HR, RS, PB, GD, IN, CM, GW	Project (research)/ Report (G)_15weeks	100
ANH408DE05	Project 2: Specialized Implementation Project					2			0	0	RS, TB, GD, IN, CM, GW	Report(G)_15weeks	100

103DV02/03/03/01	French 3/Chinese 3/Japanese3/Korean 3								4		90	180	LE; ;CA; GW	Final test: Multiple choice and short answer questions	40%
ANH319DE02	Teaching English with Technology								3		60	120	HR, RS, TB, IL, GD, GP, IN, CM, GW, CLP, I&US	Recorded/ rendered creative work(I)	40
ANH405DE04	Teaching English to Children								3		60	120	HR, CD, GD, RF, GP, IN, CM, GW, PF, OB, TD	Demonstration(G)_45mins	40
S.7	Semester 7									15	345				
	One free elective								3		45	90			
ANH406DE03	Lesson Planning and Materials Development								3		45	90	LE;HR; DI TD; CM.	Professional plan, Reflection essay(I)	40
ANH411DE01	Classroom – based Language Assessment								3		45	90	IL, CD, GD, GP, IN, CM, GW	Report(G)	40
201DV03/04/04/03	French 4/Chinese 4/Japanese 4/Korean 4								3		90	180	LE; ;CA; GW	Final test: Multiple choice and short answer questions	40
	Selecting one of the three subjects														
ANH335DE01	ELT Service Learning								3		60	120	LE; HR; DI TD; RF; CM. DE GD; CD	Reflective journey, Individual presentation(I)	40
ANH336DE01	Contrastive Linguistics								3		45	90	LE; DI; CM -	Summative test(I) 90mins	40
ANH417DE01	Teaching English in different contexts								3		60	120	LE.; HR; .DI.; TD; CM	Porfolio(G)	40
S.8	Semester 8									9	0	0			

	Selecting one of the two forms													
ANH450DE03	Graduation Internship								9				Report, presentation, supervisor's assessment(I)	100
ANH451DE03	Graduation Paper								9				Research paper(G)_15weeks	100
total		14	11	14	18	3	18	18	15	9	2310	4620		

Curriculum Overview - Translation & Interpretation														

No.	Title of Module / Course Unit + Compulsory or elecitive?	Credit Points per Semester										Workload 1 period = 50 minutes		Methods of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.A	1.B	2	3	4.A	4.B	5	6	7	8	Periods in class	Periods SelfStudy	i.e. lecture course, seminar		
S.1A	Semester 1_A	14										270	540			
ANH116DE02	English Reading and Writing 1	3										60	120	HR, CD, GD, GP, IN, CM,GW	Paragraph, Objective Reading Comprehension Test (I)_90mins	40
ANH101DE03	English Listening and Speaking 1	3										45	90	HR, RS, TB, IL, CD, GD, GP, IN, GW, RP	Objective Listening test (I)_45mins Group Presentation (G)_68mins	40
DC140DV01	Marxist-Leninist Philosophy	3										45	90	LE-GW - DI.-EX-PR-FT	Essay (I)_90mins	50
DC141DV01	Marxist-Leninist Political Economics	2										30	60	LE ; RF; FT	Essay (I)_90mins	50

Code	Subject													Contact	Total	Methods	Assessment	%
GLAW101DV01	Introduction to laws	3												45	90	LE., CD; GW; GD; MC:	Final exam This is a 60-minute online multiple-choice test	50
	Elective subject : Liberal Education 1	O												45	90			
S.1B	Semester Tet		O											165	O			
DC004DV02	National Defense Education		O											165	O			
S.2	Semester 2			11										270	540			
ANH117DE02	English Reading and Writing 2			3										60	120	HR, IL, CD, RF, IN, CM	Essay, Quiz/test (I)_90mins	40
ANH102DE03	English Listening and Speaking 2			3										45	90	HR, IL, CD, GD, GP, IN, CM, GW, RP	Quiz/test (I)_45mins Group Presentation (G)_810mins	40
ANH229DE02	English Grammar in Use			3										45	90	HR, TB, CD, GD, RF, GP, IN, CM, GW, PF	Quiz/Test (I)_(60 minutes)	40
DC142DV01	Scientific Socialism			2										30	60	LE.; RS ; FT	Essay (I)_90mins	50
TINV002DV01	Microsoft Office - Level A			O										45	90			
	Physical Education 1			O										45	90			
S.2B	Semester 2_B (Optional)																	
S.3	Semester 3				14									255	510			
ANH223DE02	English Reading and Writing 3				3									60	120	HR, PB, GD, IN, CM, GW, PF	Essay, Objective Reading Comprehension Test (I)_90mins	40
ANH203DE03	English Listening and Speaking 3				3									45	90	HR, RS, TB, IL, CD, GD, GP, IN, GW, RP	Objective Listening test (I)_45mins Group Presentation (G)_810mins	40
ANH212DE03	British and American Culture and Society				3									45	90	HR, CS, CD, GD, RF, GP, IN, PF	Professional Plans(G)_ Group Presentation (G)_30mins Reflective Journal (I)_	60
DC143DV01	Ho Chi Minh's Ideology				2									30	60	LE.; RS. FT	Essay (I)_90mins	50
MIS217DV01	Information Technology in Social Sciences				3									45	90	LE; HR GW; PB	Final project – Groups of 2-5 students	40
	Physical Education 1				1									30	60			

S.3B	Semester 3_B (Optional)									0	0			
S.4	Semester 4				18					345	690			
ANH218DE04	English Critical Reading and Writing				3					60	120	HR, RS, IL, CD, GD, RF, GD, IN, CM, GW	Report(I)_40mins	40
ANH210DE03	English Public Speaking				3					45	90	HR, RS, TB, CD, GD, GP, IN, GW, SM, RP	Recorded/Rendered Creative Work(I)_3-5mins Creative work/ Performance(G)_9-12mins	40
DC144DV01	Vietnam Communist Party's History				2					30	60	LE; RS; FT	Exam paper (I) (90 minutes)	50
101DV01/02/02/02	French 1/Chinese 1/Japanese 1/Korean 1				4					90	180	LE; CA; GW	Final test: Multiple choice and short answer questions	40
	Physical Education 3				0					30	60			
ANH226DE01	Approaches to Translation				3					45	90	LE; DI; GW	Quiz/Test (I)	40
ANH227DE02	Approaches to Interpreting				3					45	90	LE; DI; CM;; GW	Interview, Examination (I) (10-20 minutes)	40
S.4B	Semester 4_B					3				300				
ANH250DE03	Work Experience Internship (7 weeks)					3				300			Report, Presentation, Supervisor's assessment	
S.5	Semester 5						18			270	540			
ANH303DE03	English Syntax and Morphology						3			45	90	HR, TB, CD, GD, IN, CM, PF	Recognition Test (I)_90mins	40
ANH307DE06	English Phonetics and Phonology						3			45	90	HR, TB, IL, RF, IN, CM, OB	Oral Test (I)	40
ANH222DE03	Project 1: Secondary Source Data Collection						2			0	0	HR, RS, PB, GD, IN, CM, GW	Project (research)/ Report (G)_15weeks	100
ANH327DE01	Theory of Translation Studies						3			45	90	LE; DI; CM	Group presentation	40

Code	Subject						Credits		Hours 1	Hours 2	Methods	Assessment	Weight
102DV02/032/03/01	French 2/Chinese 2/Japanese 2/Korean 2						4		90	180	LE; CA; GW	Final test: Multiple choice and short answer questions	40
	Selecting one of the two subjects						3		45	90			
ANH328DE01	Genre-based Translation workshop						0		0	0	LE; DI.; CM.	Recorded/Rendered Creative Work, Reflection (I)	40
ANH331DE01	Language and Intercultural Communication						0		0	0	HR, PB, CS, IL, CD, RF, GP, INT	Reflective journal (I)	40
S.5B	Semester Tet (optional)												
S.6	Semester 6						18		285	570			
ANH404DE03	English Semantics						3		45	90	LE.; DI; CM	Objective & Subjective Test(I)_90mins	40
	Selecting one of the two subjects						3		60	120			
ANH322DE01	English for Effective Business Writing										IL, CD, GD, GP, IN, CM, GW	Group's proposal	40
ANH408DE05	American Literature										LE; DI;TB ; CM	Subjective essay-type questions (I)_90min	40
	Selecting one of the two subjects						2		0	0			
ANH320DE02	Project 2: Primary Source Data Collection								0	0	HR, RS, PB, GD, IN, CM, GW	Report (G)_15 weeks	100
ANH321DE02	Project 2: Specialized Implementation Project								0	0	RS, TB, GD, IN, CM, GW	Report(G)_15weeks	100
103DV01/02/03	French 3/Chinese 3/Japanese 3/Korean 3						4		90	180	LE; CA; GW	Final test: Multiple choice and short answer questions	40
ANH329DE01	Business and Trade Interpreting						3		45	90	LE; DI; CM; GW	Interpreting from Vietnamese to English and English to Vietnamese (I) (15-20min)	40
ANH413DE01	Audio-Visual Translation						3		45	90	LE; DI; GW	Examination (G)	40
S.7	Semester 7							15	270	540			

Code	Subject													Methods	Assessment	No.
ANH330DE02	Electronic Tools for Translation									3		45	90	HR, TB, PB, IL, GD, RF, GW, CLP	Summative + Subjective Recorded/Rendered Creative Work (I)	40
	One free elective									3		45	90		…	
ANH414DE02	Official and Legal Documents Translation									3		45	90	HR, TB, PB, IL, CD, GD, RF, GP, IN, GW, PF	Subjective & objective, paper test (I)_90min	40
201DV02/03/04	French 4/Chinese 4/Japanese 4/Korean 4									3		90	180	LE; CA; GW	Final test: Multiple choice and short answer questions	40
Selecting one of the four subjects							3					45	90			
ANH415DE01	Conference Interpreting Workshop													LE; GD.; CD; CM.;GR;.	Summative demonstration (G) (10 min)	45
ANH416DE01	Literary Translation													HR, TB, PB, CD, GD, RF,	Portfolio project	50
														GP, IN, CM, GW		
ANH418DE01	Discourse Analysis													LE; GD.; CD; CM	Quiz/Test (I)	40
ANH419DE01	English Pragmatics													LE; GD; CD; CM.	Reflective journal (I)	40
S.7B	Semester Tet (Optional)															
S.8	Semester 8									9						
	Selecting one of the two forms														…	
ANH450DE03	Graduation Internship									9					Report, Presentation, Supervisor's assessment	100
ANH451DE03	Graduation Paper									9					Research paper, Performance	100
total		14		11	14	18	3	18	18	15	9	2130	4260			

		Credit Points per Semester										Workload *1 period = 50 minutes*		Methods of Teaching	Form and Duration of Examinations	weight of exam related to final grade
No.	Title of Module / Course Unit + Compulsory or elecitive?	1	1B	2	3	4	4B	5	6	7	8	Periods in class	Periods SelfStudy	i.e. lecture course, seminar		
S.1A	Semester 1	14										270	540			
ANH116DE02	English Reading and Writing 1	3										60	120	HR, CD, GD, GP, IN, CM,GW	Essay, Quiz/test (I)_90mins	40
ANH101DE03	English Listening and Speaking 1	3										45	90	HR, RS, TB, IL, CD, GD,GP,IN,GW;RP	Quiz/test (I)_45mins Group Presentation (G)_6-8mins	40
DC140DV01	Marxist-Leninist Philosophy	3										45	90	LE-GW - DI.-EX-PR-FT	Essay (I)_90mins	50
DC141DV01	Marxist-Leninist Political Economy	2										30	60	LE ; RF; FT	Essay (I)_90mins	50
GLAW101DV01	Introduction to laws	3										45	90	LE., CD; GW; GD; MC:	Final exam a 60-minute online multiplechoice test	50
	Elective subject : Liberal Education 1	0										45	90			
S.1B	Semester Tet											165	0			

Code	Name			Credits								Hours		Methods	Assessment	%
DC004DV02	National Defense Education			0								165	0			
S.2	**Semester 2**			**11**								**270**	**540**			
ANH117DE02	English Reading and Writing 2			3								60	120	HR - IL CD ; RF - IN ;CM - GD ;GW -	Essay, Objective Reading Comprehension Test (I)_90mins	40
ANH102DE03	English Listening and Speaking 2			3								45	90	HR, IL, CD, GD, GP, IN, CM, GW, RP	Objective Listening test (I)_45mins Group Presentation (G)_8-10mins	40
ANH229DE02	English Grammar in Use			3								45	90	HR - IL - CD - GD - IN - CM - GW	Quiz/test (I)_60mins	40
DC142DV01	Scientific Socialism			2								30	60	LE.; RS ; FT	Essay (I)_90mins	50
TINV002DV01	Microsoft Office - Level A			0								45	90			
	Elective subject : Liberal Education 2			0								45	90			
S.3	**Semester 3**				14							**270**	**540**			
ANH223DE02	English Reading and Writing 3				3							60	120	HR, IL ,CD , RF, IN , CM	Essay, Quiz/test (I)_90mins	40
ANH203DE03	English Listening and Speaking 3				3							45	90	HR, RS, IL, CD, GD, GP - IN,CM, GW	Quiz/test (I)_45mins Group Presentation (G)_10mins	40
DC143DV01	Ho Chi Minh's Ideology				2							30	60	LE.; RS. FT	Essay (I)_90mins	50
ANH212DE03	British and American Culture and Society				3							45	90	HR , CS, CD , GD , RF, GP, IN, PF	Professional Plans(G)_ Group Presentation (G)_30mins Reflective Journal (I)_	60

