

# Decision of the FIBAA Accreditation and Certification Committee



9<sup>th</sup> Meeting on March 22, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	22/025
<b>Higher Education Institution:</b>	University of Social Sciences and Humanities - Vietnam National University
<b>Location:</b>	Ho Chi Minh City, Vietnam
<b>Study Programme:</b>	Bachelor of Arts in English Linguistics and Literature Bachelor of Arts in German Linguistics and Literature Bachelor of Arts in Oriental Studies
<b>Type of Accreditation:</b>	Initial accreditation

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

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 January 1, 2021, the study programmes are accredited with one condition.

Period of Accreditation: March 22, 2023 until March 21, 2028

The FIBAA Quality Seal is awarded.

### Condition:

The HEI uses special examination forms that aim at conducting autonomous research promoting students' abilities like crafting research questions, finding research designs, choosing research methods, and reviewing secondary sources.

*The FIBAA Accreditation and Certification Committee has specified the panel's recommended condition by replacing the word "further" with "special" (see panel's condition recommendation in chapter 3.1), as it is not necessarily the number of examination forms that is decisive, but the use of special examination forms that are specifically geared towards conducting autonomous research.*

Proof of meeting this condition is to be supplied by December 21, 2023.

**The condition is fulfilled.**

**The decision was made by the FIBAA Accreditation and Certification Committee on March 06, 2023**

## Assessment Report

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**Higher Education Institution:**

University of Social Sciences and Humanities -  
Vietnam National University, Ho Chi Minh City, Vietnam

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**Bachelor programmes:**

Bachelor of Arts in English Linguistics and Literature  
Bachelor of Arts in German Linguistics and Literature  
Bachelor of Arts in Oriental Studies

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**Qualification awarded on completion:**

Bachelor of Arts, B.A.

# General information on the study programme

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## **Brief description of the study programmes:**

1. The Bachelor of Arts in English Linguistics and Literature (henceforth: BAELL) equips its students with an advanced level of English proficiency after three and a half years of study time. It offers specialisations in English linguistics, English language teaching, translation and interpreting, and American and British culture and literature.
2. The Bachelor of Arts in German Linguistics and Literature (henceforth: BAGLL) is a four-year study programme offering specialisations in Teaching, Tourism and Office Administration. Career opportunities lie in the fields of economy and trade, as secretaries, language assistants, office workers, in the tourism sector as tour guides, and as German language teachers.
3. The Bachelor of Arts in Oriental Studies (henceforth: BAOS) is a four-year study programme offering specialisations in Australian, Arabic, Indonesian, Indian, Thai and Chinese Studies. Graduates acquire language proficiency and knowledge about the culture, politics, and economy of the chosen region. Career opportunities are in research, teaching, translation and interpreting, tourism, office administration, diplomacy, communication and media, and arts.

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## **Type of study programme:**

All study programmes are Bachelor programmes.

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## **Projected study time and number of ECTS credits assigned to the study programme:**

1. BAELL: Study time is 3.5 years (seven semesters) with a total of 211,5 ECTS credits (121 national credits).
2. BAGLL: Study time is 4 years (eight semesters) with a total of 237,5 ECTS credits (152 national credits).
3. BAOS: Study time is 4 years (eight semesters) with a total of 236 ECTS credits (121 national credits).

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## **Mode of study:**

All programmes are full-time.

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## **Didactic approach:**

All study programmes have obligatory class attendance.

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## **Scope (planned number of parallel classes) and enrolment capacity:**

1. BAELL: Seven parallel classes per enrolment with 35 students in each class.
2. BAGLL: Three parallel classes per enrolment with in total 75 students
3. BAOS: In total 145 students per intake which are divided to the different specialisations.

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## **Programme cycle starts in:**

All three study programmes start in October each year.

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**Initial start of the programme:**

1. BAELL: 1955
2. BAGLL: 1992
3. BAOS: 1992

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**Type of accreditation:**

For all programmes: initial accreditation

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# Procedure

A contract for the initial accreditation of the Bachelor of Arts in English Linguistics and Literature (B.A.), and the Bachelor of Arts in German Linguistics and Literature (B.A.), and the Bachelor of Arts in Oriental Studies (B.A.) was made between FIBAA and the University of Social Sciences and Humanities, Hoh Chi Min City, Vietnam on April 6, 2022. On July 5, 2022, the HEI submitted three self-evaluation reports, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Kristin Buehrig**

University of Hamburg, Germany

Professor of German Linguistics with a focus on German as a foreign and second language (German Linguistics, including German as a Foreign Language, German as a Second Language, Multilingualism, Contrastive Linguistics, Applied Linguistics)

**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))

**Prof. Dr. Doris Feldmann**

University of Erlangen-Nuremberg, Germany

Chair of English Studies, esp. Literature and Cultural Studies, Chair of English Literature and Culture

(English Studies, American Studies, English Literature and Cultural Studies)

**Elisa Knief**

University of Bremen, Germany

Student: English-Speaking Cultures & Hispanic Studies (B.A.)

(English/American Studies, English Literary Studies, Hispanic Studies)

**Cuong Nguyen, PhD**

Industrial University Ho Chi Minh City

Faculty of Commerce and Tourism

Lecturer/ Vice Dean of Faculty

(Business Administration, Entrepreneurship, Marketing, International Business Tourism)

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<sup>1</sup> The panel is presented in alphabetical order.

**Prof. Dr. Edwin Wieringa**

University of Cologne, Germany

Professor of Indonesian and Islamic Studies

(Indonesian Language and Literature, Southeast Asian Studies, Islamic Studies; Visiting Professorships in Japan, Indonesia, Singapore, Israel; Country Expertise Indonesia, Malaysia, Singapore)

**FIBAA project manager:**

Nina Rotermund

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 December, 12-14, 2022 via the video conferencing tool *Zoom*. 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 February 27, 2023. The statement on the report was given up on March 5, 2023. It has been taken into account in the report at hand.

## Summary

### For the Bachelor of Arts in English Linguistics and Literature

The Bachelor of Arts in English Linguistics and Literature offered by the University of Social Sciences and Humanities, Ho Chi Min City, Vietnam fulfils with one exception 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 March 22, 2023 and finishing on March 21, 2028, under condition. 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.

### For the Bachelor of Arts in German Linguistics and Literature

The Bachelor of Arts in German Linguistics and Literature offered by the University of Social Sciences and Humanities, Ho Chi Min City, Vietnam fulfils with one exception 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 March 22, 2023 and finishing on March 21, 2028, under condition. 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.

### For the Bachelor of Arts in Oriental Studies

The Bachelor of Arts in Oriental Studies offered by the University of Social Sciences and Humanities, Ho Chi Min City, Vietnam fulfils with one exception 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 March 22, 2023 and finishing on March 21, 2028, under condition. 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.

#### For all programmes:

The panel members identified need for improvement regarding the following aspect<sup>2</sup> *Examination and Final Thesis* (chapter 3.1) due to limited test formats that are mostly summative in character. They recommend the accreditation on condition of meeting the following requirement:

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

**Condition** (see chapter 3.1):

The HEI uses further examination forms that aim at conducting autonomous research promoting students' abilities like crafting research questions, finding research designs, choosing research methods, and reviewing secondary sources.

Proof of meeting this condition is to be submitted by November 21, 2023.

For all three study programmes

The panel members also identified several areas where all three programmes could be further developed. They recommend the HEI:

- to apply cultural studies approaches in the courses to enable students to convey transcultural knowledge and to deal with trans- and multicultural texts and situations (see chapter 3.1);
- to put more emphasis on training scientific work, in particular academic writing skills (see chapter 3.1);
- to update all the course descriptions with the recent literature to teach current contents in the respective courses (see chapter 3.3);
- to increase the employment of highly qualified lecturers with a doctoral degree (see chapter 4.1).

For the BAOS the panel members additionally recommend:

- to define its understanding of “the Orient” in its profile explicitly and clearly (see chapter 3.1).

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 programmes exceed the quality requirements.

All three programmes

- Cooperation with business enterprises and other organisations (see chapter 4.3)

The BAELL additionally:

- Positioning of the study programme on the job market for graduates (Employability) (see chapter 1.3)

The BAOS additionally:

- International contents and intercultural aspects (see chapter 3.4)

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



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## List of abbreviations

AUN-QA	Asian University Network – Qualification Assurance
ASEAN	Associations of Southeast Asian Nations
BAELL	Bachelor of Arts in English Linguistics and Literature
BAGLL	Bachelor of Arts in German Linguistics and Literature
BAOS	Bachelor of Arts in Oriental Studies
CEFR	Common European Framework of Reference for Language
CP	Credit point(s)
EF	English Faculty
ERC	English Resources Centre
FGLL	Faculty of German Linguistics and Literature
FOS	Faculty of Oriental Studies
GPA	Grade Point Average
PRC	People’s Republic of China
TICA	Thailand International Cooperation Agency
USSH	University of Social Sciences and Humanities
VNU-CEA	Vietnam National University Center for Education Accreditation
VNUHCMC	Vietnam National University – Ho Chi Minh City
VQF	Vietnamese Qualifications Framework

# Information

## Information on the Institution

The University of Social Sciences and Humanities (USSH) belongs to the Vietnam National University – Ho Chi Minh City (VNUHCMC), which is a public university with two campuses. Its leading educational philosophy is “Whole Person - Liberal and Multicultural Education”.

The VNUHCMC originates from the former Saigon University that was founded in 1949 and whose Faculty of Letters and Faculty of Sciences were the predecessors of the University of Social Sciences and Humanities and the University of Sciences. In 1977, two years after Vietnam’s liberation, the Faculty of Letters and Faculty of Sciences were merged into Ho Chi Minh City University. In 1996, this HEI was divided again into the currently known USSH and the University of Sciences.

Currently, the USSH has 946 lecturers and staff. Lecturers are professors, associate professors, doctors and master's degree holders. In 2021, the USSH had more than 16,000 students enrolled in 34 undergraduate programmes, 32 graduate programmes, and 16 doctoral programmes.<sup>3</sup> USSH has more than 250 international partner universities and institutions which offer opportunities for short-term and long-term exchange programmes for students and lecturers.

Ten of the programmes have been evaluated by the ASEAN University Network and achieved quality standards according to their quality assurance (AUN-QA). Among them are the BA and MSc in Vietnamese Studies, BA in English Linguistics and Literature, BA in Literature, BA in Social Work, BA in History, and BA in Education. In 2016, the USSH fulfilled the requirements of the Vietnam National University Center for Education Accreditation (VNU-CEA) and was awarded national accreditation. According to the latest QS World University Rankings, VNUHCM is the only university in Vietnam to be ranked 251-300 for Modern Languages in 2022.<sup>4</sup>

## Further development of the programmes

### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The English Faculty (EF) used to belong to the Foreign Language Department of the Faculty of Letters established in 1949. In 1955, the Department of English was founded and in 1996, it was integrated into the University of Social Sciences and Humanities (USSH), where the Department was renamed to Faculty of English Linguistics and Literature.