Code	Course																
MIS217DV01	Information Technology in Social Sciences				3								45	90	LE; HR GW; PB	Final project – Groups of 2-5 students	40
	Physical Education 2				0								45	90			
S.4	Semester 4				18								375	750			
ANH218DE04	English Critical Reading and Writing				3								60	120	HR, RS , IL , CD, GD, RF, GD, IN, CM, GW	Report(I)_40mins	40
ANH210DE03	English Public Speaking				3								45	90	HR , RS , TB , CD, GD , GP , IN, GW , SM RP	Recorded/Rendered Creative Work(I)_3-5mins Creative work/ Performance(G)_9-12mins	40
DC144DV01	Vietnam Communist Party's History				2								30	60	LE; RS; FT	Essay (I)_90mins	50
101DV02/101DV02/101DV02/101DV01	French 1/Chinese 1/Japanese 1/Korean 1				4								90	180	LE; ;CA; GW.	Final test: Multiple choice and short answer questions	40
	Physical Education 3				0								45	90			
ANH228DE01	English for Business Studies				3								60	120	HR , RS , CD , GD, GP, IN, CM , GW	Examination (practical) (I)_90mins	40
ANH225DE02	Introduction to Corporate Communication				3								45	90	HR, RS, CS, CD, GD , RF, GP, IN, CM, GW	Quiz/test (I)_90mins	50
S.4B	Semester 4_B					3							300				
ANH250DE03	Work Experience Internship (7 weeks)												300				
S.5	Semester 5						18						405	810			
ANH303DE03	English Syntax and Morphology						3						60	120	TB, CD, GD, IN, CM , GW, PF	Quiz/test (I)_90mins	40
ANH307DE06	English Phonetics and Phonology						3						60	120	HR, TB, IL, RF, IN, CM, OB	Interview(I)_90 mins	40

Code	Subject							Credit			Hours	Hours	Methods	Assessment	%
ANH222DE03	Project 1: Secondary Source Data Collection							2			0	0	HR, RS, PB , GD , IN, CM , GW	Project (research)/ Report (G)_15weeks	100
ANH41ODEO3	English for Corporate Communication							3			45	90	HR, RS , CS CD , GD, RF , GP ,IN, GW	Professional Plans/Creative work/Group Presentation (G)_	40
1O2DVO2/1O2DVO3/1O2DVO3/1O2DVO1	French 2/Chinese 2/Japanese 2/Korean 2							4			90	180	LE; CA; GW.	Final test: Multiple choice and short answer questions	40
	Selecting one of the three subjects														
ANH3O8DEO3	Introduction to Translation and Interpreting							3			60	120		Demo(I)_15-20mins	40
ANH318DEO3	Internal Communication							3			45	90	HR, RS, PB , CS, CD,GD, GP, CM, GW, PF	Workbook/Professional Plans/Group Presentation (G)_45mins	40
ANH326DEO2	Essentials Skills for Public Relations							3			45	90	HR, RS, PB, CS, CD, GD ,RF, GP, CM , GW ,PF	Professional Plans/Creative work/Poster Presentation/ Group Presentation (G)_30mins	50
S.6	Semester 6							18			315	630			
ANH4O4DEO3	English Semantics							3			45	90	LE; DI; CM	Objective & Subjective Test(I)_90mins	40
	Selecting one of the two subjects										60	120			
ANH322DEO1	English for Effective Business Writing							3			60	120	IL , CD, GD, GP , IN , CM, GW, PF	Professional Plans(G)_	40
ANH4O8DEO5	American Literature							3			60	120	LE; DI; TB ; CM .	Objective & Subjective Test(I) _90mins	40

Code	Course											Cr		h	h2	Methods	Assessment	%
	Selecting one of the two subjects													0	0			
ANH320DE02	Project 2: Primary Source Data Collection									2				0	0	HR, RS, PB, GD, IN, CM, GW	Project (research)/ Report (G)_15weeks	100
ANH321DE01	Project 2: Specialized Implementation Project									2				0	0	RS, TB, GD, IN, CM , GW	Report(G)	100
103DV02/103DV03/103DV03/103DV01	French 3/Chinese 3/Japanese 3/Korean 3									4				90	180	LE; CA; GW.	Final test: Multiple choice and short answer questions	40
ANH324DE01	Advanced English for Business									3				60	120	HR, RS, CS, CD, GD, GP, IN, CM, GW , PF	Group Presentation (G)_20mins	40
ANH325DE01	Fundamentals of Marketing and Sales									3				60	120	HR, RS, CD, GD, GP, IN, CM, GW, PF	Case study/ Professional Plans/ Group Presentation (G)_20mins	40
S.7	Semester 7											15		280	560			5 / 210
	One free elective											3		45	90			
ANH410DE03	Corporate Communication Strategies											3		45	90	HR, RS , PB CS, IL, CD, GD, RF, GP IN, CM , GW PF	Professional Plans/Group Presentation (G)_20mins	
ANH421DE01	Customer Service and Relationships Management											3		60	120	HR, CS, CD, GD, RF, GP, IN, CM , GW, PF	Case study/Problem Solving task/ Report/ Group Presentation(G)_30mins	50
201DV02/201DV03/201DV03/201DV01	French 4/Chinese 4/Japanese 4/Korean 4											3		70	140	LE; CA; GW.	Final test: Multiple choice and short answer questions	40
	Selecting one of the three subjects																	
ANH403DE01	Practice in Business Translation											3		60	120	HR, RS, IL, CD GD, GP, IN, CM , GW ,	Performance_20 mins	40

															SM, PF, OB		
ANH412DE01	Integrated Marketing and Communications (IMC)									3		45	90	HR, RS, CS , CD , GD, GP IN , CM , GW	. Professional Plans/Exhibition (G)_	50
ANH420DE01	Business Meeting and Negotiation Skills									3		60	120	HR, CD, GD, GP, IN, CM , GW , RP	Case study/Quiz/test, Examination (written)(I)_90mins	40
S.8	Semester 8									9	0	0				
	Selecting one of the two forms															
ANH450DE03	Graduation Internship									9					Report, presentation, supervisor's assessment(I)	100
ANH451DE03	Graduation Paper									9					Research paper(I)	100
total		14	0	11	14	18		18	18	15	9	2270	4570			

*Abbreviations used in the Methods of Teaching

CA: Class Activities	CD: Class Discussion	CM: Commentary
CS: Case study	MC: Moot Court simulated proceedings	SM: Simulation
DE: Demonstration	DI: Discussion	EX: exercising
FT: Field trip	GD: Group Discussion	GP: Group Presentation

GW: Groupwork	HR: Home Reading	IN: Teacher-student Interaction
IL: Interactive Lectures	LE : Lecture	PB: Project-based
PF - peer feedback	RP: Role Play	RF: Reflection
RS : Researching	TB: Task-based	TD: Teaching Demonstration

Logic and conceptual coherence

The ELS Programme aims to train its students not only to become competent users of the English language for work and life, but also develop practice-oriented skills and be a lifelong learner. To achieve this ambitious goal, the programme is designed with an optimum balance of courses in English Language and Linguistics, Culture and Literature, specialised knowledge and skills in ELT, T & I, or BE & CC (total 88 credits equivalent to 73 % of the curriculum). There are also courses in IT competencies, Political studies and National Defence Education as required by MOET, Liberal Arts, and Physical Education to help the students grow as responsible individuals. The courses are delivered by contemporary learning and teaching methods in which the students are put at the centre of the entire education process. It is noted that aside from the 4-year study plan recommended by the faculty, students are allowed flexibility to prepare their own plan to complete the programme earlier or get extended depending on their personal circumstances and abilities.

The Programme Objectives and PLOs are well adapted and translated from the Vietnam Qualification Framework (VQF), Dublin Descriptors, HSU's vision, missions, and core values, and FILC's outlook to ensure marketability of ELS graduates from HSU. Each course in the programme is designed to make a contribution to the student's achievement of the PLOs, and such contribution is scaled in three levels of mastery, namely Introductory (I), Reinforced (R), and Mastered (M). In each course, aside from the intended Learning Outcomes (LOs) that are well described and mapped with the respective PLOs, the teaching methodologies and assessments are prescribed to align with the LOs, which is communicated to students via the Course Outlines.

As a strong practice- and internationality-oriented curriculum, the programme put a significant emphasis on the integration of theory and practice in its pedagogical approach, facilitating inductive learning and enhancing students' agility. The programme also offers three concentrations in applied linguistics, namely ELT, T&I, and BE&CC, that are designed to provide students with specialised knowledge and skills to enhance their professional competitive edges. Students are provided with opportunities to practise new skills from within classes through interactions and discussions with peers and lecturers, role-plays, simulations, and case studies. The learning activities in the programme are interspersed with internships, one of which is placed early in the programme map so that the students have early exposure to the real world of work and prepare plans to build bridges between what they learnt and what happens in reality. Opportunities to conduct proper research projects are also embedded in the curriculum through the two Research Project courses.

Each course in the Programme is designed to make contributions to students' achievements of the PLOs at three levels Introductory (I), Reinforced (R), and Mastered (M), depending on the level of knowledge and skills that the course is linked to the PLOs.

Rationale for degree and programme name

The name of the programme, English Language Studies, was formed based on the following guidelines and regulations:

1. Ministry of Education and Training (MOET) regulations (Vietnamese Qualifications Framework for University-level)

2. University and Faculty's vision, missions, educational goals and core values, and programme objectives and learning outcomes

3. Career positions after graduation

The ELS Programme is constructed and approved in accordance with Hoa Sen regulations. The ELS programme offers students' knowledge and skills, strictly following Level 6 (undergraduate level) of Vietnam Qualification Framework (VQF). There is an alignment between the VQF and the programme of English Language Studies at HSU. In terms of knowledge, Programme Learning Outcome (PLO)1 (Fundamental knowledge), PLO2 (Professional knowledge), and PLO3 (Specialised knowledge) match with the VQF descriptors; with reference to skills, PLO5 (Generic skills) prescribes the level of ICT competencies, effective communication, and teamwork, which are described as skills specified in the VQF; furthermore, PLO8 (Autonomy & Accountabilities) and PLO9 (Autonomy & Accountabilities) concerning responsibility and autonomy indicate some traits that are in line with descriptors presented in the framework. The design of the ELS programme also manifests the vision, missions, core values, and educational goals of the FILC and of the University.

Integration of theory and practice

To deliver a strong practice-oriented curriculum, the programme employs various methods to integrate theory and practice, providing students with reality-simulated contexts to acquire knowledge and skill inductively. For courses in General Education and Linguistics that are conventionally considered theory-based, the lecturers attempt to design learning activities that promote student engagement and active learning such as discussion, summary presentation, and reflection. In other course groups, especially those categorised within the three concentrations, the inference of students' understanding towards the introduced concepts (theory) is constructed through the analysis of their applications in reality, justification of the applications, and popular practice to utilise such applications in real professional contexts to solve real issues.

For example, while lecturers in ELT concentrations spend 50 % of the time lecturing theory, the main approach to impart knowledge and skills does not only rely on the preparation of these lectures, but also requires interactions between teachers and students, such as discussions and presentations to ensure a meaningful and impactful learning experience for students. The remaining 50 % class time is reserved for students to get involved in activity performance, teaching demonstration, forum discussion, and so on. As a result, students learn how to fulfill tasks, solve problems, or work in teams in addition to new knowledge.

Table 10: Integration of Theory and Practice

Subject Categories	ECTS Credits	Theory	Practice
General Knowledge	40	70 %	30 %
Language skills (English & 2nd Foreign language)	84	20 %	80 %
Linguistics	18	70 %	30 %
Culture & Literature	12	40 %	60 %

Concentrations (Students follow only one of the concentrations)	English Language Teaching (ELT)	54	50 %	50 %
	Translation & Interpreting (T & I)		50 %	50 %
	Business English & Corporate Communication (BE & CC)		50 %	50 %
Projects & Internships		32	0 %	100 %
		240	43.8 %	56.2 %

A wide range of practical activities is facilitated by the teachers to encourage students to apply the knowledge and /or skills provided in the lessons. The activities have been frequently used for students to practise language skills and attain specialised knowledge including observation, demonstration, presentation, case studies, self-reflection, group work or teamwork, issue identification, and solutions proposal. Most of the practices are presented and managed by the teachers in the ELS programme.

Additionally, Work Experience Internship (semester 4B) and Graduation internship (semester 8) are the two periods of time when students must make efforts to apply all knowledge and skills they have acquired to work as interns. Work Experience internship enables students to 'handle simple tasks assigned at work' or 'employ their communication skills, teamwork and problem-solving skills to work effectively in a team'.

Alternatively, Graduation Internship offers environments for students to practise 'working independently and solving problems efficiently in their profession, sharpening their English and communication skills in social and professional contexts, and developing the ability for lifelong learning, spirit of cooperation, and respect for cultural diversity'. These internships give students experience with fieldwork-based learning mode under the supervision of an industry staff and a lecturer.

Interdisciplinary thinking

The ELS Programme offers three concentrations of ELT, T&I, and BE&CC, which brings about an environment for teachers to facilitate students' development of interdisciplinary skills. PLO3 (Specialised knowledge) of the ELS Programme prescribing the specialised knowledge clearly underlines the interrelation between the English language and linguistic competence and the specialised knowledge and skills in ELT, T &I , and BE & CC.

Take the course "English for Effective Business Writing" as an example, students develop both business knowledge in various contexts and English language commands for effective communication in such contexts. They also learn about popular communication tools and channels such as emails, memos, reports, proposals so they can plan and design messages properly. This pedagogical methodology creates a meaningful connection across the disciplines i.e., media, communication, business, and English language. In other BE&CC courses, students receive training

to apply appropriate language skills to effectively deliver the messages that they want to convey in specific business contexts. With reference to the assessment of the BE&CC courses, the student's English language competence for effective communication in business contexts (efficiency and accuracy) is always evaluated in relation to their understanding of the concerning business issues (business content, communicative achievements in business, layout & organisation).

At University level, interdisciplinary thinking is widely promoted through the policy that allows students to take one free elective course that requires no pre-requisite from any other programme at HSU to experience and practise interdisciplinary skills.

The qualifications, work experience, and background of the programme's teaching team can enable the stimulation and transference of interdisciplinary thinking to ELS students. For example, lecturers assigned to teach BE&CC courses possess either a second HE degree in Business Administration or Communication or extensive experience in business and communications. Statistically, 87 % of full-time lecturers have academic backgrounds with international management experience and 14 % of the visiting lecturers are qualified to teach interdisciplinary courses.

Ethical aspects

The ethical aspects of teaching and learning at the ELS programme are clearly stated in the educational philosophy of the Faculty which commits to fostering critical, ethical, and reflective qualities.

The programme also strictly follows the policy promulgated by the University in relation to preventing and avoiding plagiarism named Decision Regulating Academic Integrity which indicates the actions, behaviours, and manners that are considered as a violation of the Decision as well as the remedial and discipline measures to address these violations.

Specifically, ethical aspects are consistently demonstrated and emphasised in all courses of the ELS programme. In every course outline, the Academic Integrity section concerning the issue of plagiarism is available as mandatory guidelines for students to practise and ensure academic ethics in their studies. Turnitin, an anti-plagiarism software, is integrated into M-learning, the LMS at HSU, to draw teachers' attention to the originality of their student's writing papers and exams and detect plagiarism by reading the Similarity Index (SI). The utilisation of Turnitin is communicated to students for their awareness and understanding.

Early in the programme, the course "Critical reading and writing" is delivered to train students to summarise, paraphrase, cite, and make references to others' work in compliance with APA style in order to raise awareness of plagiarism and help students understand the utmost importance of academic integrity in their study.

Mentions of other ethical aspects can be seen in courses concerning professional practice. Specifically, the two internship courses focus on facilitating and promoting students' ethical behaviours, including:

- Comply with all the rules and regulations at the working place.
- Be professional, careful, and responsible
- Be open to learning new things, sociable, and well-behaved towards other colleagues

-   Demonstrate an active desire to learn from and contribute to the organisation (Work experience Internship Course outline)

Another example is when the Graduation Internship Course sets the students' achievement of intended learning outcomes (CLO) to help students "develop the ability for lifelong learning, the spirit of cooperation, and respect for cultural diversity". Lecturers, as academic supervisors, always keep reminding their graduation interns about CLO upon offering advice and providing feedback to students to help them navigate through conflicts and arising issues during the course.

Additionally, for any students who are interested in accumulating understanding of ethical aspects as an added value to their journey with the ELS programme, they are welcomed and encouraged to undertake an elective of social sciences named "Professional ethics" right at the very first semester.

The promotion of professional ethics is well perceived and celebrated by the alumni in the recent survey conducted by the ELS Programme in late 2021. The alumni gave the highest score (4.57 out of 5) to the value of having professional ethics and responsibilities they acquired over the training time at HSU, which constitutes their competitive edges.

Methods and scientific practice

To equip students with vital skills such as learning autonomy, lifelong learning, high-order thinking skills and to help them gain their professional and personal goals, HSU requires students to enrol in a couple of courses to promote the researching competence and motivation. Research activities are also a conventional practice and known as a key indicator of teaching and learning quality required by the University to encourage students to take part in research activities so that they can gain in-depth knowledge and get involved in an academic environment.

Table 11: List of Courses scaffolding research knowledge and skills for ELS Students

Code	Semester	Credit	Course
ANH218DE04	4	3	English Critical Reading and Writing
ANH116DE02	5	2	Project 1: Secondary Source Data Collection
ANH117DE02	6	2	Project 2: Primary Source Data Collection
ANH218DE04	8	9	Graduation Internship
ANH218DE04	8	9	Graduation Paper

The course "Critical Reading & Writing" provides students with a practical and efficient integrated approach to acquire critical reading, writing, and researching skills. The course also gets students involved in the academic world, the ability to read extensively and critically helps to enhance students' knowledge and shape their critical mind. The students are then equipped with basic knowledge and techniques to carry out research at the fundamental level of secondary and primary sources of data under Project 1 and Project 2 courses. At this stage, students are already familiar with how to analyse, address, and find the solution to a problem presented in a research paper.

In the Graduation Internship course, students need to employ a higher level of autonomy in their research capability when challenged to choose an issue of concern at the workplace where they are undertaking an internship as their topic and to write a mini research paper as part of their internship report. In addition, they have to give a presentation about the internship in front of a jury. Graduation Paper is designed to assist students in the completion of their research paper or graduate project. The quality of the course reflects the result of the process of studying and carrying out the research of an approved topic under the guidance of a supervisor. To successfully complete this Graduation Internship or Graduation Paper, students must utilise all knowledge and research skills learned from previous courses and via such process, consolidate and internalise their whole ELS learning journey.

A research proposal writing contest was also conducted to promote research writing skills of students and to develop their critical skills as well as their academic competence. As a consequence of these efforts, students of the ELS Programme have shown their fruitful results in terms of attending international seminars and conferences, publishing papers in international journals.

In order to broaden student's perspective on research methodologies and update their knowledge from empirical studies, the Programme offers a wide range of complementary activities such as inviting international researchers to several seminars and conferences organised inside HSU so that students can interact with and learn from these guest speakers; and organising research paper competitions at both the Programme and University level for students who are passionate about research work.

Examination and final thesis

A wide variety of assessment types are employed and specified in the course outlines, which allows more valid and reliable methods to evaluate students' learning in an authentic manner.

The assessments in each course are well designed to measure the students' achievement of intended learning outcomes (CLOs) which are mapped with the PLOs.

Considering learning and teaching as a process which requires formative feedback for adjustment and improvement, around 60 % of the total score in each course is allocated to formative assessments which take place during the course to gauge student progress. As a result, both lecturers and students exchange frequent feedback on the effects of their teaching and learning so that they can adjust their teaching and learning activities to achieve the CLOs at the end of a course. The remaining 40 % of the total score is for the final assignments, i.e. the summative one.

Table 12: An illustration of the Assessments in the Course Outline of English Grammar in Use.

Components	Duration	Type of assessment	Weight	Time	CLOs.
Class Participation	Every class	Formative	10 %	During the course	CLO. 1
Group Writing	Flexible	Formative	15 %	During the course	CLO. 3
Midterm test	60 mins	Formative	15 %	Week 08	CLOs. 1,3
Mini test	Flexible'	Oral Formative	20 %	Week 13	CLO. 2
Final test	60 mins	Summative	40 %	To be scheduled	CLOs. 1,3
Total			100 %		

Passing score: 50 %

The final semester of the ESL Programme is the most critical to wrap up the student learning process with either a graduation internship or a graduate paper for graduation.

Most senior students choose the graduate internship, which lasts 15 weeks, to gain more experience in the real world of work by applying knowledge and skills to make real-world professional interactions, complete real tasks, and solve real job-related issues and, in some cases, access to more employment opportunities even before graduation. Students' performance will be assessed by their supervisors at the workplace and academic advisors at HSU. Students, upon the completion of the graduation internship, have to prepare a written report and deliver a presentation to the Jury of three lecturers in the Programme. The grade of the internship report comprises three component scores from the written report (30 %), the oral presentation (40 %), and the work supervisor's evaluation of the intern's performance at the workplace (30 %).

With regard to the graduation paper that requires students' strong research abilities and academic writing skills, there are conditions to pre-qualify ELS senior students who wish to finish the programme with a publishable research paper. The pre-qualification conditions are outlined as follows:

1. a minimum cumulative GPA of 2.8/4 (Grade Point Average) with the number of failed credits not more than 12 (including six credits of specialised courses).

2. a minimum accumulated average of 8/10 (Grade Point Average) in Projects 1 & 2, and professional courses

3. completion of the work experience internship with high scores

Students who meet the conditions are invited to prepare a research proposal for their graduation paper. The proposal will receive feedback from lecturers with appropriate qualifications and research experience, and once approved by the Programme Director be supervised by two lecturers each. The graduation paper reflects the student result of the process of studying and carrying out the research of an approved topic under the guidance of a supervisor on a weekly basis. The length of a research paper should be from 30 to 100 pages of A4 paper formatted in APA style. Upon the completion of the research, the student has to write up the research report and defend the results

before a Graduation Paper Jury who will grade their research and provide comments with the aim of publishing the paper. The 10-marking scale (0-10) is used for marking graduation papers, and the final result will be rounded to one decimal place.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents are well-balanced, logically connected and oriented towards the intended learning outcomes. The contents enable students to acquire additional competences and skills. The panel notes that the modules should better adapt and define learning outcomes.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.
Theoretical questions are, where possible, explained by means of practical examples.

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.
The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures.
The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives. The panel **recommends** increasing the number of credits for the final thesis and to improve the support in order to make it more attractive for the students.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

Table 13: Structure of the programme

Projected study time	- The programme is designed to be completed in 4 years - Students may have up to 4-semester extension
Number of Credit Points (CP)	- 120 credit points (Vietnamese) equivalent to 240 credit points (ECTS)
Workload per CP	Nearly 45 hours One Vietnamese Credit point = 15 teaching hours in class and 30 hours of self-study
Number of modules	4 domains: - General knowledge: 32 credits (26,7 %) - Professional foundation courses: 24 credits (20,0 %) - Professional core courses: 28 credits (23,3 %) - Concentrations: 27 credits (22.5 %) - Graduation internship/paper: 9 credits (7.5 %)
Time required for processing the final thesis and awarded CP	01 semester = 15 weeks 9 CPs (Vietnamese) Equivalent to 18 CPs (ECTS)
Number of contact hours	2,130 contact hours, excluding Work Experience Internship (6 CPs-ECTS) and Graduation Internship/Graduation paper (18 CPs - ECTS)

Modular structure of the study programme

The ELS programme consists of four domains. To be conferred the bachelor's degree in ELS, students are required to successfully completed 120 credits comprising 32 credits (26,7 %) of general knowledge, 24 credits (20,0 %) of professional foundation courses, 28 credits (23,3 %) of professional core courses, 27 credits (22.5 %) of concentrations, and nine credits (7.5 %) of graduation internship/paper. Besides, students need to accomplish six credits of liberal arts education, three credits of physical education and 165 periods of national defence education. This implies that the ELS programme has a well-balanced structure to achieve the PLOs and to satisfy MOET's requirements.

The ELS programme is structured in a way that allows the students' flexibility to pursue or change their concentration throughout the duration of the programme. For the first two-year stage, all students are equipped with general knowledge and skills, and academic English language skills as the foundation to progress through their study. Prior to the second stage, students have a seven-week Work Experience Internship to "familiarise themselves with the real employment environment where they can observe real work in operation and experience professional interactions. Thus, they can form better awareness of the competencies desired by the labour market and start planning for their competitive advantages. In the last two years of the course, students shall undertake core courses relating to English linguistics, literature, culture, and

society and then progress to their concentrations. The final semester is devoted to graduation-internship or thesis.