The English Faculty envisions to be a leading learner-centred and research faculty nurturing competent life-long learners and global citizens. For that matter, the curriculum focuses on knowledge transfer and professional competencies that are also transferable to the future employment of the graduates. The EF understands personal and professional excellence, educational flexibility, the aspiration of being among the best faculties, integrity and responsibility as their main values.

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<sup>3</sup> See BAGLL self-evaluation report p. 8.

<sup>4</sup> See BAOS self-evaluation report p. 5; see also BAELL self-evaluation report pp. 7 and 13.

Students can specialise in three fields, namely English Linguistics & Language Teaching, English Translation & Interpreting, and American-British Literature & Culture.

**Figure 1 The organizational structure of the English Faculty**

- **Department of English Language Proficiency (DELP)** offers courses in language skills and other foundational courses, mostly for year 1 and year 2.
- **Department of English Translation and Interpreting (DETI)** offers courses such as theories of translation, translation and interpreting techniques and practice.
- **Department of English Linguistics (DEL)** offers courses in theories of English linguistics and application of the acquired knowledge in teaching, translation and interpretation, among others.
- **Department of American culture and literature and British culture and literature (DABCAL)** offers courses in British Literature, American Literature, British culture, American studies as well as supporting courses.
- **Department of English Language Teaching (DELT)** offers courses in the theory and practice of teaching and learning, such as teaching methodology, teaching practice, materials for language teaching, and approaches to language teaching.

**Table 1 Statistical data of the BAELL**

		Cohort 2016- 2020	Cohort 2017- 2021	Cohort 2018-2022	Cohort 2019- 2023	Cohort 2020-2024	Cohort 2021- 2025
<b>Study Places offered by HEI</b>		270	270	270	270	270	270
<b>Applicants</b>	$\Sigma$	2444	7266	4777	6647	5633	6435
	f	1711	5449	3344	4835	3943	4826
	m	733	1817	1433	1812	1690	1609
<b>Application rate</b>		905,2%	2691,1 %	1769,3%	2461,9%	2086,3%	2383,3 %
<b>First-Year Students</b>	$\Sigma$	269	298	333	398	406	430
	f	219	254	248	300	294	337
	m	50	44	85	98	112	93
<b>Rate of female students</b>		81,4%	85,2%	74,5%	75,4%	72,4%	78,4%
<b>Foreign Students</b>	$\Sigma$	2	1	0	0	0	0
	f	1	0	0	0	0	0
	m	1	1	0	0	0	0
<b>Rate of foreign students</b>		0,74%	0,34%	0	0	0	0
<b>Percentage of occupied study places</b>		99,6%	110,4 %	123,3%	147,4%	150,4%	159,3 %
<b>Graduates</b>	$\Sigma$	163	142	0	0	0	0
	f	110	96	0	0	0	0
	m	53	46	0	0	0	0
<b>Success rate</b>		62,5%	52,4%	In progress	In progress	In progress	In progress
<b>Dropout students</b>		8	27	11	14	7	5
<b>Dropout rate</b>		2,97%	9,06%	3,3%	3,52%	1,72%	1,16%
<b>Average duration of study</b>		4 years	3.5 years	3.5 years	3.5 years	3.5 years	3.5 years

As the statistics reveal, the number of applicants highly outnumber the 270 study places available. The University still accepts more students than study places offered. With more than 70 percent, there are far more female students than male students enrolled in the BAELL. The success rate from the two cohorts that have graduated so far is between 52 and 62 percent. In the cohort of 2017 to 2021, the dropout rate was about nine percent which is more than in the cohort before (three percent) and the cohorts afterwards (around three percent as well). The average study time is seven to eight semesters.


### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The original German Department was established in 1992 with around 50 students at the beginning. Due to its continuous growth in students and faculty staff, the German Department became the Faculty of German Linguistics and Literature (FGLL) in 2002. It focuses on language training and on professional training in the specialisations Tourism, Office Administration and Teaching. The tourism specialisation was introduced in 2005, the administrative focus became an official specialisation in 2021 since many graduates work for German-related agencies, institutions and businesses.

The average study time is around five years, which is longer than the estimated time of four years. As reasons the FGLL states that many students struggle with the high language requirements of achieving a German language proficiency of the level C1 according to the Common European Framework of Reference for Language (CEFR).

With regard to the statistical data, the BAGLL has more applicants than study places available. Since 2019, the FGLL has been offering 75 places which 200 to 800 students applied for. Because of the high application rate, the FGLL accepts more students than study places offered. In 2019, they admitted 84 students, and in 2020, they admitted 96 students. In 2021, 100 students enrolled to study the BAGLL. Without exception, female students outnumber male students.

Table 2 Statistical data of the BAGLL

		Statistical Data						 FIBAA
Study Programme: Bachelor								
		2015	2016	2017	2018	2019	2020	2021
		1. Cohort	2. Cohort	3. Cohort	4. Cohort	5. Cohort	6. Cohort	7. Cohort
# Study Places: chỉ tiêu		50	70	80	80	75	75	75
# Applicants: số lượng đăng ký nguyện vọng	∑	186	160	604	179	219	479	871
	f							
	m							
Application rate: tỷ lệ chọi		372,00%	228,57%	755,00%	223,75%	292,00%	638,67%	1161,33%
# First-Year Student: số lượng SV năm 1	∑	49	62	74	82	84	96	100
	f	44	45	61	69	72	86	79
	m	5	17	13	13	12	10	21
Rate of female students: tỷ lệ SV nữ		0,90	0,73	0,82	0,84	0,86	0,90	0,79
# Foreign Students	∑	0	0	0	0	0	0	0
	f	0	0	0	0	0	0	0
	m	0	0	0	0	0	0	0
Rate of foreign students		0	0	0	0	0	0	0
Percentage of occupied study places: tỷ lệ SV nhập học so với chỉ tiêu		98,00%	88,57%	92,50%	102,50%	112,00%	128,00%	133,33%
# Graduates: số lượng SV tốt nghiệp	∑	20	21	7	0	0	0	0
	f	21	17	6				
	m	0	4	1				
Success rate		40,82%	33,87%	9,46%	0,00%	0,00%	0,00%	0,00%
Not yet finished: Đang học	∑	1	14	30	62	61	83	91
	f	1	11	25	56	56	74	73
	m	0	3	5	6	5	9	18
		2,04%	22,58%	40,54%	75,61%	72,62%	86,46%	91,00%
Dropout rate: nghỉ học luôn		57,14%	43,55%	50,00%	24,39%	27,38%	13,54%	9,00%
Average duration of study (months)		57,05	58,19	52,29				
Average grade of final degree (/10)		7,32	7,18	7,41				

update date: 09.05.2022

The success rate is less than 50 percent. In 2015, the dropout rate was noticeably high with 57 percent. Asked about this development during the online conference, the FGLL explained that many students do not achieve the required language proficiency of level C1 (CERF) so that their study time is prolonged or they switch majors or even drop out. As mentioned above, in context with the high language requirements, the FGLL is aware that the average study time is longer than the estimated time of four years.

So far, there were no international students enrolled to study German Language and Linguistics. The FGLL explained that many Vietnamese students enroll at the FGLL to improve their opportunities to go to Germany for work.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The Faculty of Oriental Studies (FOS) originates from the Department of Asian Studies that was founded in 1992. It offered three specialisations: East Asian Studies, including Japanese, Chinese and Korean Studies; Southeast Asian Studies, including Indonesian and Thai Studies; and South Asian-Australian Studies and Pacific Studies. In 1994, the Department of Asian Studies was renamed to the Faculty of Oriental Studies, which was incorporated in the Ho Chi Minh City University.

The FOS has now six departments:

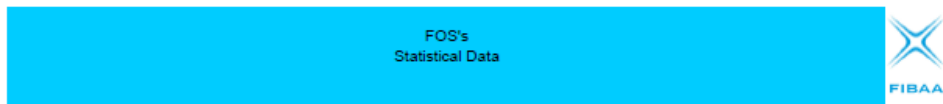
- Department of Australian Studies
- Department of Arabic Studies
- Department of Indonesian Studies
- Department of Indian Studies
- Department of Thai Studies
- Department of Chinese Studies

As can be seen in the statistical data below, the FOS has admitted all applicants in recent intakes. Applications increased steadily from 130 applications in 2016 to 218 applications in 2021. Like in the BAGLL, female students outnumber male students. There are no international students enrolled at the BAOS, which is similar to the other two faculties. The average study time is four years. The drop-out rate ranges from three to twelve percent.

With regard to the study time regulation, the BAOS is estimated to be finished after four years. According to the FOS, over 80-85 percent of the FOS's students can graduate within the estimated four years. About 15-20 percent of the students whose specialisation is Indonesian Studies, Indian Studies, or Arabic Studies graduate after more than four years.



Table 3 Statistical data of the BAOS



Study Programmes: BA IN ORIENTAL STUDIES

	1. Cohort 2016-2020	2. Cohort 2017-2021	3. Cohort 2018-2022	4. Cohort 2019-2023	5. Cohort 2020-2024	6. Cohort 2021-2025
# Study Places offered by HEI	140	140	140	140	155	165
# Applicants	Σ	0	0	0	0	0
	f					
	m					
Application rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
# First-Year Students (accepted applicants)	Σ	130	145	135	163	223
	f	118	132	120	148	197
	m	12	13	15	17	26
Rate of female students	0,907692308	0,910344828	0,888888889	0,895705521	0,883408072	0,830275229
# Foreign Students	Σ	0	0	0	0	0
	f					
	m					
Rate of foreign students	0	0	0	0	0	0
Percentage of occupied study places	92,86%	103,57%	96,43%	116,43%	143,87%	132,12%
# Graduates	Σ	123	86			
	f	108	80			
	m	5	6			
Success rate (students who finished their studies)	94%	59% (In progress)	In progress	In progress	In progress	In progress
Dropout rate (students who dropped their studies)	3.84%	8%	12%	7%	1%	2%
Average duration of study	4 years	4 years	4 years	4 years	4 years	4 years
Average grade of final degree						

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1. Objectives of the study programme (Asterisk Criterion)

#### For all three study programmes

The objectives of the three study programmes are individually determined. However, their objectives, learning outcomes and curricula are aligned with the Vietnamese Qualifications Framework (VQF) and the University's vision and mission.<sup>5</sup>

For instance, the VNUHCMC defined competencies graduates are expected to have achieved at the end of their study time. To identify those skills, they have taken the expectations of employers into account. The learning outcomes are reviewed periodically by the USSH and the faculties adjust them to new developments. The review process also considers the surveys of alumni and employers.