Study and exam regulations

The programme specifications and suggested study plan are published on the websites of the faculty and the University. Other than that, the information is well communicated to all students during the orientation sessions. Students can also retrieve such information on HSU Student Portal. The information is also available on the Academic Advising Portal for the convenience of both students and their advisors when discussing the study plan.

HSU students who meet the following criteria are eligible for being awarded the BA degree in ELS according to the credit regulations of HSU:

1. Successfully completing of 120 credits specified in the curriculum
2. Having a minimum 2.00 cumulative grade point averages (GPAs) of the whole programme
3. Having the certificate of National Defence Education
4. Successfully completing of the Physical Education courses
5. Having a certificate of Liberal Arts Education
6. Certificate of a second foreign language (Korean, Chinese, French, Japanese) equivalent to B1 level (CEFR)
7. Certificate of English proficiency (IELTS, TOEFL, etc.) equivalent to C1 level (CEFR).

Grading scale: The three scales (10.0 scale, 4.0 scale, and letter grade (A,B,C,D,F)) are applied to the scoring system at HSU and for courses requesting cumulative GPAs:

Table 14: Grading Scale

Result	10.0 scale	Letter grade	4.0 scale
Pass	8,5 – 10	A	4,0
	7,0 - 8,4	B	3,0
	5,5 – 6,9	C	2,0
Pass with condition*	4,0 – 5,4	D	1,0
Fail	0,0 - 3.9	F	0,0

* Pass with condition indicates that students can pass the course but the cumulative grade point averages (GPAs) of the whole programme needs to be 2.00 or higher.

The brief descriptions of all courses in the curriculum available on the HSU website provide students with the key features of the courses to have ideas about what they are going to learn and prepare themselves accordingly. The information also helps students plan what electives would add value to their employability in the career of their choice.

As stated in the course outlines of the ELS Programme, lecturers need to detail the course content, assessment methods, course learning outcomes, materials needed etc. in the first week of their teaching. Except for final exams organised by the Office of Academic Affairs (OAA), ongoing tests and midterm tests are taken place by the lecturers in charge, which helps students be more engaged and prepared for their studies.

The procedure of examination administration strictly adheres to regulations concerning the assessment activities at the University to increase consistency, ensure test security, and safeguard the fairness and reliability of assessment. As for summative assessments, the final tests are organised by the OAA, which is monitored by two invigilators in an examination room with less than 30 students attending. The invigilators are frequently trained by the OAA staff to maintain the proper code of conduct of the final tests in accordance with the exam regulations and to ensure students receive equitable treatment.

Feasibility of study workload

According to article 9 of Regulations on undergraduate level training and Course Enrolment Guide, a minimum course load consists of 12 credits per semester while a maximum load consists of 24 credits. Excluding the two extra semesters 1B and 4B, the average study workload for a semester at HSU is around 15 credits (Vietnamese) or 30 credit points (ECTS).

In order to allow room for flexibility and to support students who are not on the right track of their study programme for different reasons, extra semesters with a maximum of 12 credits per course load are available for students to incorporate into their personal planning towards the completion of the degree.

Table 15: Summary of the number of credits per semester at HSU (2022-2026)

Semester	No. of Credits (CPs)	No. of Credit points (CPs) ECTS equivalent	Notes
1A	14	28	
1B	0	0	Students need to take National Defence Education
2	11	22	Excluding Physical education 1, Liberal Education; IT Preparation
3	14	28	Excluding Physical Education 2
4.A	18	36	Excluding Physical Education 3
4.B	3	6	Students need to take Work Experience Internship
5	18	36	
6	18	36	
7	15	30	
8	9	18	This semester is for graduation internship or Graduation paper
Total	120	240	

Via student portal, a feature known as "Student Study Plans", implemented in late 2014, has been instrumental to help students manage their study progress and freely update their study plan every semester via the tracking of how many credits earned and how many are left as well as what courses are available next semester.

Additionally, since 2021, the majority of tenured lecturers of the ELS Programme have been assigned as academic advisors to provide needed support to all ELS students with their study plans. According to Academic Advising regulations, an academic advisor is "a person who gives advice and supports students to maximise their academic ability and choose the right courses to meet their graduation goals and find suitable employment." Under the assistance and guidance of their academic advisors, students can discuss their study plans for official approval before enrolling for courses in a semester.

Equality of opportunity

The ELS programme has created equal access to higher education for students of diverse backgrounds. Specifically, the programme complies with the educational philosophy of HSU concerning respect for diversity.

As a matter of policies, at HSU and under the ELS programme, there is no tolerance towards discrimination against gender identities, sexual orientations, age, disabilities, religions, social status, or other ethnic backgrounds, which aims to bring about fair treatment, equal opportunities, and pathways to success for all enrolled students. On the other hand, MOET has priority schemes in enrolment, in which specific groups of disadvantaged applicants such as those who are war invalids, sick soldiers, children of martyrs, and those who live in remote or mountainous areas can have maximum one bonus point (on a 10-point scale) added to their University entrance exam total scores.

In addition to establishing the principle of equal standing for students in their studies, the policies of HSU are also of great support for the students with social disadvantages and/or disabilities. Scholarships are stably and continuously offered on the basis of students' academic abilities and economic hardship. In 2021-2022, "Sen Hong" scholarships are granted with the purpose to help students from low-income families.

Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules/courses and assigns Credit-Points (CP) per module/course on the basis of the necessary student workload. Practical components, if existent, are designed and integrated in such a way that CP can be acquired. The module/course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements.

With regard to the credit transfer system, the HEI states that the regulations are in accordance with the national requirements of the Ministry of Education and Training (MOET). The HEI's regulation on undergraduate education indicates that students can change majors or transfer to another university. The regulation specifies the conditions and procedures for changing the major or transferring from/to another university. However, students are not allowed to change their major or transfer to another university in the first and fourth years of study. In addition, according to the HEI, there is a list of equivalent courses for each major that allows students to transfer their credits and receive a course fee waiver. This list is communicated to students who transfer to another university. In accordance with the Ministry of Education and Training (MOET) and HEI regulations on course management, course exemptions may not exceed 50 % of the total credits in the programme. Course exemptions are reviewed based on the courses taken by each student and the list of equivalent courses. In addition, students may transfer their grades or be exempt from the programme. For students who wish to change majors, there are general courses that are the same in all majors so that they can be accepted when changing majors.

The HEI's credit system and grading are subject to the Ministry of Education and Training (MOET) regulations, so there are no problems converting credits or grades when students transfer to another faculty or university.

The Lisbon Convention is not ratified by Vietnam.

The panel notes that the HEI is operating within the national regulations. However, it criticizes that the offered framework for student mobility is sill limited. The programme provides a course exemption rule for the exchange activities, but the rule is based on the 1-1 course matching system, which creates difficulties for student mobility because the exchange students cannot take the courses they like to study overseas. In addition, the HEI should consider adding more elective courses or electives in the area of study/general education and to make the students freely choose the courses they like when they participate in the exchange programme. Currently, there are only 9 elective credits in the area of study, and there is no free elective credit at all. The lack of free elective courses and the shortage of electives in the area of study/general education are the main barriers to student mobility. Therefore, the panel recommends the following condition:

The HEI creates framework conditions that promote student mobility.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			x		
3.2.2*	Study and exam regulations (Asterisk Criterion)				x	
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity		x			

3.3 Didactical concept

Logic and plausibility of the didactical concept

Embracing the education philosophy of fostering critical, ethical, and reflective qualities through social constructivism, the ELS Programme employs the student-centred and practice-oriented approach to its pedagogy, promoting active learning, learner autonomy, and preparing its graduates for work and life, accomplishing the programme objectives and enabling students to achieve the PLOs.

The approach is first manifested through the integration of theory and practice to enhance student learning experience. Lecturers, by introducing case studies in their courses, expose students to real-world problems and demonstrate analytical and problem-solving skills, through which the students' analysis, evaluation, and reflection are pedagogically guided and developed. The employment of case studies, particularly in specialised courses, enables students' inductive learning by figuring out abstract concepts from examples and practical experiences.

Second, the lecturers in the programme employ multiple learning and teaching methods such as Task-based learning, Group project, Discussions, Critical reflection, Presentation, Research, Roleplays, Peer evaluation/feedback to promote students' active learning and professional development. These methods are explicitly prescribed in all course outlines and communicated to students via email or the Learning Management System (LMS) powered by Moodle starting every semester.

Third, the utilisation of the LMS allows students autonomy to manage their own learning progress in enrolled courses, thus proactively interacting with all learning materials such as lecture notes, required and extra readings, videos etc. and participating in discussion forums, doing quizzes, submitting assignments, and completing other learning activities outside the classroom at their convenience. The platform also facilitates teacher-student and student-student interactions both inside and outside of the classroom.

Last but not least, the two research Project courses (Projects 1 and 2) and two Internship opportunities is the signature of the ELS programme. While the two projects equip students with research and collaboration skills, ready for critical questions at work and life, the two Internships (Work experience internship and Graduation internship) offer students opportunities to immerse students in professional working environments with reports and presentations, in which students

demonstrate their problem-solving skills and critical reflection ability, and plan for self-improvement.

Course Materials

Course materials that are explicitly listed in the course outlines comprise course outlines, textbooks (e-version or hardcopy), suggested readings, databases, reports, related open resources are prescribed by course designers, and recommended by course coordinators and their teaching team in consideration of the course learning outcomes (CLOs). These materials, especially textbooks, are frequently updated with the latest versions from international publishing houses. For courses whose materials are considered as 'books with slow updates', lecturers supplement the content with recent articles and/or reports analysing and discussing contemporary issues for students' practice and reflection. The materials, both required and recommended, are digitised and categorised in the University's library for all HSUers' access at ease or prepared by the lecturers.

Guest Lecturers

ELS students early in their programme are invited to attend guest lectures organised by the Faculty, through which they can make meaningful connections between their studies and professional practice. Specifically, in semester three when the ELS students have to select which concentrations namely ELT, T & I, and BE & CC for their specialisations, they are invited to attend a series of three lectures provided by three guest speakers who are experienced professionals in these fields. The guest speakers share some background information about the joy and fun of working in the field, also the challenges after some briefing about the market and recruitment requirements. Attending this series of lectures can expose students to real-world experience from successful professionals and receive valuable advice for their decision-making process regarding concentration selection.

Table 16: Semester 1, 2021-2022 - Concentration Orientation

Concentration	Guest Speakers
English Language Teaching	Founder and Teacher at Tieng Anh Ms. Hong (an English Language Centre)
Translation & Interpretation	Head of Translation and Editing, AUDAX Culture and Media Ltd.
Business English & Corporate Communication	General Director, PAN Trading JSC.

Throughout the study programme, ELS students are frequently invited to attend workshops and/or seminars delivered by guest speakers. With the dual aim of keeping its students updated on the professional practice in their field of study and showcasing the training quality of the programme

through its alumni's success, in addition to the experienced experts in the related fields, the ELS programme often invites exemplary alumni with applauding achievements in their careers to share their stories, which inspire and motivate the students to strive for academic success. The topics of the seminars / webinars are suggested by the programme's faculties in connection with student needs, course and programme learning outcomes.

Appraisal:

The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. This offers the opportunity to get insights into opportunities and challenges of the working environment. Furthermore, the students can get real-world experience.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					x

3.4   Internationality

International contents and intercultural aspects

With the aim of providing well-trained professionals of English language that can work competently in the internationally integrated markets, as explicitly stated in the ELS Programme's Objectives, the programme curriculum employs international contents and features intercultural aspects. The learning materials that are procured from prestigious international publishing houses and updated every five years are mostly in English, presenting content knowledge and related skills in different international settings. The courses such as Fundamentals of Vietnamese Culture (taught in Vietnamese), British and American Culture and Society, Language and Intercultural Communication, and Second Foreign Languages enable student's development of not only tolerance

for cultural differences but also intercultural communication competence with the perspective of a Vietnamese.

Particularly in the British and American Culture and Society course, students, as recommended by lecturers will attend a workshop, seminar, or webinar organised by the American Center or British Council for their reflection on the topics discussed in class. Lecturers in charge of specialised courses handpick case studies discussing local and international experiences in related fields from which students can learn to identify and analyse real-world issues and develop skills that can be transferred across multiple contexts.

In addition to the prescribed contents in the programme, students are frequently updated with new approaches to interminably discussed issues such as culture shock, adapting to new learning environment overseas (Stay local, Act global), and learning about new cultures such as Japan for work or further studies.

Additionally, students in the ELS programme are required to achieve not only the English language of Common European Framework of Reference for Languages (CEFR) C1 level but also a second foreign language of CEFR B1 level, which is stated in the Programme Learning Outcome 4. The prescribed second foreign languages are Chinese, Japanese, Korean, and French, which will give the ELS graduate competitive edges when joining the internationally integrated labour market.