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The core objective of the BAELL is to equip the students with a high level of English language proficiency, in-depth knowledge in the respective specialisations and the ability of life-long learning, as the English Faculty (EF) representatives emphasized during the online conference. Graduates can work as teachers, interpreters, in fields related to communication and culture.

The EF has determined six learning outcomes for the study programme which undergo review every two years by the Academic Council of the EF:

**Table 4 Learning outcomes of the BAELL**

<ul style="list-style-type: none"><li>• PLO1: developing students' proficiency in the English language (up to the CEFR's C1 level);</li><li>• PLO2 : building knowledge and skills in English linguistics, English language teaching, American-British culture and literature, and translation and interpreting;</li><li>• PLO3: building technology, communication and collaboration skills;</li><li>• PLO4: developing creativity, problem solving and critical thinking skills;</li><li>• PLO5: generalizing standards of professional conduct;</li><li>• PLO6: demonstrating positive attitudes towards life-long learning and social responsibility.</li></ul>
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#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

In the backdrop of a long-standing and close cooperation between Vietnam and the former German Democratic Republic, the job market has been looking for qualified German-speaking employees

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<sup>5</sup> See BAELL self-evaluation report p. 6; see BAGLL self-evaluation report pp. 12-13; see BAOS self-evaluation report p. 12, and also "Decision on Approval for Vietnamese Qualifications Framework by the Prime Minister", October 18, 2016.

ever since. The specialisations reflect the trends on the job market and are offered in Teaching German as a Foreign Language, Office Administration and Tourism.

After graduation, student shall have achieved a German proficiency level of C1 (CERF) and should have deepened their knowledge in the chosen specialisation, and acquired the relevant professional skills. The development of their personality with respect to critical thinking, life-long learning and intercultural competence is another objective of the BAGLL. The Faculty of German Linguistics and Literature (FGLL) has defined its learning outcomes as listed in the table below:

**Table 5 Learning outcomes of the BAGLL**

PLO	Description
PLO 1	Be able to explain and assess and interpret aspects and questions of history, civilisation, philosophy, politics and cognitive sciences.
PLO 2	Be able to describe, explain and interpret linguistic and cultural aspects of the German-speaking countries.
PLO 3	Be able to evaluate, systematize and apply interdisciplinary and professional knowledge in professional tasks in the fields of teaching German as a foreign language, office administration or vocation in tourism.
PLO 4	Be able to identify and set up and implement suitable solutions in the fields of teaching German as a foreign language, office administration or vocation in tourism.
PLO 5	Be able to identify and optimize one's strengths and weaknesses in the professional context and select appropriate measures for personal development.
PLO 6	Be able to recognize and assess lifelong learning as an integral part of working life and transfer it to one's career.
PLO 7	Be able to recognize and assess responsibility, honesty and other ethical dimensions in work contexts and transfer them to one's situation.
PLO 8	Be able to identify one's role in a team and modify it with respect to the common goal.
PLO 9	Be able to recognize, assess and respond adequately to intercultural differences in dealing with other cultures, especially with German-speaking countries.
PLO 10	Be able to apply language skills in the foreign language German in the fields of teaching German as a foreign language, office administration or vocation in tourism at level C1 according to the criteria of the European Framework of Reference.
PLO 11	Be able to effectively use professional skills for managing job-specific tasks in the fields of teaching German as a foreign language, office administration or vocation in tourism.
PLO 12	Be able to analyze, differentiate and assess job-specific suggestions for optimizing work processes in the fields of teaching German as a foreign language, office administration or vocation in tourism.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The Faculty of Oriental Studies (FOS) offers training and research on six "Oriental" countries, their languages, culture, history, politics and economics. The language proficiency requirement for students of the BAOS is the level B1 (CERF) before their graduation.

The aim is to enable the graduates to find employment in the fields of research, teaching, translation and interpretation, tourism, office administration, diplomacy, communication and media, and arts. Their employers can be institutes, universities, governmental and non-governmental organisations, and enterprises, non-profit organisations in the South of Vietnam and beyond.

The FOS defined the learning outcomes with regard to knowledge, skills and attitudes as the table below highlights:

**Table 6 Learning outcomes of the BAOS**

No.	Learning outcomes
<b>1</b>	<b>Knowledge</b>
PLO 1.1	Applying basic knowledge of social sciences and humanities as well as about Vietnam to professional fields (such as research, teaching, translation, interpreting, tourism, etc.).
PLO 1.2	Applying knowledge of regional studies as well as interdisciplinary research methods in study, specialized research and practical application in professional fields (such as research, teaching, translation, interpreting, tourism, etc.).
PLO 1.3	Applying knowledge about country studies and the world, and interdisciplinary research methods in study, specialized research and practical application in professional fields (such as research, teaching, translation, interpreting, tourism, etc.).
<b>2</b>	<b>Skills</b>
PLO 2.1	Possessing critical and creative thinking and problem-solving ability.
PLO 2.2	Exhibiting effective communication, cooperation, integration, and teamwork skills in multicultural settings.
PLO 2.3	Demonstrating language proficiency in communication, research, academic pursuit, and careers; and obtaining a professional qualification sufficient to operate and work in the professional fields effectively.
PLO 2.4	Having the ability to apply information technology in self-study.
<b>3</b>	<b>Attitudes</b>
PLO 3.1	Demonstrating professional ethics, civic responsibility, social responsibility and responsibility to professional organizations.
PLO 3.2	Having a sense of respect for cultural differences.
PLO 3.3.	Practising lifelong learning to accumulate more knowledge and experience to improve professional qualifications through higher education at home or abroad.

## Appraisal:

### For all three study programmes

The panel is impressed by the multifunctional set-up of the three study programmes. Their focus is on the employability of the students and a high proficiency of the languages. The panel considers the objectives of the three programmes to be clear and aligned to the target groups. The objectives also take the expectations of the professional field into account. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific qualification objectives and skills that shall be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

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

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

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

As mentioned in the chapter *Information on the Institution* above, the USSH strives to become a leading research-oriented institution in Vietnam and to be competitive on the international market. The EF supports this vision and actively participates in the Asian University Network – Qualification Assurance (AUN-QA) from which it received accreditation for its BAELL in 2013. Besides this participation, the EF has set up partnerships with international universities and institutions such as the US Consulate General, Benedictine University (US), Macquarie University (Australia), De La Salle University-Manila (Philippines).

Moreover, the EF intends to align its curriculum with international standards. That is why it organises international conferences to enable its lecturers to exchange with international colleagues and to increase its reputation internationally.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

At the FGLL, lecturers and language assistants sent by the German Academic Exchange Service support the language teaching. Extracurricular activities also have an international component, such as the International German Camp organised by the German Teachers Association in Vietnam, the German Day and the Austrian Day held every two years.

**Table 7 Extracurricular activities with international orientation at the FGLL**

No.	Extra-curricular activities with international orientations	Number of attendants from FGLL	since
1	International German Camp	51 students	2013
2	Summer Course at a German University	5 students and 3 lectures	2012
3	German Day	> 200	2012
4	Austrian Days in HCMC	> 30	2009

Moreover, international cooperation is regarded as a key step to provide an international learning environment for the students. Foreign partners that also offer students to study abroad are listed below:

**Table 8 International cooperation of the FGLL**

No.	Partner	Form of cooperation	Since	Number of attendants from FGLL
1	University Khon Kaen, Thailand	Students' exchange (2-3 weeks)	2015	12
2	University Bielefeld, Germany	Students' exchange (one semester)	2015	8
3	University of Applied Science Konstanz, Germany	Double degree 3+2	2016	10
4	University Dortmund	Erasmus+: Students' and academic staffs' exchange	2019	1
5	University Wan Tao, Taiwan	Students' exchange	planned for 2023	0

#### For the Bachelor of Arts in Oriental Studies (BAOS)

At the FOS, internationality is represented by the six specialisations the programme offers. Moreover, the curriculum contains courses that have an international orientation, such as “Regional and international organizations”, “ASEAN”, “Economy of Asia-Pacific”, and “History of Southeast Asia”. Course materials are provided in the foreign language of the regional specialisation as well.

Student exchanges or internships with cooperation partners abroad are possible, for instance Chinese Studies students can pursue studies in Yunnan; Thai Studies students in Thailand; and Indian Studies students in Cambodia. Students and faculty members can participate in international conferences and seminars. Besides that, international guest lecturers are invited to present their research at the FOS.

## Appraisal:

With regard to the international orientation, the panel finds that the three study programmes are designed in an adequate way preparing the students for work in an international environment. Overall, the panel welcomes that the HEI seeks international accreditation which will be a benefit to attract international students.

	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)			BAELL/ BAGLL BAOS		

### 1.3. Positioning of the study programme

#### For all programmes

During the online conference, the panel learned that Ho Chi Minh City is a hub for international businesses, which facilitates it for the faculties to set up connections to the local business sector and to support the students to find an employment after graduation.

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

With regard to the position in the educational market, the BAELL benefits from the influential position of the USSH as one of the top HEIs in the South of Vietnam.<sup>6</sup> The BAELL's accreditation by the AUN-QA in 2013 also illustrates the prestigious position of the study programme. In addition, the BAELL offers a wide range of opportunities with regard to learning, networking and working.

With regard to the positioning in the job market, the BAELL's specialisations (English Linguistics and Teaching, Translation and Interpreting, and American-British Literature and Culture) prepare students to find a job after graduation. The EF points out that the jobs graduates take up are not limited to the fields of the specialisations. Therefore, the EF analysed the market situation to adjust the elective courses to meet the demands of the market, such as Business English, English for the Office, and English for Tourism, Event Organization, Administrative Skills and IT, teamwork, organizational and cognitive skills.<sup>7</sup> During the online conference, the panel learned that third-year students have already found jobs as teaching assistants and were able to work part-time due to rising demands on the job market.

The EF intends to have a distinctive, autonomous position in the USSH with its own specific strategic planning that reflects upon the mission and vision of USSH and VNU-HCM. The alignment of the visions and missions is summarised in the figure below:

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<sup>6</sup> See BAELL self-evaluation report p. 14.

<sup>7</sup> See BAELL self-evaluation report pp. 18-19.



**Figure 2 Alignment of EF's mission and vision with the VNUHCM and USSH**

	VNU-HCM	USSH	EF
1. <b>Vision</b>	<i>VNU-HCM aims to build a top university system in Asia, a Vietnamese hub where science, technology, culture and knowledge converge.</i>	<i>USSH aims to become a research university in the VNU-HCM system, one of the top universities in the field of social sciences and humanities in Asia.</i>	<i>EF aims to become a leading learner-centered and research faculty building up competent life-long learners and global citizens.</i>
2. <b>Mission</b>	<ul style="list-style-type: none"> <li>- <i>VNU-HCM is a gathering place for talented lecturers and students to train high quality human resources and yield important scientific research outputs.</i></li> <li>- <i>VNU-HCM is a pioneer in innovation, making an important contribution to the country development and social progress promotion.</i></li> <li>- <i>VNU-HCM is run and operated in a system with an autonomous mechanism and accountable to society, building an environment of scientific creativity and academic freedom in a model university urban area.</i></li> </ul>	<p><i>USSH's missions are</i></p> <ul style="list-style-type: none"> <li>- <i>To train highly qualified, high-quality human resources, producing typical scientific research on social sciences and humanities</i></li> <li>- <i>To make strategic contributions to the economic, cultural and social development of the country</i></li> <li>- <i>To take the lead in building an academically liberal university environment in social sciences and humanities.</i></li> </ul>	<p><i>EF has two missions</i></p> <ul style="list-style-type: none"> <li>- <i>To provide learners with a solid foundation of knowledge and skills needed for their future employment, further studies and research into the areas of English language teaching, translation and interpreting, literature, cultural studies and related fields</i></li> <li>- <i>To provide learners with essential intellectual and transferable skills needed for life-long learning, meeting their workplace requirements and Vietnam's international integration</i></li> </ul>

**For the Bachelor of Arts in in German Linguistics and Literature (BAGLL)**

The FGLL is the only study programme in South Vietnam that offers German at the undergraduate level.<sup>8</sup> Its three specialisations can be seen as a unique selling point. Students can graduate with a clear professional profile. The high language requirements are also unique in Vietnam and stand for the quality the Faculty intends to provide.

With regard to the job market, Germany and Vietnam have become strategic partners. In Ho Chi Minh City, there are more than 330 different German companies as well as institutions. Therefore, language proficiency is of enormous benefit on the job market. Moreover, the graduates of the FGLL can work in Germany as skilled labour force. Besides that, in the field of tourism, German speaking tour guides are constantly needed because Vietnam is a popular destination for German tourists.

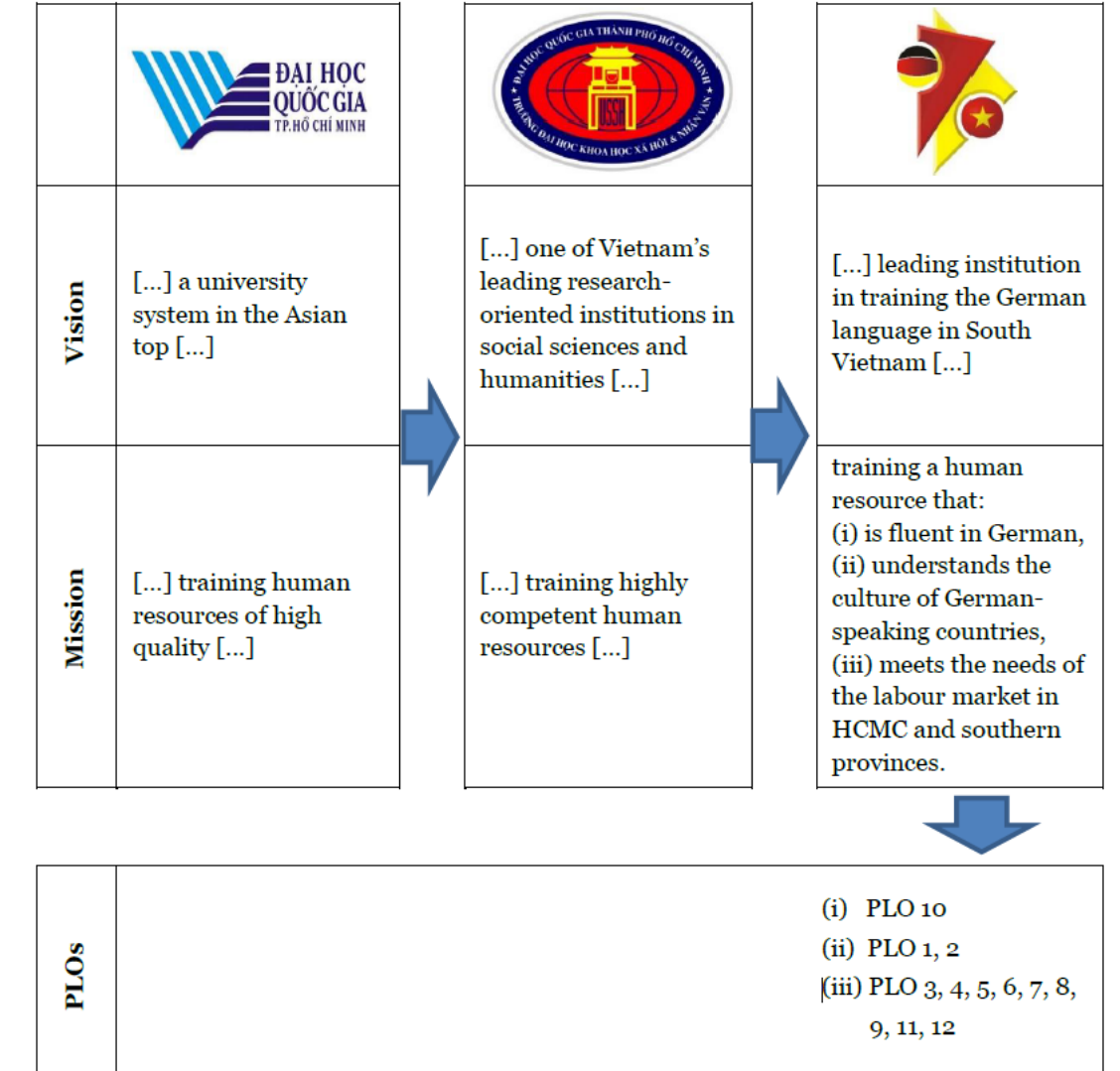
In the surveys the FGLL conducted in 2017, more than 30 percent of its graduates found a job just right after graduation, more than 80 percent found employment within three months after

<sup>8</sup> See BAGLL self-evaluation report p.15.

graduation, and 90 percent work within fields of their specialisation.<sup>9</sup> The feedback of the employers was also very positive. About 80 percent of the employers who participated in a survey in 2021 were satisfied with the knowledge and skills of their newly employed graduates. Many alumni found jobs in German agencies and institutions in Ho Chi Minh City: German General Consulate (4 alumni), the Vietnamese-German University (4 alumni), Goethe Institute (more than 10 alumni), Chamber of Commerce (2 alumni), German Academic Exchange Service (2 alumni), Mercedes Benz (1 alumnus/alumna), and Bosch (1 alumnus/alumna).

As mentioned in chapter 1.1, the FGLL has defined twelve learning outcomes that find response in the mission and vision of both the VNUHCM and USSH. This is illustrated in the table below. Since the USSH names the effective promotion of quality assurance activities to meet national and international standards as one of its objectives to be achieved until 2025, the FGLL considers the accreditation by FIBAA to be a key step towards the USSH’s internationalisation.

**Figure 3 Alignment of FGLL's mission and vision with the VNUHCM and USSH**



<sup>9</sup> See BAGLL self-evaluation report p. 16.

### For the Bachelor of Arts in Oriental Studies (BAOS)

With regard to the educational and occupational market, the BAOS' specialisations take the global political development into account and enjoy a prestigious reputation. For example, the FOS is the only faculty offering Arabic Studies in Vietnam.<sup>10</sup> With regard to the increasing importance of the Association of South East Asian Nations (ASEAN), Indonesian Studies and Thai Studies were separated from the umbrella department of Southeast Asian Studies. The FOS is the only institution offering Indonesian Studies in South Vietnam. Besides that, the Department of Thai Studies has a strong relationship with the Royal Thai Consulate General in Ho Chi Minh City and the Thailand International Cooperation Agency (TICA). Both departments consider the needs of the market to train their students. The Department of Chinese Studies also has a focus on the practical training of the students, who gain knowledge in Chinese language, culture and society.

Graduates of the Oriental Studies study programme have a wide range of career options. Future employment can be in the fields of teaching, research, office administration, businesses, services, and media. To satisfy the employer's demands, students receive training in presentation, communication and teamwork skills. The FOS conducts surveys and collects the opinions of stakeholders, including managers, lecturers, students, alumni, educational experts and employers about expected outcomes after graduating.

Related survey results show that 13.8 percent of the graduates found a job in training-research, 41.2 percent in business, 5.95 percent in mass communication, 26 percent in services, and the remaining working in many other fields such as finance, construction, real estate, translation, industrial projects, publication, law, and banking.<sup>11</sup>

With regard to the positioning of the BAOS in the overall strategic concept of USSH, the FOS is consistent with the USSH's strategy and stands for a faculty with an interdisciplinary approach and international orientation.

## Appraisal:

### For all study programmes concerning the positioning in the educational market

The reasons given for the positioning of each of the study programme in the educational market are plausible and the programmes benefit from their location in Ho Chi Minh City. However, against this backdrop, the panel is critical about the research orientation of the three study programmes because scientific working does not seem to be in the centre of attention.

### For the Bachelor of Arts in English Linguistics and Literature concerning the positioning on the job market

The panel is impressed with the job opportunities for third-year students before their graduation. They consider this to be a sign of a thorough analysis of the job market for graduates and of an effective integration of the results in the study programme.

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<sup>10</sup> See BAOS self-evaluation report p. 14.

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For the Bachelor of Arts in German Linguistics and Literature (BAGLL) and Bachelor of Arts in Oriental Studies (BAOS) concerning the positioning on the job market

For the BAGLL and the BAOS, the panel finds that 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 students usually first finish their studies and then start working.

For all three study programmes concerning the positioning within the HEI's overall strategic concept

The panel finds for all three study programmes that they are convincingly integrated into the HEI's overall strategic concept. Their 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			BAELL/ BAGLL/ BAOS		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		BAELL	BAGLL/ BAOS		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			BAELL/ BAGLL/ BAOS		

## 2. Admission

### Admission requirements

#### For all three study programmes

The admission procedure is organized top-down under the guidance of the Ministry of Education and Training (MOET). The Ministry determines the general admission requirements which are implemented in the admission methods and quotas defined by VNUHCM and USSH. USSH has set up an admission committee which regulates the specific requirements for its faculties.

In 2015, the MOET has revised the admission procedure from the traditionally separated high school graduation and university entrance exams towards the national high school exam.

Combined with the HEI's admission conditions and criteria, there are five admission methods applied in all three faculties:

1. Admission based on national high school graduation exam results as per regulations of the MOET. The MOET names a group of academic subjects required for enrolment. In addition, each study programme has a code which the required subject group is assigned to.
2. Prioritised admission and direct admission based on regulations of the MOET;
3. Prioritised admission in accordance with the specific regulations of VNUHCM;
4. Admission based on the results of specific exams, such as the VNUHCM competency tests that was introduced in 2018; and
5. Admission based on high school academic transcripts for candidates graduating from foreign/overseas high school programmes.