Internationality of the student body

Though the ELS programme has not admitted any international students to complete the degree given the lack of MOET's instruction on accepting international students to such programme and the nature of the programme complying with MOET's regulations on accommodating courses of Vietnamese political studies, the programme has welcomed 86 students of seven nationalities (Finnish, French, ROC, Belgian, Dutch, Japanese, and Mexicana) to enrol in 34 courses provided by the faculties from 2015 to 2019. They are exchange students from universities partnered with HSU to mutually enrich student experience in learning and intercultural interactions. Courses such as English Language Skills, British and American Culture, or Business English - Corporate Communication received the highest enrolment by the international students.

Table 17: Statistics of International Students Exchanging to HSU and Enrolling at ELS Courses

Nationality	2016-2017	2017-2018	2018-2019	2019-2020	
Belgian	1	7	1	5	• Artevelde University College Ghent • Karel de Grote University College
French	16	1	19	26	• CESE, Technopole • Groupe ESC Troyes, • IDRAC International School of Business • Excelia Group (Groupe Sup de Co La Rochelle) • Sciences Po – L'Institut d'études politiques (IEP) de Lyon • Paris School of Business - PSB

					• Réseau GES Schools' Network Paris • ESSCA School of Management • Y Schools (Groupe ESC Troyes) • IAE Gustave Eiffel - UPEC • Groupe IGS-ICD • ISG Paris
Japanese	3	x	2	x	• Kyoto Sangyo University • Tokyo Keizai University
Taiwanese	1	x	x	x	• National Kaohsiung University of Applied Sciences
Dutch	x	x	1	x	Student from Excelia Group (Groupe Sup de Co La Rochelle)
Finnish	x	x	x	2	• Seinäjoki University of Applied Sciences
Mexicana	x	x	x	1	Student from Artevelde University College Ghent
Total number of students	21	8	23	34	

Internationality of faculty

To deliver the ELS programme with strong international orientation, the Faculty emphasises the internationality of its academics whose experience will prepare the students for internationally integrated professional settings. Therefore, HSU preferably recruits academics with qualifications from prestigious universities around the world and international work experience related to the programme they teach, which is promoted as one of the most important policies in HR Development at the institution.

In the programme's teaching team, both full-time and visiting, there are three foreign lecturers (two Filipinos, one American) with intercultural experience teaching in the programme. They are well-trained and conferred qualifications from top-ranking universities in the world. More than 85 % of the full-time teaching staff have experience in doing research, teaching, coordinating international projects, presenting at international conferences, and management at international companies and organisations.

Table 18: Statistics of the Internationality of Faculty Members

	Full time Lecturers		Visiting Lecturers		Total	
	23		14		37	
Foreign	2	9 %	1	7 %	3	8 %

Vietnamese (VNM)	21	91%	13	93 %	34	91%
VNM lecturers with overseas qualification	20	87 %	11	79 %	31	84 %
Academics with international Management Experience	20	87 %	2	14 %	22	59 %
Academics with international Academic Experience	23	100 %	8	57 %	31	84 %
Academics with international Personal Background	22	96 %	5	36 %	27	73 %

Foreign language contents

More than 83.3 % of the courses (n=60) in the programme are taught in English using English as the medium of instruction (EMI). The materials used in these courses are well selected by the faculties, procured from prestigious international publishing houses, and updated every five years. Furthermore, a majority of case studies used in specialised courses, presenting either local or international issues, are written in English and retrieved from credible databases, which provide students with opportunities to utilise the English language for practice and improvement.

Table 19: Statistics of Courses Taught in English, Vietnamese, and Other Foreign Languages in the ELS Programme

	Vietnamese	English	Chinese/French/Japanese/Korean
Number of courses	8/72	60/72	4/72
%age	11.1%	83.3 %	5.6 %

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment. The panel notes that the target culture should be changed from time to time, as internationality goes far beyond language. For example, different regions, countries and continents should be addressed in the courses and examples in order to convey the content in a multi-perspective and international way.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	**Internationality**					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			x		
3.4.2	Internationality of the student body			x		
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents			x		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In all courses of the programme, either delivered by the FILC or other faculties for the ELS programme, there is more than 50 % of the student-lecturer contact time prescribed for discussions, tasks and comment sharing. Those Learning & Teaching activities include group presentations, oral and written critiques, peer observations and evaluation, and reflection, which are designed to promote the students' acquisition and improvement of skills for collaboration, public speaking, providing quality peer feedback, conflict handling, and project management.

In semester four of the learning programme, students enrol in the Public Speaking course which prepares them for not only professional presentations but also speeches on special occasions such as Speech to Commemorate, Speech to Pay Tribute, Speech to Welcome. Recently, the course has been updated with video making skills being added, which allows students more flexibility and creativity in preparing their speeches to bring about the most convincing effects.

In order to broaden students' capacity for collaboration and research that are widely desirable skills in almost every aspect of work and life, the ELS Programme integrates two research project courses, namely Project one - Secondary Research and Project two - Primary Research into the programme. The two Projects provide students with experience working as a team and managing teamwork in order to develop a research project under the faculties' supervision. Students in these projects read literature on a research topic and synthesise an analytical review (Project 1) before practising collecting real data, analysing the data, and writing discussions about the findings (Project 2).

Service Learning is also integrated into the ELS learning programme to promote the student's commitment to community. At HSU, students are encouraged to engage in service learning to gain valuable real-world interactions and important life skills such as decision making, interpersonal skills, and empathy. HSU has designated a Service-learning Centre to organise community-based projects that help students recognise community needs, then develop and implement plans to meet those needs.

Furthermore, students can attend University-wide workshops and seminars that are tailored to help them be better equipped for professional work.

Appraisal:

The students acquire soft skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures.
The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		

3.6 Skills for employment / Employability (Asterisk Criterion)

As a practice-oriented programme preparing its graduates ready for work and life, employability is underscored and manifested in almost all PLOs. Employability is promoted through the integration of theory and practice employed in almost all professional courses in the programme. The utilisation of case studies in the faculties' teaching practice also prepares the students for professional readiness, thus more marketable.

Significantly, students will be exposed to real work environments on two occasions, Work Experience Internship after completing Year two and Graduation Internship in Year four. In the seven-week Work Experience Internship, students are required to observe and accumulate general work experience, which is useful for their studies in the remaining two years of the programme. In the semester-long Graduation Internship, students are required to work as professional trainees in the field of their concentration with in-depth professional knowledge and the capabilities to make critical analyses for problem-solving at work. On both occasions, the enterprises' evaluation of the intern's working attitudes and professional knowledge and skills account for 30 % of the final score awarded. The ELS students are often actively involved in finding job offers by themselves though there is a full support service during job search for the internships provided by the Centre of Student Experience and Employment. Furthermore, HSU invites a lot of lecturers from industry.

To ensure revisions and improvements can be promptly made to the curriculum for better training outcomes, thus responding to the labour market demands, the programme regularly surveys enterprises operating in various fields related to the major and concentrations of its graduates.

The results from the enterprises' survey confirm the ELS programme is on the right track by equipping its graduates with the knowledge, skills, and attitudes that are widely expected by the labour market.

These values of the training programme are also well perceived by the ELS alumni in the latest survey to collect their opinions about how the programme has armed them with employability skills. The surveyed alumni confirm that the programme has enabled them to acquire the necessary professional knowledge and skills for their employment and career development.

Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and through the promotion of multidisciplinary competencies and skills – runs as a common thread of the study programme through all its courses. In addition, the programme enables the students to actively apply the acquired skills in new areas of work and to develop them further. The programme is systematically oriented towards meeting the anticipated requirements of the dynamic job market and makes use of the results of graduate evaluations. HSU regularly invites lecturers from industry and offers the students an environment in which the students can solve problems and handle projects with firms.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)		x			

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

The ELS programme is comprised of two main components: general knowledge and professional knowledge. General knowledge courses (equivalent to 19.4 % of the ELS programme) are taught by lecturers from other faculties and departments at HSU. Most of these courses are shared with students of other programmes at HSU. The brief statistics of the faculty in charge of the general education programme are below.

Table 20: Statistics of General Education Faculties

	Number of lecturers	% PhD	% Master
Liberal Education programme	12	41.6 %	58.4 %
Department of Political Philosophy	07	14.2 %	85.8 %
Department of physical education	08	12.5 %	87.5 %
General Science programme	07	42.8 %	57.2 %
Second foreign language	03	0.0 %	100.0 %

Professional knowledge courses (equivalent to 80.6 % of the ELS programme) are taught by ELS full-time and visiting lecturers. For the past three years, the number of full-time lecturers remains around 23, undertaking three-quarters of the teaching load in the programme. The number of courses taught by PhD lecturers is consistently higher than 30 %.

Table 21: Statistics of ELS faculties 2018 - Current

	2018 - 2019	2019 - 2020	2020 - 2021	Semester 1 2021 - 2022
Total of classes	209	231	300	151
Number of full time lecturers (Semester 1 - Semester 2)	22 - 20	22 - 23	23 - 26	23
% of courses taught by full time lecturers	76 %	74 %	76 %	72 %
% of courses taught by PhD lecturers	36 %	37 %	33 %	30 %

Classes are assigned to lecturers two months prior to the beginning of each semester based on their qualifications and experience. For example, the language skill and culture courses are taught by foreign lecturers or those who studied full-time in English-speaking countries; professional courses

are taught by senior lecturers or industry experts to ensure both academic and professional standards. Each lecturer teaches four to five classes per semester and is responsible for lesson planning, teaching, and assessment. Each course has a full-time coordinator whose main responsibilities include course implementation, preparing exam questions and course revision.

Due to the serious Covid19 pandemic situation in Ho Chi Minh city, the instructional modes unexpectedly shifted to online, lasting seven weeks in 2020 - 2021 and the whole semester one, 2021-2022. However, since E-learning policy was put forward and applied in early 2019 before the Covid19 pandemic hit Vietnam, all lecturers have been well-prepared for and quickly adapt to online teaching thanks to multiple e-learning training workshops. These workshops have been instrumental to help ensure the quality of teaching and the learning experience of students by enabling lecturers to appropriately update their lesson plans, better engage and connect with students via virtual classroom activities.

Academic qualification of faculty (Asterisk Criterion)

At HSU, the staff recruitment procedure is a transparent process. To accomplish its educational missions and goals, HSU in general and FILC, in particular, recruit academic staff with master's degrees or higher from prestigious universities, intensive teaching experience in HE, insightful industry practice, and sound records of research activities. Candidates with a PhD degree, a noticeable research profile, and profound international experience are preferably selected.

. The ELS academic staff profile clearly shows that all lecturers obtain qualifications relevant to the ELS programme. The majority specialise in either TESOL, linguistics or Applied Linguistics (90 %). Other credentials of the ELS academics, which include comparative linguistics, bilingual education, educational management, business administration, communication, international relation, law, and media education, not only correspond to the requirements and objectives of three concentrations of the programme, but also ensure interdisciplinary aspects of the programme are well transferred to the students. For full-time lecturers, there is currently one Associate Professor (4.5 %), six PhD holders (27.2 %); and the remaining are Master holders. 86 % of the programme's academics graduated from English-speaking countries such as the UK, the USA, Australia, and India.

As shown in the students' survey upon their graduation, the qualification of the FILC's teaching team ensures the successful delivery of the ELS programme and achievement of its objectives. The mean scores for 'lecturers' profound and updated professional knowledge' criterion show an upward trend for the past five years: 4.16, 4.13, 4.19, 4.30, and 4.40.

Scientific publications have been emerging for the past 3 years with 5, 7, and 10 papers published in international journals in 2019, 2020 and 2021 respectively.

To support academics with their continuous professional development, which is also a requirement to maintain employment with the institution, HSU offers favourable policies as specified in such as reducing workload for those pursuing PhD studies locally, maintaining basic salaries and social insurance while doing their PhD overseas, and receiving financial support when joining both local and international conferences.

The lecturers have ample opportunities for professional development on a regular basis, especially in obtaining further degrees. Since 2015, nine lecturers have been able to improve their credentials,

among which, five have received government's full funding for their PhD studies in Australia, England or the US. In addition, the programme assigns an important role to active participation in professional and academic activities such as conferences, workshops, seminars, colloquium hosted by HSU or organised by local and international organisations in order to constantly update lecturers' knowledge.

Besides regular professional development activities, HSU also actively organises adhoc training workshops to meet any arising demands of local changes, updates, or requirements in the teaching and learning environment. A recent example would be the series of e-learning training workshops as a reaction to the sudden shift to online learning due to the Covid-19 pandemic.