### Counselling for prospective students

#### For all three study programmes

Prospective students can ask for counselling at the University and the faculty level. At USSH, the Office of Undergraduate Affairs and the Office of Communication and Enterprise Relations are in charge of the counselling through different channels:

1. USSH Facebook and YouTube webpage that introduces all undergraduate programmes, publishes announcements, videos and online news, and updates the times for the counselling sessions which usually take place around March to June every year.
2. USSH publishes information about the University's annual admission quotas and methods in online newspapers such as Nguoi Lao Dong, Vietnamnet, Tuoitre.
3. USSH's admission website that went online in 2017, which also has QR-codes and links to other USSH's websites.
4. Brochures and leaflets distributed on the official Admission Counselling Days, which provide the admission hotline, contact numbers and links.
5. Open day or schools' visits organised by representatives of the Admission Counselling Committee.

### For the Bachelor of Arts in in English Linguistics and Literature (BAELL)

With regard to counselling, faculty members of the EF participate in the official events organised by the USSH. They have prepared a video about the EF introducing the curriculum, extracurricular activities and job opportunities for prospective students. They also distribute booklets with information about the study programme.

### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The FGLL also provides contact details for admission counselling. The faculty members participate in official USSH events, where they present the BAGLL, its specialisations and curriculum to prospective students. Moreover, the FGLL hosts a German Language Fair every two years where it welcomes interested students and parents.

### For the Bachelor of Arts in Oriental Studies (BAOS)

Similar to the other study programmes, the BAOS provides relevant information concerning its specialisations and curricula on its website, its Facebook page. Faculty members also attend USSH's official events and present the study programme. At the annual Oriental Cultural Festival in November or December and at the Voluntary Spring Campaigns in January, interested students can get to know the FOS.

## Selection procedure

### For all three study programmes

The selection procedure is guided by the MOET's guidelines on the enrolment and admission of regular BA programmes, USSH's enrolment and admission process, and USSH's annual enrolment and admission schemes and also depends on the admission method introduced above.

1. When admission is based on the national high school exam, the results of the subject blocks chosen by the student are relevant for enrolment.
2. According to the prioritised admission and direct admission based on regulations of the MOET, the selection is based on a ranking and the subjects or projects that obtain a prize at the national-level high school academic and talent contests.
3. In the prioritised admission in accordance with the specific regulations of VNUHCM, admission depends on the average scores of candidates' academic results of the three years in high school combined with some sub-criteria such as good graduation ranks, good ethics, high-qualified personal statements, and achievements
4. Students who took the VNUHCM competency tests must reach a certain score on the 1,200 score scale to be eligible.

To ensure that the selection procedure is fair and transparent, the methods are reviewed and adjusted regularly, based on the USSH's annual reports.

## Ensuring foreign language proficiency

### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The majority of courses (around 76 percent) is taught in English.<sup>12</sup> Therefore, students must prove an average score of 8.0 on the English language proficiency in the national high school exam. Students of the EF must choose a second foreign language, such as French, Russian, German, Chinese, Japanese, Korean, Spanish, or Italian, for a total amount of 10 ECTS credits. They must submit an international certificate of the second language proficiency level of A2 according to the CEFR until the third year and a level of B1 until the fourth year.

### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The USSH stipulates that the foreign language scores will be multiplied by two for application to the study programme of BAGLL.<sup>13</sup> The FGLL does not require students to have a certain proficiency in the German language when they apply. But from the second year on, all classes will be taught in German. Students who do not have any German language proficiency when they start studying will be taught at the beginners' level to ensure that their proficiency level corresponds to the requirements of the second year.

### For the Bachelor of Arts in Oriental Studies (BAOS)

The FOS adheres to the USSH's regulations which demand that students prove language proficiency in English or Chinese. Besides this, the FOS recognises the foreign language proficiency levels as set by the admission methods: In the prioritised admission and direct admission procedure based on regulations of the MOET, the selection is based on a ranking of the first three best students. There is no particular proof of language required. When admission is according to the VNUHCM requirements, the subject group is relevant where their foreign language proficiency is scored. When high school results are taken into account, language proficiency certificates, such as IELTS, TOEFL and iBT are scored. For Vietnamese candidates who graduate from a foreign high school curriculum programme (approved by the host country, equivalent to Vietnam's high school level) abroad or in Vietnam, their average score should reach 7.0/10 or above, 2.5/4 or above; IELTS certificates of band score 5.5 or above; TOEFL iBT score of 45 with two-year validity.

## Transparency and documentation of the admission procedure and selection

### For all three study programmes

On the USSH's and MOET's websites, students are informed about the admission results. The USSH benefits from the Enrolment and Admission Management Software provided by the MOET. It also serves as an archive. Admission committees support the admission council with the documentation of the process.

Students who are admitted receive an admission notice and further guidelines for finishing the enrolment process. The steps include the payment of the tuition fees, the issuance of a student ID

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<sup>12</sup> See BAELL self-evaluation report p. 23.

<sup>13</sup> See BAGLL self-evaluation report p. 21.

card and health insurance, and the arrangement of the classes. Admission results of each candidate can be accessed at <https://thpt.hcmussh.edu.vn> without sending any results by post.

## Appraisal:

### For all three programmes

The panel finds that the admission requirements are defined clearly and comprehensibly. The national requirements are also presented and taken into account.

With regard to the counselling, the panel considers the counselling service in all faculties to be sufficient for clarification of specific questions, of personal aptitude, and of career perspectives. Personal dialogue between applicants and the HEI is provided by defined events, office hours, by telephone and via e-mail.

The selection procedure is also regarded as transparent; it ensures that qualified students are admitted.

For the BAELL, BAGLL and BAOS, the admission requirements refer to both a required language proficiency level and a required result in a concrete language test. Intensive language courses and requirements of language certificates ensure that students are able to successfully complete the study programme.

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)			BAELL/ BAGLL/ BAOS		
2.2	Counselling for prospective students			BAELL/ BAGLL/ BAOS		
2.3*	Selection procedure (if relevant)			BAELL/ BAGLL/ BAOS		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

##### Logic and conceptual coherence

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The BAELL study programme is organised into three blocks, namely common, general and professional knowledge. In the first three semesters, students take common courses in such fields as political theory, social sciences and natural sciences, offered in Vietnamese. In addition, they attend basic courses for practicing English to enable students to skillfully and fluently listen, speak, read and write in English. Besides that, methods for lifelong learning and critical thinking are also taught in the first three semesters, for example in the course Research Methodology. Afterwards, the following courses provide general knowledge of the three specialisations, namely English Linguistics and Teaching, Translation and Interpreting, and American-British Culture and Literature, with the aim to meet requirements of employment in the respective fields. After completing the second stage, students choose the specialisation which they want to focus on.

As listed Table 4 in chapter 1.1, the BAELL's programme learning outcomes (PLO) are aligned with the curriculum.

- PLO1: developing students' proficiency in the English language (up to the CEFR's C1 level);
- PLO2 : building knowledge and skills in English linguistics, English language teaching, American-British culture and literature, and translation and interpreting;
- PLO3: building technology, communication and collaboration skills;
- PLO4: developing creativity, problem solving and critical thinking skills;
- PLO5: generalizing standards of professional conduct;
- PLO6: demonstrating positive attitudes towards life-long learning and social responsibility.

For example, the course "Listening and Speaking B1" is a compulsory course in the in the first semester that reflects upon PLO 1, PLO 4, and PLO 6; or the course "Basic Translation" that is offered in the fifth semester is consistent with PLO 2, PLO 3, PLO 4, and PLO 6.

In the chosen specialisation, students are supposed to deepen their knowledge and to reach a higher level of competence. For example, in the English Linguistics and Language Teaching specialisation, the course Teaching Methodology provides general knowledge of language teaching with common methods. Based on this, the course Teaching Practice enables students to train specific methods of teaching. Another course deepening their methodological skills is "Teaching English to Young Learners".

**Table 9 Curriculum overview of the BAELL**

Course codes	Title of courses	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
<b>Semester 1</b>		<b>29.5</b>							<b>287.5</b>	<b>540</b>			
DAI047	Marxist-Leninist philosophy	4.5							37.5	90	L/D/P	Exam Paper (60 Min)	70%
DAI024	Introduction to Law	3.5							37.5	60	L/D/P	Exam Paper (60 Min)	
NVA197	Major Orientation	1.5							12.5	30	L/D/P	Report	
NVA187	Listening-Speaking B1	5							50	90	L/D/P	Exam Paper (60 Min)/ Oral test	
NVA186	Reading-Writing B1	5							50	90	L/D/P	Exam Paper (90 Min)	
NVA063.1	Grammar 1 - B2	5							50	90	L/D/P	Exam Paper (60 Min)	
NVA108	Pronunciation	5							50	90	L/D/P	Exam Paper (60 Min)/ Oral test	
<b>Semester 2</b>			<b>32</b>						<b>300</b>	<b>600</b>			
DAI048	Marxist-Leninist Political Economy		3						25	60	L/T/S	Exam Paper (60 Min)	70%
DAI049	Scientific Socialism		3						25	60	L/D/P	Exam Paper (60 Min)	
DAI012	Introduction to Vietnamese Culture		3						25	60	L/D/P	Exam Paper (60 Min)	
DAI005	Statistics in Social Sciences		3						25	60	L/D/P	Exam Paper (60 Min)	
NVA189	Listening-Speaking B2		5						50	90	L/D/P	Exam Paper (60 Min)/ Oral test	
NVA188	Reading-Writing B2		5						50	90	L/D/P	Exam Paper (90 Min)	
NVA064.1	Grammar 2 - B2		5						50	90	L/D/P	Exam Paper (60 Min)	
NVA106	Presentation Skills (FT)		5						50	90	L/D/P	Presentation	
<b>Semester 3</b>				<b>30</b>					<b>300</b>	<b>540</b>			
DAI050	History of the Vietnamese Communist Party			3					25	60	L/D/P	Exam Paper (60 Min)	70%

Course codes	Title of courses	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
DAI013	Introduction to Linguistics			3					25	60	L/D/P	Exam Paper (60 Min)	70%
DAI015	Vietnamese Writing Practice			3					25	60	L/D/P	Exam Paper (60 Min)	
NVA183.3	Advanced Listening-Speaking C1			4					50	60	L/D/P	Exam Paper (60 Min)/ Oral test	
NVA001.4	Academic Writing C1			4					50	60	L/D/P	Exam Paper (90 Min)	
NVA003.5	Advanced Grammar C1			4					50	60	L/D/P	Exam Paper (60 Min)	
	Elective course 1			4.5					37.5	90	L/D/P	Exam Paper (60 Min)	
	Elective course 2			4.5					37.5	90	L/D/P	Exam Paper (60 Min)	
<b>Semester 4</b>					<b>33</b>				<b>350</b>	<b>570</b>			
DAI051	Ideologies of Ho Chi Minh				3				25	60	L/D/P	Exam Paper (60 Min)	70%
NVA115.2	Introduction to Research Methods				5				50	90	L/D/P/S	Research report	
NVA009.1	Advanced Reading C1				4				50	60	L/D/P	Exam Paper (60 Min)	
NVA081.4	Language Proficiency C1				4				50	60	L/D/P	Project Essay / Presentation	
NVA079	Introduction to Literature (FT)				5				50	90	L/D/P	Exam Paper (60 Min)	
NVA136	Teaching Methodology (FT)				5				50	90	L/D/P	Micro teaching/ exam paper	
NVA177.1	Introduction to Culture and Society				5				50	90	L/D/P	Exam Paper (60 Min)	
NVA193	Internship 1				2				25	30	F/P	internship report	
<b>Semester 5</b>						<b>31.5</b>			<b>312.5</b>	<b>570</b>			
DAI006	Environment and Development					3			25	60	L/D/P	Exam Paper (60 Min)	70%
NVA029	Basic Translation (FT)					5			50	90	L/D/P	Exam Paper (60 Min)	

Course codes	Title of courses	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations:	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
NVA077	Introduction to English Linguistics (FT)					5			50	90	L/D/P	Exam Paper (60 Min)	
NVA199.1	Intercultural Communication					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	
	Elective course 3					5			50	90	L/D/P	Exam Paper (60 Min)	
	Elective course 4					5			50	90	L/D/P	Exam Paper (60 Min)	
	Elective course 5					5			50	90	L/D/P	Exam Paper (60 Min)	
<b>Semester 6</b>						<b>30.5</b>			<b>312.5</b>	<b>540</b>			
NVA200.1	Translation Practice					5			50	90	L/D/P	Exam Paper (60 Min)	70%
NVA059.2	English Phonetics & Phonology					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	
NVA070.1	Interpreting 1					5			50	90	L/D/P	Interpreting test	
NVA141.3	Translation Theory					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	
NVA011.2	Advanced Translation 1					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	
	Elective course 6					5			50	90	L/D/P	Exam Paper (60 Min)	
	Elective course 7					5			50	90	L/D/P	Exam Paper (60 Min)	
<b>Semester 6</b>						<b>30.5</b>			<b>312.5</b>	<b>540</b>			
NVA200.1	Translation Practice					5			50	90	L/D/P	Exam Paper (60 Min)	70%
NVA059.2	English Phonetics & Phonology					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	
NVA101.1	Materials Development for Language Teaching					3.5			37.5	60	L/D/P/GP	Exam Paper (60 Min)	
NVA138.4	Teaching Practice 1					3.5			37.5	60	L/D/P	Lesson plan/reflection essay	
NVA057.1	English Morpho-Syntax					5			50	90	L/D/P	Exam Paper (90 Min)	

Course codes	Title of courses	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations:	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
	Elective course 6					5			50	90	L/D/P	Exam Paper (60 Min)	
	Elective course 7					5			50	90	L/D/P	Exam Paper (60 Min)	
<b>Semester 6</b>						<b>30.5</b>			<b>312.5</b>	<b>540</b>			
NVA200.1	Translation Practice					5			50	90	L/D/P	Exam Paper (60 Min)	70%
NVA059.2	English Phonetics & Phonology					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	
NVA021.2	American Poems & Short Stories					3.5			37.5	60	L/D/P/GP	Exam Paper (60 Min)	
NVA031.1	British and American History					5			50	90	L/D/P/GP	Exam Paper (60 Min)	
NVA037.2	British Poems & Short Stories					3.5			37.5	90	L/D/P/GP	Exam Paper (90 Min)	
	Elective course 6					5			50	90	L/D/P	Exam Paper (60 Min)	
	Elective course 7					5			50	90	L/D/P	Exam Paper (60 Min)	
<b>Semester 7</b>						<b>25</b>			<b>295</b>	<b>420</b>			
NVA051.1	Discourse Analysis					3.5			37.5	60	L/D/P	Exam Paper (60 Min)	70%
NVA139	Teaching Practice 2					3.5			37.5	60	L/D/P	Lesson plan/reflection essay	
NVA062.1	English Semantics					5			50	90	L/D/P	Exam Paper (90 Min)	
NVA203.1	Classroom-based Assessment					5			50	90	L/D/P/GP	Exam Paper (60 Min)	
NVA194.2	Internship 2					8			120	120	F/P	Micro teaching/reflection paper	
<b>Semester 7</b>						<b>25</b>			<b>295</b>	<b>420</b>			
NVA023.2	American Novels & Plays					3.5			37.5	60	L/D/P/GP	Presentation/Exam Paper (60 Min)	70%
NVA039.2	British Novels & Plays					3.5			37.5	60	L/D/P/GP	Exam Paper (60 Min)	
NVA044	Business Culture					5			50	90	L/D/P/GP	Exam Paper (90 Min)	

Course codes	Title of courses	Credit Points per Semester							Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study			
NVA105.2	Popular Culture in the UK & US							5	50	90	L/D/P/GP	Exam Paper (60 Min)	
NVA194.2	Internship 2							8	120	120	F/P	internship report	100%
<b>Semester 7</b>								<b>25</b>	<b>295</b>	<b>420</b>			
NVA201	Advanced Translation 2 (English-Vietnamese)							3.5	37.5	60	L/D/P/GP	Exam Paper (60 Min)	70%
NVA202	Advanced Translation 3 (Vietnamese-English)							3.5	37.5	60	L/D/P/GP	Exam Paper (60 Min)	
NVA071	Interpreting 2 (FT)							5	50	90	L/D/P/GP	Exam Paper (90 Min)	
NVA205.1	Interpreting 3							5	50	90	L/D/P/GP	Exam Paper (60 Min)	
NVA194.2	Internship 2							8	120	120	F/P	internship report	

<b>total</b>	<b>29.5</b>	<b>32</b>	<b>30</b>	<b>33</b>	<b>31.5</b>	<b>30.5</b>	<b>25</b>	<b>2,158</b>	<b>3,780</b>	<b>211.5</b>
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- L: Lecture
- S: Seminar
- T: Tutorial
- P: Practice
- D: Discussion
- F: Field trip
- GP: Group presentation

- Course codes beginning with DAI are taught in Vietnamese
- Course codes beginning with NVA are taught in English

## For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The BAGLL is an eight-semester programme that is divided into four blocks: At first there are general courses, followed by fundamental courses and core courses complemented and concluded with additional courses. Learning German is the core of the second block. The first two years are crucial to gaining the required German proficiency level (A1-B1 + CERF). In the last two years, in the third block, students can choose one of the three specialisations, which they complement with elective courses.

**Table 10 Study blocks of the BAGLL**

General knowledge 74.5		Professional Knowledge (163)					
<b>Political courses 16.5</b> Marxist- Leninist Philosophy 4.5 Marxist-Leninist Political Economy 3 Scientific Socialism 3 History of Vietnamese Communist Party 3 Ho Chi Minh Ideology 3	<b>Natural Sciences Courses 6</b> Statistics for Social Sciences 3 Environment and Development 3	<b>Social Sciences Courses 19</b> Introduction to Linguistics 3 Fundamentals of Vietnamese Culture 3 Contrastive Linguistics 3 Research Methodology 3.5 Vietnamese Practical Writing 3 Introduction to Law 3.5	<b>Student selects 1 of following courses 3</b> <i>Introduction to Anthropology</i> 3 <i>Introduction to Logic</i> 3.5 <i>Introduction to Sociology</i> 3 <i>Introduction to Psychology</i> 3 <i>Introduction to Religious Studies</i> 3 <i>Introduction to Politics</i> 3 <i>Process of Vietnamese History</i> 4.5 <i>History of World Civilization</i> 4.5	<b>Certification 30</b> Foreign language (level B1) 25 National Defense Education Physical Education Computing 5	<b>Fundamental courses (92)</b> <b>German at lower level 60</b> German (elementary A1.1) 7.5 German (elementary A1.2) 7.5 German (elementary A2.1) 7.5 German (elementary A2.2) 7.5  German (intermediate B1.1) 7.5 German (intermediate B1.2) 7.5 German (intermediate B1+1) 7.5 German (intermediate B1+2) 7.5  <b>German at higher level 32</b> German (intermediate B2.1) 8.5 German (intermediate B2.2) 8.5 German (advanced C1.1) 7.5 German (advanced C1.2) 7.5	<b>Core courses 39.5</b> <b>Student chooses 1 of following 3 options:</b> Methodology in GFL 1 8 Methodology in GFL 2 8 Methodology in GFL 3 8 Methodology in GFL 4 8 Internship 7.5  or Office Administration 1 8 Office Administration 2 8 Office Administration 3 8 Office Administration 4 8 Internship 7.5  or Vocation in Tourism 1 8 Vocation in Tourism 2 8 Vocation in Tourism 3 8 Vocation in Tourism 4 8 Internship 7.5	<b>Complementary courses 31.5</b> <b>Student chooses 9 of following courses</b> German Prose 3.5 German Poetry 3.5 History of German Literature 1 3.5 History of German Literature 2 3.5  Phonetics and Phonology 3.5 Syntax 3.5 Semantics and Pragmatics 3.5  Translation G-V 3.5 Translation V-G 3.5 Interpreting G-V 3.5  German Studies 3.5 Comparative Cultural Studies 3.5 Austrian Studies 3.5 Swiss Studies 3.5  Business German 1 3.5 Business German 2 3.5  or <b>Student chooses 6 from above and Bachelor's essay (equivalent to 3 complementary courses) 10.5</b>
Semester 1 - 4		Semester 5 - 8					

Table 11 Curriculum overview of the BAGLL

**1<sup>st</sup> Semester**

Modul No.	Title of Module / Course Unit	Credit Points per Semester								Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	8.	Hours in Class	Hours of Self-Study			
<b>General courses</b>		<b>10.5</b>								<b>162.5</b>	<b>210</b>			<b>10.5</b>
DAI047	Marxist- Leninist Philosophy	4.5								37.5	90	L	Exam Paper (120 Min)	
DAI015	Vietnamese Practical Writing	3								25	60	L	Exam Paper (120 Min)	
DAI022	Introduction to Psychology	3								25	60	L	Exam Paper (120 Min)	
TC001	Physical Education 1	4.5								37.5	0	S		
TC002	Physical Education 2	4.5								37.5	0	S		
<b>Fundamental courses</b>		<b>15</b>								<b>175</b>	<b>240</b>			<b>15 / 237.5</b>
NVDo43	German (elementary A1.1)	7.5								87.5	120	S	Exam Papers of 4 skills (4*50 Min) and Oral Exam (10 Min)	
NVDo44	German (elementary A1.2)	7.5								87.5	120	S	Exam Papers of 4 skills (4*50 Min) and Oral Exam (10 Min)	