Pedagogical / didactical qualification of faculty (Asterisk Criterion)

90 % of ELS lecturers hold a master's degree in either TESOL or Applied Linguistics specialising in ELT; 70 % of staff have more than ten years of teaching experience. Moreover, as required by the MOET, all lecturers regardless of their specialisations must earn a HE pedagogical certificate with ten credits (equivalent to 20 ECTS). The modules comprise HE psychology, theory of HE teaching, HE curriculum development and organisation, assessment in HE, using technology in HE teaching. The ELS programme is confident that all teaching staff are qualified and capable to successfully deliver pedagogically developed lesson plans using appropriate methods to help students achieve all PLOs.

The instructional modes, which are aligned with the Course Learning Outcomes (CLOs) and prescribed in every course outline, serve as general guidelines for the lecturers. However, they are encouraged to be creative and diverse in their teaching methods providing that they are in compliance with the programme's educational philosophy and help the students achieve the CLOs. Lecturers are familiar with employing up-to-date assessment methods, namely case studies, projects, presentations, reflections to expose students to meaningful and impactful learning assignments. Course coordinators focus on ensuring consistent exam questions and grading among classes for the integrity of the programme. Informal discussions on teaching methods are frequently participated and observed by teaching staff for the benefits of peer feedback and personal development.

All lecturers, including visiting ones, participate in compulsory training on online teaching methods and receive Basic e-learning teaching certificates awarded by HSU. The topics include:

Basic e-learning courses

- Setting up courses and enrolling students
- Creating and using forums
- Creating and using video conference room; inserting videos, audios
- Fair use and copyrights
- Creating multiple-choice questions

Advanced e-learning course

- Advanced Activity/Resource tools: H5P creating interactive content on videos, questionnaires, feedback, assignments, games, wiki, database, external tools.
- Using blocks to manage teaching activities

- Assessment tools: creating questions, managing question banks, online test administration, grading
- Classroom management tools
- Using HTMT to decorate your online classes
- Using the source course
- Interactive strategies in online classes using MOODLE tools and Padlet
- Increasing the effectiveness of online teaching by using Wordle, WordWall, Classtools, Voicethread

After undertaking the training package, all lecturers are well equipped with sufficient knowledge to provide students with a quality distance learning experience that is not less than what is offered in a physical classroom.

The results of students' feedback on courses have shown their high satisfaction with the employed teaching methods (mean score consistently higher 4.25 for the past five years).

Practical business experience of faculty

One of the preferred recruitment criteria for both full time and visiting ELS lecturers is industry experience. The three concentrations of the ELS programme are taught by either full time lecturers who have extensive working experience in teaching, interpreting or business sectors, or visiting lecturers currently working in these industries.

The lecturers' industry experience, therefore, allows the incorporation of activities inspired by real-world insights to the classroom via case studies, simulations, which significantly helps students better understand the theoretical knowledge and perceive its application in real practices.

Internal cooperation

As a matter of policy, ELS lecturers are encouraged and expected to cooperate in all academic activities, including teaching, research, and student support activities.

Course coordinators are to hold regular meetings with their teaching team at the outset of each semester for each group of lecturers sharing the same course. All lecturers are involved in discussing the implementation of course content, course objectives, teaching and assessment methods. Teaching materials, such as lecture notes and supplementary materials, and teaching experience are shared during this first meeting or via emails. Exam questions of the same course are contributed by all lecturers, while the course coordinators are responsible for deciding the shared exam questions before submitting for approval by the Programme Director. In addition, lecturers teaching courses of the same category or concentration, such as language skills, linguistics, or business and communication work together to ensure the coherence and continuation of knowledge and skills. They also contribute ideas, proofread, and provide peer feedback in course revision.

Depending on their interests, lecturers collaborate on their research projects. Importantly, senior lecturers are willing to support their junior colleagues in research groups, from which research skills and experience are keenly shared and developed among the staff and in line with the programme's educational goals.

All lecturers are involved in student academic activities, each of which is coordinated by one assigned lecturer. Under the delegation of the Programme Director, the coordinators of credit-based activities such as internship, research projects, extensive reading organise and arrange the relevant activities and procedures, including the involvement of other lecturers for their input and cooperation. With the non-credit activities such as service learning, workshops, clubs, lecturers are always willing to join and support each other.

On the whole, collaborating and supporting each other has been the academic culture practised and celebrated in the ELS programme. ELS lecturers, in addition to respecting each other's professional expertise and opinion, can work closely with no unnecessary filters and their cooperation is unaffected by hierarchy. This valuable culture has allowed a favourable working environment to flourish at the faculty. This area is rated the highest, at 4.57 average across the past five years.

Student support by the faculty

ELS students receive sufficient academic and non-academic support both inside and outside of the classroom.

Small class size (avg. 30) allows lecturers to give individual academic support to students. Interactive teaching methods emphasising student-centred principles such as discussion, presentation, group work, together with 60 % of on-going assessment in most courses allow lecturers' timely comments and feedback or adjustment of their teaching methods. As a matter of fact, students are constantly encouraged to raise their voice during class time or via email for personal assistance.

Group supervision is offered in the two required projects in the curriculum and one-on-one in the graduation internship. Groups of four to six students are directly supervised by lecturers throughout the semester to carry out their research activities and write the research reports. Similarly, students doing their graduation internship or graduation paper receive individual support from their assigned academic supervisors who shall guide them through the whole process of forming the internship topic and producing the internship report.

Each lecturer is required to take on the role of an Academic Advisor, who takes care of 70 – 100 students. With the administrative and technological support from the OAA, academic advisors give individual students advice on study plan, academic affairs, and other learning issues upon request. Besides two regular meetings with their advisees each semester, academic advisors proactively inform students about academic activities and are the first point of contact should students encounter any academic issues. A number of 'at-risk' students are assessed and if eligible shall receive contacts via Instant Messaging apps and academic advisors shall be available to answer their questions out of office hours for matters of emergencies.

Regarding non-academic activities, HSU's Psychological Counselling Centre, established in 2014, operates daily appointment-based sessions to support psychologically 'at-risk' students with assorted problems, ranging from physical symptoms, emotional management, family/ friend conflict to self-harm ideation. In addition, apart from the centralised support regarding administration, study and employment skills provided by Centre of Student Experience and Employment, one ELS lecturer is delegated to take charge of organising workshops for ELS students.

Some of the student colloquium topics organised by FILC include enhancing research skills, using foreign languages in profession, and overseas learning and working experiences. In order to best prepare senior students before joining the labour market, career counselling and job opportunities offered by lecturers of specialised courses are available.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. However, the panel recommends employing more professors to enhance students' motivation for research.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The faculty members have above-average business experience and use them in their teaching activities. Motivating teachers from industry bring their experience to the table and teach in a highly practical and application-oriented manner.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty		X			
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2   Programme management

Programme Director

The ELS Programme Director is appointed by the HSU President and under the direct management of the Dean. They are mainly responsible for constructing and updating the ELS programme, and managing the ELS staff to ensure the successful delivery of the PLOs.

For matters regarding the programme and course updates, the Programme Director has the support of distinguished senior lecturers representing specialised areas of the programme, namely linguistics, culture, business & communication, translation & interpreting, and ELT in discussing and making decisions about the structure as well as the learning outcomes of the programme. They are also members of an evaluation committee to screen course revision performed by course coordinators.

In terms of managing the delivery of the programme, the Programme Director assigns courses to lecturers based on their expertise, experience and preferences. To support the management, coordinators for each course are designated at the beginning of each academic year. Exam questions composed by course coordinators must be approved by the Programme Director before the exams can take place.

In order to maintain the quality of the programme, the Director can access students' feedback on all ELS courses and discuss with the lecturers about any negative aspect that has been assessed and considered as relevant on the basis of students' responses in order to provide constructive criticism and identify actionable room for improvement. After assessing the lecturers' performances, the Programme Director suggests professional development activities for ELS lecturers that are tailored to both address existing issues and elevate lecturers' capabilities.

In addition, with the administrative support, the Director can discuss with his academics and devise measures to ensure and improve the quality delivery of the programme.

Moreover, the Programme Director takes initiatives in conducting surveys of different groups of stakeholders to update the programme.

Process organisation and administrative support for students and faculty

Administrative staff include one secretary at the programme level, one at the faculty level and 143 staff members at the University level working in different divisions. The table below shows the administrative offices at HSU and their personnel statistics.

Table 22: Personnel Statistics of Administrative Staff

Division	Qualification					Total
	Doctoral	Master	Bachelor	College	High School	
Library and Information Centre		1	6	3		10
Office of Information Technology		7	5	3	4	19
Centre of Student Experience and Employment (CSEE)		1	14	3	2	20
Office of Academic Affairs (OAA)	1	8	15	1		25
Office of Finance and Accounting		1	6		1	8
Office of HR and Administration		2	7	1	2	12
Office of Admissions		3	8	2	3	16
Office of Research Affairs and International Relations	1	2	1			4
Office of Facilities		1	10	6	6	23
Office of Educational Testing and Quality Assurance (OETQA)		4	2			6
Total	2	30	74	19	18	143
Rate	1.4 %	21%	51.7 %	13.3 %	12.6 %	100 %

The Centre of Student Experience and Employment, and Office of Academic Affairs, who work closely with students, retain the highest number of staff members. They are subdivided into functional units. The functions of each office or unit as well as the support staff's job descriptions are transparent and are well communicated to both faculty and students. In some key areas where students and faculty need the most support, such as course registration, internship, library or IT support at a specific campus, the names and contacts of the designated personnel are well-known.

The programme's secretary provides the major administrative support to both the staff and the students. Their major responsibilities include paperwork such as documenting exam questions and exam scores, setting up faculty meetings, and preparing documents. They are also responsible for organising internship juries, seminars, workshops and contests for ELS students.

Students have recently enjoyed electronic support via HSU mobile application, which allows them to conveniently access their own academic activities and receive updates from the University and faculty. Their prompt feedback on the services can be sent via this app.

Being a private University, HSU has always strived for quality support. As such it promulgated favourable policies regarding time and budget to encourage administrative staff to improve their performance via professional development or further education. Specifically, support staff enrolling on either a short course or a programme at HSU receive a 50 % deduction of tuition fees. A bonus of 10 million dongs (equivalent to EUR 400) is awarded to those successfully upgrading their degrees.

However, pursuant to the feedback on the quality of administrative support, statistically speaking, it appears that HSU administrative staff require more effort in meeting the high demand of both students and faculty. Appropriate measures have been implemented to remedy the identified shortcomings, evidenced by the average mean score for service quality rated by the students increased to 3.99 in 2021, a significant improvement from 3.6 in 2019.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff seems to be available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		

4.3   Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

HSU has aimed to become an international University for local and regional students. Under such orientation, HSU has actively sought cooperation and partnership with other academic institutions both locally and overseas. HSU is currently working in partnerships with 76 overseas universities,

colleges, and institutes from North America, Europe and Southeast Asia. It is also a member of the Vietnamese Association of private universities and currently under the management of Nguyen Hoang Group (NHG) that oversees five universities and a system of international K-12 schools.

Student exchange is the prominent international cooperation activity that has remained a top priority focus at HSU. For the past five years, there have been 185 HSU students (47 ELS students) experiencing one or two semesters living and studying in the Netherlands, Sweden or Belgium via the student exchange programme and having their earned overseas courses recognised by HSU.

In return, 86 students from Europe, Mexican and Japan have joined HSU classes. These activities are implemented to provide many benefits to ELS students including developing their English and other foreign language proficiency, understanding Western cultures, respecting cultural diversity, and personal development, as stated in PLOs two, four, eight and nine.

Since 2015 Faculty of International Languages and Cultures (FILC) has established a partnership with Extensive Reading foundation, created and hosted by Kyoto Sangyo University, Japan to support students in reading and improving English. Each semester, there are close to 500 ELS students using the M-Reader home page to self-check their understanding of readers.

FILC is a member of STESOL, an association of Teachers of English to Speakers of Other Languages (TESOL) teachers in Southern Vietnam, and has partnerships with other local universities offering ELS programmes in Ho Chi Minh city and Southern Vietnam. In 2021 during the pandemic the FILC hosted several online webinars with the participation of international and local lecturers. Notably, in late 2021 FILC successfully hosted the 18th AisaCALL conference, an international conference of the Asia Association of Computer-assisted Language Learning. The conference showcased up to 90 presentations by researchers, experts and teachers in the region.

Cooperation with business enterprises and other organisations

HSU is revered in the South Vietnam higher education institutions network for its practical training programmes and high rate of graduates' employability. To maintain and live up to such standing and expectation, HSU has long been actively seeking and establishing collaboration with both local and international business organisations, diplomatic agencies and local authorities. There are currently close to 500 business organisations cooperating with the ELS programme. The sheer quantity of associated organisations provides ELS students countless opportunities for field trips, internship placements and employment. Any intern under the ELS programme is observed and supported by a business supervisor, who gives them individual practical guidance, advice and evaluation on their performance. The survey of newly ELS graduates shows that almost 100 % find their internships useful.