**2<sup>nd</sup> Semester**

<b>General courses</b>		<b>9.5</b>								<b>137.5</b>	<b>180</b>			<b>9.5 / 237.5</b>
DAI024	Introduction to Law	3.5								37.5	60	L	Exam Paper (120 Min)	
DAI012	Fundamentals of Vietnamese Culture	3								25	60	L	Exam Paper (120 Min)	
DAI040	Scientific Socialism	3								25	60	L	Exam Paper (120 Min)	
TC003	Physical Education 3	2								25	0			
TC004	Physical Education 4	2								25	0			
<b>Fundamental courses</b>		<b>15</b>								<b>175</b>	<b>240</b>			<b>15 / 237.5</b>
NVDo45	German (elementary A2.1)	7.5								87.5	120	S	Exam Papers of 4 skills (4*50 Min) and Oral Exam (10 Min)	
NVDo46	German (elementary A2.2)	7.5								87.5	120	S	Exam Papers of 4 skills (4*50 Min) and Oral Exam (10 Min)	

**3<sup>rd</sup> Semester**

<b>General courses</b>			<b>12.5</b>							<b>137.5</b>	<b>240</b>			<b>12.5 /</b>
DAI033	Research Methodology		3.5							37.5	60	L	Exam Paper (120 Min)	
DAI051	Ho Chi Minh Ideology		3							25	60	L	Exam Paper (120 Min)	
DAI014	Contrastive Linguistics		3							25	60	L	Exam Paper (120 Min)	
DAI026	Environment and Development		3							25	60	L	Exam Paper (120 Min)	
TC005	Physical Education 5		2							25	0			
<b>Fundamental courses</b>			<b>15</b>							<b>175</b>	<b>240</b>			<b>15 / 237.5</b>
NVDo47	German (intermediate B1.1)		7.5							87.5	120	S	Exam Papers of 4 skills (4*50 Min) and Oral Exam (10 Min)	
NVDo48	German (intermediate B1.2)		7.5							87.5	120	S	Exam Papers of 4 skills (4*50 Min) and Oral Exam (10 Min)	

**4<sup>th</sup> Semester**

<b>General courses</b>				<b>12</b>						<b>100</b>	<b>240</b>			<b>12 / 237.5</b>
DAI050	History of Vietnamese Communist Party			3						25	60	L	Exam Paper (120 Min)	
DAI013	Introduction to Linguistics			3						25	60	L	Exam Paper (120 Min)	
DAI048	Marxist-Leninist Political Economy			3						25	60	L	Exam Paper (120 Min)	
DAI005	Statistics for Social Sciences			3						25	60	L	Exam Paper (120 Min)	
<b>Fundamental courses</b>				<b>15</b>						<b>175</b>	<b>240</b>			<b>15 / 237.5</b>
NVDo49	German (intermediate B1+.1)			7.5						87.5	120	S	Exam Papers of 4 skills (4*50 Min), Oral Exam (10 Min)	
NVDo50	German (intermediate B1+.2)			7.5						87.5	120	S	Exam Papers of 4 skills (4*50 Min), Oral Exam (10 Min) and 1	

5 <sup>th</sup> Semester														
Fundamental courses														
NVDo51	German (intermediate B2.1)						8,5			87,5	150	S	Exam Papers of 4 skills (4*50 Min), Oral Exam (15 Min)	8,5 / 237,5
Core courses (choose 1 of the options)														
NVDo11	Methodology in GFL1						8			75	150	S	Exam Papers (120 Min), Presentation and	
in process	Office Administration 1						8			75	150	S	Exam Papers (120 Min), Presentation and	
in process	Vocation in Tourism 1						8			75	150	S	Exam Papers (120 Min), Presentation and	
Complementary courses (choose 2 of the options)														
NVDo70	German Prose						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo68	German Studies						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo37.1	Austrian Studies						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo01.	German-Vietnamese Translation						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo41.1	Business German 1						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo62	History of German Literature 1						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo64	Phonetics and Phonology						3,5			37,5	60	S	Exam Papers (120 Min)	

6 <sup>th</sup> Semester														
Fundamental courses														
NVDo52	German (intermediate B2.2)						8,5			87,5	150	S	Exam Papers of 4 skills (4*50 Min), Oral Exam (15 Min)	8,5 / 237,5
Core courses (choose 1 of the options)														
NVDo12	Methodology in GFL2						8			75	150	S	Exam Papers (120 Min), Presentation and	
in process	Office Administration 2						8			75	150	S	Exam Papers (120 Min), Presentation and	
in process	Vocation in Tourism 2						8			75	150	S	Exam Papers (120 Min), Presentation and	
Complementary courses (choose 2 of the options)														
NVDo66	German Poetry						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo67	Comparative Studies						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo40.	Swiss Studies						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	

NVDo02.	Vietnamese-German Translation						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo42.	Business German 2						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo63	History of German Literature 2						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo59	Syntax						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo65	Semantics and Pragmatics						3,5			37,5	60	S	Exam Papers (120 Min)	

7 <sup>th</sup> Semester														
Fundamental courses														
NVDo53	German (advanced C1.1)						7,5			87,5	120	S	Exam Papers of 4 skills (4*50 Min), Oral Exam (15 Min)	7,5 / 237,5
Core courses (choose 1 of the options)														
NVDo13	Methodology in GFL 3						8			75	150	S	Exam Papers (120 Min), Presentation and	
in process	Office Administration 3						8			75	150	S	Exam Papers (120 Min), Presentation and	
in process	Vocation in Tourism 3						8			75	150	S	Exam Papers (120 Min), Presentation and	
NVDo32.	Internship						7,5			87,5	120	S	Report	
Complementary courses (choose 2 of the options)														
NVDo70	German Prose						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo68	German Studies						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo37.1	Austrian Studies						3,5			37,5	60	S	Exam Papers (120 Min), Presentation	
NVDo01.	German-Vietnamese Translation						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo41.1	Business German 1						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo62	History of German Literature 1						3,5			37,5	60	S	Exam Papers (120 Min)	
NVDo64	Phonetics and Phonology						3,5			37,5	60	S	Exam Papers (120 Min)	



8 <sup>th</sup> Semester																					
<b>Fundamental courses</b>										7,5	87,5	120								7,5 / 237,5	
NVDo54	German (advanced C1.2)									7,5	87,5	120	S	Exam Papers of 4 skills (4*50 Min), Oral Exam (15 Min)							
<b>Core courses (choice 1 of the options)</b>										8	87,5	150								8 / 237,5	
NVDo14	Methodology in GFL4									8	75	150	S	Exam Papers (120 Min), Presentation and							
in process	Office Administration 4									8	75	150	S	Exam Papers (120 Min), Presentation and							
in process	Vocation in Tourism 4									8	75	150	S	Exam Papers (120 Min), Presentation and							
<b>Complementary courses (choice 2 of the options)</b>										10,5	112,5	180								10,5 / 207,5	
NVDo66	German Poetry									3,5	37,5	60	S	Exam Papers (120 Min), Presentation							
NVDo67	Comparative Studies									3,5	37,5	60	S	Exam Papers (120 Min), Presentation							
NVDo40.	Swiss Studies									3,5	37,5	60	S	Exam Papers (120 Min), Presentation							
NVDo02.	Vietnamese-German Translation									3,5	37,5	60	S	Exam Papers (120 Min)							
NVDo42.	Business German 2									3,5	37,5	60	S	Exam Papers (120 Min)							
NVDo63	History of German Literature 2									3,5	37,5	60	S	Exam Papers (120 Min)							
NVDo59	Syntax									3,5	37,5	60	S	Exam Papers (120 Min)							
NVDo65	Semantics and Pragmatics									3,5	37,5	60	S	Exam Papers (120 Min)							
<b>BA</b>	<b>Bachelor's Thesis</b>										<b>10,5</b>	<b>112,5</b>	<b>180</b>								<b>10,5 / 207,5</b>
<b>total</b>		<b>25,5</b>	<b>24,5</b>	<b>27,5</b>	<b>27,0</b>	<b>23,5</b>	<b>23,5</b>	<b>###</b>	<b>26,0</b>	<b>235,0</b>	<b>3630</b>										

The objectives of the BAGLL which are defined in the PLOs mentioned in chapter 1.1 are aligned with the curriculum as well. For instance, the study programme aims to train students to be able to communicate in German at the advanced level C1 (PLO 10) so that the first block concentrates on deepening the language proficiency.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The BAOS offers six specialisations, namely Australian Studies, Arabic Studies, Indian Studies, Indonesian Studies, Thai Studies, and Chinese Studies. Similar to the other two study programmes, the BAOS also divides its contents into three blocks: At the start, basic knowledge of social sciences and humanities (25 courses) is conveyed, followed by general knowledge on the Oriental world (five courses) and completed with in-depth knowledge on the cultures and languages, economy and politics of the Oriental countries (31 to 33 compulsory courses and eleven elective courses).

With regard to shaping their attitude, students shall learn to be responsible, respect other cultures and be eager to engage in life-long learning. The study programme includes both compulsory courses and elective courses. Optional modules include eleven elective courses in various professional fields such as teaching, tourism, diplomacy, economics, and administration. Students must either study at least five courses from the optional module, equivalent to ten credits, or write a Bachelor's Thesis which accounts for ten credits as well.

A three-week internship is organised in the sixth semester to link theory and practice. The internship can be conducted in the form of a professional internship in the private or public sector or in the form of a field trip in which students carry out an ethnographic research project.

During the online conference, the panel expressed their astonishment about the FOS's understanding of the "Orient" and its connection to Australia. As they learned from the representatives, the FOS takes the Vietnamese perspective on "the Orient" and considers Australia a part of it because of its ties with the Malaysian and Chinese communities based there. Moreover, aboriginal culture and anthropology are also part of the BAOS specialisation Australian Studies, which indicates the appreciation of multiculturalism.