Guest speakers from successful businesses are invited to participate and offer their valuable insights on decisive occasions, such as new student orientation, specialisation orientation, and commencement ceremony. As professional experts, the esteemed guests not only offer real-life experience, practical advice, but also inspire students to make important decisions in their study and career plan. In addition, business enterprises play a significant role in gearing the PLOs and content towards labour force expectations and trends through surveys, meetings and informal talks.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

Cooperation with business enterprises and other organisations is actively promoted, especially, by means of regular internships and good networking. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific measures (e.g., cooperation through internships, appointment of professionals in teaching), they significantly contribute to the development of qualifications and skills and to the quality of the final theses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		x			

4.4 Facilities and equipment

Quantity, quality, media and IT equipment of teaching and group rooms

At five campuses of HSU, there are sufficient teaching rooms and group rooms with modern facilities and equipment to meet all ELS teaching, learning and research demands, such as air conditioners, loudspeakers, microphones, projectors and computers. Keeping in mind the special needs of the more vulnerable groups of students, separate bathrooms and barrier-free access are offered to students with disability in the city-centred campuses and these groups of students are well supported by the staff in other suburban campuses – Quang Trung campuses. Physical education and National defense education are learnt in the spacious sport grounds in the Quang Trung campuses. The investment in infrastructure has evidently resulted in the ELS students' satisfaction rate with the quality of classrooms and learning facilities maintained at a fairly stable level in the past three years as shown in the table below.

Hoa Sen University has one main campus and four campuses, all located in the center of Ho Chi Minh City, Vietnam.

- Nguyen Van Trang Main Campus
- Quang Trung 1 Campus
- Quang Trung 2 Campus
- Cao Thang Campus

- Thanh Thai Campus

Table 23: Functional Rooms

No	Room type	Quantity	Equipment
1	Classroom	234	Projectors, glass boards, microphones, amplifiers, recorders, cassettes, tables, chairs, power sockets, etc
2	Computer Lab	25	Tables, chairs, air conditioners, computers, cameras, glass boards, etc
3	iMac Computer Lab	3	Tables, chairs, air-conditions, iMac computers, cameras, glass boards, etc
4	Laboratory: - Environmental Lab - Chemistry and Biology Lab	2	
5	Laboratory: restaurant, hotel, graphic design lab, fashion design lab, etc	25	Computers, projectors, air-conditioners, cameras, glass boards, tables, chairs, etc
6	Interior design Lab	2	Cutting machines, saws, compressors, drills, scanners, tables, chairs, cabinets, etc
7	Multimedia classroom	2	Cameras, lights, speakers, microphones, etc
8	Multi-purpose gymnasium: gym, martial arts room, table tennis room	3	Table tennis tables, stopwatches, muscle gauges, rackets, etc
9	Auditorium	2	Projectors, screens, boards, microphones, amplifiers, recorders, cassettes, tables, chairs, etc
10	Library	3	Computers, desks, chairs, air conditioners, bookshelves, etc
11	Other functional rooms: offices, meeting rooms, medical rooms, basement, pantries, WC, etc	92	Air conditioners, tables, chairs, cabinets, shelves, printers, scanners, IP phones, etc

Total computers for usage: 1.055 computers. These computers are not only equipped in computer labs but also available in classrooms, student rooms, libraries and laptops for lecturers and staff.

The following measures are taken for people with disabilities
- Campuses' building fronts have no staircases for wheelchairs to easily get in.
- Toilets for the disabled on every floor of the buildings.

- The elevators travel to all floors. They also have the Braille code for people with vision impairment and handrails for wheelchair users.
- The security staff members on every campus are enthusiastic to provide help and support for the disabled.

Student Feedback on Facilities and IT infrastructure at HSU

	2018-2019	2019-2020	2020-2021
Feedback on Facilities	3.66	3.81	4
Feedback on IT	3.33	3.49	3.64

Access to the internet through laptops via WLAN is available, free of charge and stable for all staff, lecturers and students. LMS platform with clear guidelines for both lecturers and students has been used for over five years for blended learning and proved to be competent and effective over the last three years when the school turned to online teaching mode due to the Covid19 social distancing policy of the Government.

The quality of IT facilities is ensured through annual maintenance, upkeeping and upgrading of soft wares as required by the school. IT staff are always available at each campus, in person or online to assist students and lecturers as well as staff in a timely manner during and outside working hours for different activities and events. The hotline 11189 offers instant help for staff and students who are in need of technical support.

Access to literature

At HSU's libraries - one in Nguyen Van Trang campus and another in Quang Trung two campus, there are about 75,000 hard copies, 4,000 softcopies, over 50 selected open academic databases, and 25 local and foreign journals of different majors available, meet the needs of students and lecturers in their learning and teaching activities. Library service has been consistently rated as competent as evidenced by a mean score of about 3.6-3.7 out of 5 over the last three years.

Table 24: Feedback on Library Service at HSU

	2018-2019	2019-2020	2020-2021
Feedback on library service	3.7	3.68	4.18

These 898-m^2 libraries are spacious and well equipped with 45 networked computers, oversaw by a manager, 9 librarians and other student assistants who are ready to serve in-need customers from 7.30 to 18.00 at Quang Trung campus and 8.00 to 19.00 at Nguyen Van Trang campus during weekdays. Additionally, to better support the student body, library service remains open on Saturdays until 16.30. For even more added value, access to the library's electronic database is available via the library's website as well as the information centre for eLearning resources and

reference materials. Customers can send emails to the library to receive personal help for any relevant matter. New arrivals are promptly informed on a monthly basis by emails so that students and staff are kept in the loop about resources that have been added to the libraries.

Table 25: Budget for HSU Libraries in 2018-2021

AY	2018-2019	2019-2020	2020-2021
Budget (VND)	3,764,635,830	6,982,495,600	5,228,267,500

HSU Library also provides students, academics, and staff with access to more than 62 online databases whose details are presented in the table below.

Table 26: Access to Database via HSU's Library Website

	Database	Link on the library website
Institutional login required	- World Dissertations Library, - ProQuest Central, - Springer Link, - IEEE Explore Digital Library, - Database of Vietnamese Research Projects, - Sachweb.vn	(https://www.hoasen.edu.vn/thuvien/tai-nguyen/co-so-du-lieu-truc-tuyen/co-so-du-lieu-thuong-mai/).
Open access	- ArXiv - https://arxiv.org/ - ERIC - https://eric.ed.gov/ - The Social Science Research Network (SSRN) - https://www.ssrn.com/index.cfm/en/ - Sciendo - sciendo.com - OpenLearn by the Open University - https://www.open.edu/openlearn/free-courses/full-catalogue - Open Book Publishers - https://www.openbookpublishers.com/ - and more …	For full list of open access database, click here: https://www.hoasen.edu.vn/thuvien/tai-nguyen/co-so-du-lieu-truc-tuyen/

ELS students can find and download a wide variety of journal articles, book chapters, reports for their assignments and research projects. The instructions on how to log in and conduct a search are explicitly demonstrated by a video or annotated illustrations.

Appraisal:

Due to Covid-19 pandemic, the panel was not able to visit HSU on-site. Therefore, the panel was provided with a video of HSU's facilities. According to the panel, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the need of the study programmes.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The literature expressly required for the study programme is available in the library and also kept up to date. The panel **recommends** to expand access to international scientific databases like EBSCO and ScienceDirect and to digital libraries like JSTOR.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

Career counselling and placement service

Previously known as the Student Success Centre, Centre of Student Experience and Employment is in charge of career counselling and placement service for HSU students. The centre creates a bridge between enterprises and students through the following channels:

- Recruitment of Internships: Support institutional partners and businesses in recruiting interns.
- Job Recruitment: Support organisational partners and businesses in recruiting Hoa Sen students for contractual employment.
- School connection: Strengthening the cooperative relationship between enterprises and schools, especially in research and training cooperation.
- Support communication and image promotion to Hoa Sen students through business visits, seminars, meetings and chats.

The series of Career Skills Development workshops attracting hundreds of students on each occasion at the Job Fair Online 2022 is a clear indicator of how successful this activity has been. The %age of HSU students in general and of the ELS majors securing a job has been recorded at above 80 % for the last three years. Career Counselling Service at HSU has also been constantly improved, which is reflected through the increasing mean scores of student feedback on the service quality shown in the table below.

Table 27: The average of HSU Students

School years	Majors	The numbers of students	The number of students having a job			Rate
			of the major	relating to the major	not relating to the major	
2016-2017	the whole school	1220			800	71.8 %
	English majored	110			79	77.3 %
2017-2018	the whole school	1195			899	91.7 %
	English majored	93			67	94.4 %
2018-2019	the whole school	1878	788	479	221	89.0 %
	English majored	142	40	56	14	89.3 %
2019-2020	the whole school	1321	498	348	152	83.6 %
	English majored	130	29	47	21	82.3 %
2021-2022	the whole school	1247			955	85.9 %
	English majored	147			110	86.4 %

Table 28: Feedback on Career Counselling

	2018-2019	2019-2020	2020-2021
Feedback on career counselling	3.47	3.47	3.81

Alumni activities

With 30 years of establishment and development, HSU has had many generations of successful graduates in many fields. Hoa Sen Alumni Club was established with the goal of creating and cementing close connections between generations of Hoa Sen students as part of the institute's effort in realising the commitment towards building a flourishing, productive, and constructive community for all students, past and present, of HSU.

HSU Alumni Club's main function is to facilitate the networking of alumni with alumni, and alumni with current students. At the Club, students can receive useful recruitment information from alumni who are successful professionals in their field or even owners of enterprises. Additionally, sharing practical experience and knowledge through seminars and talks can also be a valuable experience and just the right motivation for students to make important decisions in their study plan. The sense of community in alumni and students is often strengthened through volunteering activities to serve the community.

By becoming a member of Hoa Sen Community of Alumni, students can connect with more than 16,000 other alumni, participate in diverse activities, gain worthwhile insights, receive priority to

make use of many utilities and services of the school to serve their career and develop their personal plan.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		

4.6 Financing of the study programme (Asterisk Criterion)

Hoa Sen is a self-funded University, with the largest share of its revenues coming from students' tuition fees (93 % in the academic year 2016-2017 and increased to 99.8 % in 2020-2021). Government grants for research projects and technology exchanges with other institutes account for the remaining one % of total revenue.

HSU is also a part of Nguyen Hoang Group (NHG), an international education service provider whose financial capacity is well-known and respected in the Vietnamese market. NHG's charter capital is recorded at VND 3,000 billion as of 2021. All programmes, including ELS, at HSU are guaranteed to be sufficiently funded for the entire accreditation period.

The regular tuition fee for new students will be fixed for the entire programme allowed in four years. After this time, if students have not finished their studies, they shall pay tuition fees, other fees and charges for the remaining credit hours at the rate announced in the year the invoices are issued. Moreover, to support students with financial difficulties, the University has implemented a policy to support students or their families with bank loans at 0 % interest rate for 12 months to pay for the tuition fees.

Different kinds of scholarships are offered to talented students or students in need and there has been prompt financial support for students during Covid 19 such as a school fee discount of 20 % in the 2nd semester of 2019-20 and 5 % discount in the 1st semester of 2020-21.

Appraisal:

The study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes and outcomes

Figure 1: Structure of Quality Assurance System at HSU

HSU has the mechanisms namely Regulations of quality assurance handbook and Regulations of stakeholders' survey and instruments in place for quality assurance. At University level, the Board of Presidents coordinates with Faculty and Office managers the primary functions which are to 'Implement the strategies, objectives, and policies of quality assurance, accreditation, classification, and University ranking activities; and build a quality culture within the University, and manage the academic curricula'. At programme level, the Programme Director is the main person responsible for the quality assurance activities.

In order to ensure the quality of the programme and the delivery of the learning outcomes, the Plan - Do - Check - Act procedure is exercised throughout all academic activities.

First, when developing, designing and updating the curriculum, the ELS programme follows the regulations and guidelines, which specify that Feedback from multiple stakeholders such as employers, alumni, students and lecturers should be collected, analysed, and thoroughly considered to serve as input for the entire process.

Second, in order to ensure the quality implementation of the programme, the Teaching Affairs Unit, under the Office of Academic Affairs (OAA), centrally monitors the teaching schedule. Course Coordinators work closely with their teaching team in the same course to make sure they deliver the learning outcomes. For courses with final exams, Course Coordinators are also responsible for moderating the formulation of the final exam papers with their teaching team to ensure the assessments are valid, before submitting to the Programme Director for approval and sending them to the Secretary for duplication. Rubrics, marking guides, Turnitin service, together with inter-rater assessment procedure are applied to students' written assignments and exam papers to ensure the reliability and validity of the assessment. More importantly, students, who are the direct monitors of the course implementation, can provide concerns or feedback to the course lecturers, the Programme Director, or the Board of Presidents.

Third, HSU's centralised mechanisms for evaluation and development are applied at both programme and course levels. At programme level, reports on graduations, enrolments, drop-outs, and postponements are run by the Academic Advising Unit and communicated to academic advisors semesterly so that they can contact the students in question to understand the situation and

provide advice for actions. Furthermore, feedback from key stakeholders such as new graduates and alumni on how the programme has prepared them for the demanding requirements of the labour market. At the course level, students' feedback is collected at the end of each semester. During the Covid-19 pandemic when courses shifted to online learning students were required to provide feedback after each class so that lecturers and IT staff could take immediate remedial measures for any issues arising.

Regarding the administrative support, a yearly survey is conducted to obtain students' and lecturers' opinions about the supporting services provided by different administrative offices Students'+ lecturers' survey results]. Other qualitative channels of feedback include annual conferences between the Board of Presidents and students, semesterly meetings with academic advisors, and direct feedback from HSU student mobile app, which ensures all voices are well heard and necessary actions are considered and implemented.

Survey results are accessible to the offices and faculties for due action. Examples of critical quality development activities undertaken at HSU for the past two years for continuous improvement and innovation in the Quality Assurance area include streamlining course registration procedure, upgrading the internet system, installing new projectors and other classroom facilities, creating HSU mobile app to receive and respond to students' feedback, assigning lecturers to work as academic advisors.

Evaluation by students

The following types of feedback are collected from ELS students in.

Table 29: Types of Students' Feedback

Name of feedback	Students' feedback on courses	Newly graduates' feedback	Students' feedback on supporting services	Students' feedback on on-line classes
When to collect	End of course	Upon graduation	April	During the second half of semester 2, 2020-2021 and entire semester 1, 2021-2022 of online learning
Frequency	semesterly	yearly	yearly	weekly

Purposes	Evaluate course effectiveness, i.e, course content and teacher attributes Enhance teaching and learning quality	Evaluate the adaptability of the academic programme to the needs of the labour market	Contribute to the quality enhancement of the University.	To take prompt actions when learning mode is shifted to online suddenly
Accessed by	-Course lecturers, -Programme Director, Dean	-Programme director, -Dean	OETQA reports to relevant offices and faculties	-Course lecturers -Office of Information Technology -OETQA

Table 30: Programme Survey Results of the ELS Newly Graduates

	Items with highest average % of agreement	2017	2018	2019	2020	2021	Average
1	Cooperative and team spirit as a factor helping students find jobs	4,26	4,18	4,35	4,32	4,46	4,31
2	Students have achieved teamwork skills	4,25	4,22	4,27	4,33	4,39	4,29
3	Classrooms and lecture halls have ensured the quality of sound and light.	4,24	4,27	4,21	4,32	4,21	4,25
	Items with lowest average % of agreement	2017	2018	2019	2020	2021	Average
1	Complaints of students are always resolved promptly and satisfactorily.	3,41	3,61	3,52	3,62	3,54	3,54
2	The academic advisor helps and assists students in study opportunities such as second majors, concentrations, exchange students, and others.	3,59	3,39	3,63	3,65	3,81	3,61
3	Students can easily contact academic advisors to consult on the academic programme.	3,74	3,50	3,65	3,74	3,77	3,68

ELS students appreciate teamwork skills and the quality of HSU facilities; however, the statistics also indicate some unsatisfactory indicators in the supporting services area, especially the consultation of the academic advisors. Appropriate actions have been taken to tackle these students' negative responses: these include the development of HSU student mobile app, the promulgation of the academic advising regulations in June 2021, the establishment of an Academic Advisor Unit under the Office of Academic Affairs OAA to ensure the University-wide consistent support quality, and Programme Directors coordinating their academic advising team and reporting to the faculty management.

In an ad hoc project conducted by the ELS Programme Director in late 2021 surveying current students' satisfaction with online learning and other supporting services in the pandemic context, the Academic Advising is found one of the most appreciated services by the current cohort with the highest evaluation in advisors' solid foundation of knowledge, and the usefulness of the advisor's advice (mean scores are 4.94 and 4.51 respectively). It can be concluded that student voices are well heard, and prompt actions are taken by all levels in response to students' concerns over the support services have been proven effective.


Evaluation by faculty

The ELS programme also carefully and thoroughly considers its academics' feedback on the development, design, implementation, and revision of the curriculum to ensure the delivery of a quality programme. All mechanisms of communication, such as whole staff meetings, course categories meetings, email exchanges and informal gatherings, are set up to facilitate the academics' proactive discussions and participation in all learning and teaching activities.

There are regular meetings for the whole teaching staff, including visiting lecturers, followed by discussion sessions moderated by Course Coordinators or among groups of course categories at the beginning of each semester to ensure timely adjustment and innovation of the course to better suit the needs of the students and the requirements for employability. Lecturers also discuss necessary course updates based on their evaluation of the previous semester's implementation of the course. This practice facilitates the sharing of teaching strategies among the teaching team, the discussions on areas for professional development, and channels teachers' voices to the faculty management.

The ELS programme also frequently collects the teaching team's feedback on the overall management, working environment and culture, recognition and assessment, facilities, community activities, and University policies in order to propose solutions or ideas to improve the overall academic environment at HSU.

Figure 2: The Overall Satisfaction Level of Service Quality by FILC Staff between 2017 - 2021

FILC Staff's satisfaction level of service quality
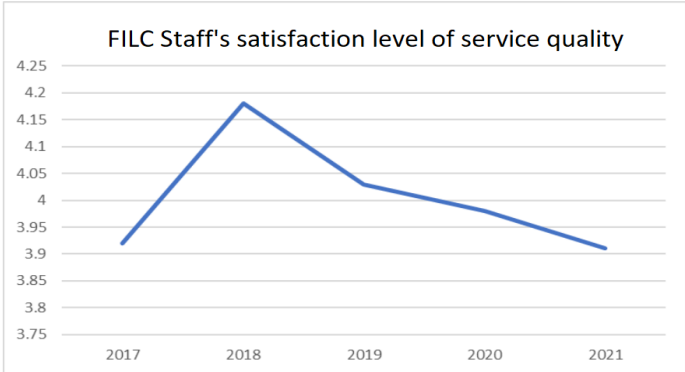
The following table shows the two areas which the academic staff are mostly unsatisfied with. They are salary and benefits, and conditions for research activities.

Table 31: Results of Staff's Survey on Service Quality between 2017 - 2021

	Items with lowest average % of agreement	2017	2018	2019	2020	2021	Average
1	You are satisfied with the policy on salary, bonus and other benefits.	3,67	4,24	3,04	3,09	3,00	3,41
2	Policies and regulations of the University encourage you to participate in scientific research activities.	n/a	n/a	n/a	3,68	3,13	3,41
3	You are given favourable conditions to do scientific research.	n/a	n/a	n/a	3,50	3,33	3,42
4	Your current salary reflects your qualifications and work/teaching experience.	3,67	3,68	3,20	3,23	3,33	3,42

The downward trend in the quality of staff services might be the temporary effects of all the changes in the operating mechanisms and policies since HSU became a member of Nguyen Hoang group (NHG) in 2018 because mega institutions like NHG take longer time to sync. Fortunately, HSU Labour Union, the representatives of all staff at the University, have proactively negotiated with the Board of Presidents and NHG to ensure the little impact on staff welfare.

External evaluation by alumni, employers and third parties

Alumni, employers, and experts are frequently surveyed for opinions and ideas about the curriculum, which serves as a means of evaluation for continuous updates to the programme and meeting the demands of the ever-changing labour market. These stakeholders' opinions about the delivery of the training programmes, the graduates' attributes and employability are periodically collected. Moreover, to make a firm decision on the 2022 curriculum updates, the ELS programme, in the alumni survey in 2019, collected information about graduates' employment status and to evaluate the marketability of the training programme. On the other hand, the enterprise survey was conducted to gain their views on the current recruitment needs and trends.

In addition to the aforementioned quality assurance tools, academics have been in regular contact with colleagues from other institutes, especially those working abroad, alumni and enterprises in their networks to update trends in professional fields and relevant industries for ideas to improve the curriculum. These informal channels prove valuable not only to the quality assurance assignment, but also to building and nourishing a thriving ELS community.

Programme description

The programme description, programme structure, courses, and sample study plan on a semester basis can be accessed externally from the University's website, the faculty's website, and a website dedicated to Student Recruitment by prospective students, parents and the wider public for their information and reference. Such information is frequently updated and prepared in both print and electronic versions, such as brochures, not only for student recruitment purposes but also for the interests of all interested stakeholders.

In addition to the external communication channels available to all publics, including the prospective, critical information about exam schedule, score release, news and announcements related to the learning programme are communicated internally to students and staff through student and staff portals respectively, which require logins. On these portals, students and staff can easily refer to their personal records, track their progress, submit requests, and perform other respective academic and professional functions. Students also have access to the Academic Advising Portal housed on Mlearning, the learning management system at HSU, for frequently asked questions (FAQs) related to their studies in the programme and conveniently contact their designated Academic Advisors for prompt and appropriate support.

The faculty, recently recognizing the necessity of having a student-run newsletter that captures and communicates key highlights of events, activities, tips and opportunities to the ELS students, has piloted a biweekly publication in an Implementation Project. Both staff and students celebrate the newsletter, creating a strong sense of community among staff and students in the faculty.

The instructions on how to access these channels for information and reference are explicitly demonstrated to Year one students on Orientation Day and recorded on the Academic Advising Portal for future reference.

Information on activities during the academic year

The Academic Calendar is published on and easily downloaded from the University website.

News, updates, and event schedule are regularly published, in addition to the University's official fan page on Facebook on the University's website to highlight the diverse academic, student, and industry-network activities happening at HSU to both internal and external publics, showcasing the dynamics of life at HSU.

On top of the regular updates posted on its owned media, HSU also does media relations to bring about PR effects, especially when the University launches new initiatives to enhance student and staff experience or showcases the organisational achievements and awards.

- https://voh.com.vn/giao-duc/truong-dai-hoc-hoa-sen-co-5-chuong-trinh-dao-tao-dat-chung-nhan-acbsp-lan-2-354417.html

- ELS programme is granted AUN-QA certificate - https://tuoitre.vn/chuan-aun-qa-duoc-nhieu-truong-dai-hoc-huong-den-20190818111505733.html

- https://thanhnien.vn/ra-mat-truyen-hinh-thuc-te-ve-tranh-bien-gen-z-the-he-dan-dau-post1075260.html

- https://tuoitre.vn/hsu-se-la-truong-dai-hoc-quoc-te-cho-nguoi-viet-20210716142019564.html

- https://giaoducthoidai.vn/giao-duc/truong-dh-hoa-sen-dat-chuan-4-sao-cua-to-chuc-danh-gia-xep-hang-qs-stars-BlbHDyuMR.html

During the student recruitment period, HSU joins other HEIs in HE Admission fairs and consultations on televisions or web streaming sessions organised by various major mainstream media such as Tuoi Tre, Thanh Nien, Giao Duc newspapers as well as provides support for Year 12 students taking the National High-school Examination.

HSU's community-based initiatives also attract attention from local major news media, which highlights the institution's position as a private University pioneering significant returns to the community.

- https://thanhthienmoitruong.com/hoat-dong/8/dai-viet-dong-hanh-cung-sinh-vien-dai-hoc-hoa-sen.html

- https://thanhnien.vn/truong-dai-hoc-hoa-sen-danh-40-ti-dong-hoc-bong-cho-nam-hoc-2022-2023-post1407631.html

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the calculation of student workload, the analysis on success rate, and graduate employment, as well as the profile of the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

In the discussions with the students and alumni, it was confirmed that regular evaluations take place to improve the study programmes.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the programme director and the faculty and provide input for the quality development process.

Quality control by the faculty is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g., course plan and exam regulations).

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			x		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			x		
5.3.2	Information on activities during the academic year			x		

Quality profile

HEI: Hoa Sen University, Vietnam

Bachelor / Master programme: Bachelor of Arts in English Language Studies

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	**Objectives**					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability")			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	**Admission**					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
3	**Contents, structure and didactical concept**					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2* Study and exam regulations (Asterisk Criterion)				X	
3.2.3* Feasibility of study workload (Asterisk Criterion)			X		
3.2.4 Equality of opportunity			X		
3.3 Didactical concept					
3.3.1* Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2* Course materials (Asterisk Criterion)			X		
3.3.3 Guest lecturers			X		
3.3.4 Lecturing tutors					X
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body			X		
3.4.3 Internationality of faculty			X		
3.4.4 Foreign language contents			X		
3.5* Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6* Skills for employment / Employability (Asterisk Criterion)		X			
4. Academic environment and framework conditions					
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)			X		
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		X			
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		