**Table 12 Curriculum overview of the BAOS**

**Example 1<sup>st</sup> Semester**

Modul No.	Course codes	Title of Module / Course Unit + Compulsory or elective?	Credit Points per Semester								Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations
			1.	2.	3.	4.	5.	6.	7.	8.	Hours in	Hours Self-		
<b>M1</b>	<b>Semester 1</b>		<b>30</b>									<b>70</b>	<b>80</b>	
<b>M 1.1</b>		<b>General Knowledge</b>	<b>12</b>											
		Orientation at the beginning of the course	4											
	DAI047	Philosophy of Marxism and Leninism	4.5							30	30	Lecture, seminar	45-60 minute writing test	
	DAI012	Introduction to Vietnamese Culture	3							30	30	Lecture, seminar	45-60 minute writing test	
	DAI016	History of World Civilizations	3							30	30	Lecture, seminar	45-60 minute writing test	
	DAI050	History of Vietnamese communist part	3							30	30	Lecture, seminar	45-60 minute writing test	
		Physical Education 1	Self-									Lecture, Task-	45 minute practice	
		Foreign Language	f-									self-accumulation		
<b>M 1.2</b>		<b>Specialized subjects</b>												
<b>M1.2.1</b>		<b>ARABIC STUDIES</b>	<b>7</b>											
	DPH348	Arabic - Listening and Speaking 1	6							90	30	lecture, practice, personal interview	writing test in 60 minutes and oral test in person	
	DPH195	Arabic - Grammar 1	3.5							37.5	60	lecture course, practice	writing test in 60 minutes and oral test in person	
	DPH189	Arabic - Reading 1	3.5							37.5	60	lecture course,	writing test in 60 minutes	
<b>M1.2.2</b>		<b>INDIAN STUDIES</b>	<b>5</b>											
	DPH248.1	Colloquial English	6							75	90	Lecture (L), Task-based (T), PPP, Audio-Visual (A-	Oral and Written Tests (70-90 minutes)	

	DPH382	English - Reading strategies	3.5							37.5	60	Lecture , Direct Method, Task-based learning,	45 minute Reading test
<b>M1.2.3</b>		<b>INDONESIAN STUDIES</b>	<b>8</b>										
	DPH293	Elementary Indonesian - Listening 1	3.5							37.5	60	Lecture, practice	Listening test in 60 minutes
	DPH290	Elementary Indonesian - Speaking 1	3.5							37.5	60	Lecture, practice	Individual Oral Test
	DPH291	Elementary Indonesian - Reading 1	3.5							37.5	60	Lecture, practice	75 minute Reading Test
	DPH292	Elementary Indonesian - Grammar 1	3.5							37.5	60	Lecture, practice	75- minute
<b>M1.2.4</b>		<b>THAI STUDIES</b>	<b>7</b>										
	DPH353	Elementary Thai - Listening and Speaking 1	6							75	30	lecture, practice	listening test in 60 minutes and
		Elementary Thai - Writing 1	3.5							37,5	60	lecture course	writing test in 60 minutes
		Elementary Thai - Reading 1	3.5							37,5	60	lecture course	reading test in 60 minutes
<b>M1.2.5</b>		<b>AUSTRALIAN STUDIES</b>	<b>7</b>										
	DPH268.1	Australian Socio-cultural Introduction to Australian Literature	6							75	90	Lecture, practice	listening test and
	DPH270	Introduction to Australian Business Culture	3.5							37.5	60	Lecture, practice	written test
	DPH28502	Introduction to Australian Business Culture	3.5							37.5	60	Lecture, practice	written test
<b>M1.2.6</b>		<b>CHINESE STUDIES</b>	<b>7</b>										
	DPH079	Chinese - Language skills 1	3.5										
	DPH346	Chinese - Reading and Writing 1	6							90	15	lecture, practice	reading and writing test in 75-90
<b>M2</b>	<b>Semester 2</b>		<b>32.5</b>										
<b>M 2.1</b>		<b>General Knowledge</b>	<b>12</b>										
	DAI048	Economy of Marxism and Leninism	3							30	30	Lecture, seminar	60-minute writing
	DAI049	Introduction to Socialism	3							30	30	Lecture, seminar	60-minute writing
	DAI025	Introduction to General Law	3.5							30	30	Lecture, seminar	60-minute writing
	DAI005	Statistics for Social Sciences	3							30	30	Lecture, seminar	60-minute writing
	DAI036	Scientific research method	3.5							30	30	Lecture, seminar	60-minute writing
	DAI027	Introduction to Economics	3.5							30	30	Lecture, seminar	60-minute writing
		Physical Education 2	Self-							30	30	Lecture, Task-	45-minute practice

		Foreign Language	Accumulated																
M 2.2		Specialized subjects	7																
M2.2.		ARABIC STUDIES																	
		Arabic - Listening and Speaking 2	6							90	30	lecture, practice, personal interview	writing test in 60 minutes and oral test in person						
	DPH196	Arabic - Grammar 2	3.5							37.5	60	lecture course,	writing test in 60						
		Arabic - Reading 2	3.5							37.5	60	lecture course,	writing test in 75						
M2.2.		INDIAN STUDIES																	
	DPH251.1	English - Situational Communication	6							75	90	Lecture (L), Task-based (T), PPP, Audio-Visual (A-V), Cooperative	Oral and Written Tests (70-90 minutes)						
	DPH384	English - Specialized Reading	3.5							37.5	60	Lecture , Direct Method, Task-based	45 minute Reading test						
		English - Basic Sentence Writing	3.5							37.5	60	Lecture, Direct Method, Task-	45 minute wwriting Test						
M2.2.		INDONESIAN STUDIES																	
	DPH297	Elementary Indonesian - Listening 2	3.5							37.5	60	Lecture, practice	listening test in 60 r						
	DPH294	Elementary Indonesian - Speaking 2	3.5							37.5	60	Lecture, practice	Individual Oral						
	DPH295	Elementary Indonesian - Reading 2	3.5							37.5	60	Lecture, practice	75 minute Reading						
	DPH296	Elementary Indonesian - Grammar 2	3.5							37.5	60	Lecture, practice	75- minute						
M2.2.		THAI STUDIES																	
	DPH354	Elementary Thai - Listening and Speaking	6							75	30	lecture, practice	listening test in 60 minutes and						
	DPH317	Elementary Thai - Grammar 2	3.5							37.5	60	lecture course	writing test in 60 minutes						
	DPH318	Elementary Thai - Reading 2	3.5							37.5	60	lecture course	reading test in 60 minutes						
M2.2.		AUSTRALIAN STUDIES																	
	DPH339.1	Introduction to Australian Sociocultural	6							75	90	Lecture, practice	listening test and						
	DPH273	Introduction to Australian Social Culture	3.5							37.5	60	Lecture, practice	written test						

	DPH40101	Introduction to Translation and Interpretation	3.5							37.5	60	Lecture, practice	written test						
M2.2.		CHINESE STUDIES																	
	DPH226	Chinese - Basic communication 2	3.5																
	DPH080	Chinese - Language skills 2	3.5																
	DPH347	Chinese - Reading & Writing 2	6							90	15	lecture, practice	reading and writing test in 75-90						
M3		Semester 3	32.5																
M 3.1		General Knowledge	12							30	30	Lecture, seminar	60 minute writing						
	DAI029	Introduction to Politics	3							30	30	Lecture, seminar	60 minute writing						
	DAI021	Introduction to Logic	3.5							30	30	Lecture, seminar	60 minute writing						
	DAI006	Environment and Development	3							30	30	Lecture, seminar	60 minute writing						
	DAI013	Introduction to Linguistics	3							30	30	Lecture, seminar	60 minute writing						
	DAI004	Ho Chi Minh Ideologies	3							30	30	Lecture, seminar	60 minute writing						
	DAI036	Research Methodology	3							30	30	Lecture, seminar	60 minute writing						
		National Defence Education								30	30	Lecture, seminar	60 minute writing						
		Physical Education 3								30	30	Lecture, task-based	45 minute practice						
		Foreign Language																	
M 3.2		Specialized subjects	7																
M3.2.1		ARABIC STUDIES																	
		Arabic - Listening and Speaking 3	6							90	30	lecture course,	writing test in 90						
	DPH197	Arabic - Grammar 3	3.5							37.5	60	lecture course,	writing test in 90						
		Arabic - Reading 3	3.5							37.5	60	lecture course,	writing test in 90						
M3.2.2		INDIAN STUDIES																	
	DPH383	English - Advanced Communication	6							75	90	Lecture (L), Seminar (S), Task-based (T), PPP, Audio-Visual (A-	Oral and Written Tests (70-90 minutes)						
	DPH385	English - Advanced Reading	3.5							37.5	60	Lecture , Direct Method, Task-	45 minute Reading test						
	DPH072	Hindi 1	3.5							37.5	60	Lecture, Direct method, PPP, Task-	45 minute Reading Test						
		English - Specialized Writing 1	3.5							37.5	60	Lecture, Direct method, PPP, Task-	45 minute Writing Test						
M3.2.3		INDONESIAN STUDIES																	
	DPH301	Intermediate Indonesian - Listening 1	3.5							37.5	60	Lecture, practice	listening test in 60 r						
	DPH298	Intermediate Indonesian - Speaking 1	3.5							37.5	60	Lecture, practice	Individual Oral						

	DPH299	Intermediate Indonesian - Reading 1			3.5					37.5	60	Lecture, practice	75 minute Reading
	DPH300	Intermediate Indonesian - Grammar 1			3.5					37.5	60	Lecture, practice	75- minute
<b>M3.2.4</b>		<b>THAI STUDIES</b>											
	DPH378	Intermediate Thai - Listening and Speaking 1			6					75	30	lecture, practice	listening test and
	DPH321	Intermediate Thai - Writing 1			3.5					37.5	60	lecture, practice	writing test in 75
	DPH322	Intermediate Thai - Reading 1			3.5					37.5	60	lecture, practice	writing test in 75
<b>M3.2.5</b>		<b>AUSTRALIAN STUDIES</b>											
	DPH340.1	Australian Sociocultural Communication 2			6					75	90	Lecture, practice	listening test and
	DPH277	Australian – English Writing 1			3.5					37.5	60	Lecture, practice	Written test
	DPH280	Translation 1 (Australia – Country and People)			3.5					37.5	60	Lecture, practice	Written test
<b>M3.2.6</b>		<b>CHINESE STUDIES</b>											
	DPH227	Chinese - Cultural communication 1								45	15	Lecture , Task-	peaking test in perso
	DPH225	Chinese - Basic communication 1	3.5							45	15	lecture, practice	writing test in 90
	DPH229.1	Historical classic stories 1			6					80	10	Lecture, practice,	90 minute Reading
<b>M4</b>		<b>Semester 4</b>			<b>30</b>								
<b>M 4.1</b>		<b>General Knowledge</b>			<b>10</b>					<b>30</b>	<b>30</b>	<b>lecture, seminar, Projec-based</b>	<b>60 minute writing test</b>
	DPH357	Introduction to Oriental Studies			3.5					30	30	lecture, seminar, Projec-based	60-minute writing test or Written
	DPH002	Oriental language typology			3.5					30	30	lecture, seminar,	60-minute writing
	DPH001	Great stages of The Orient History Introduction to international relations			3.5					30	30	lecture, seminar,	60-minute writing
	DPH034	and International Relations in the Orient			3					30	30	Lecture, Discussion,	Written Assignment
	DPH020	Economy of Asia - Pacific			3.5					30	30	lecture, seminar,	60-minute writing
		Physical Education 3								30	30	lecture, seminar,	45-minute practice
		Foreign Language											
		IT											
<b>M 4.2</b>		<b>Specialized subjects</b>											
<b>M4.2.1</b>		<b>ARABIC STUDIES</b>											
	DPH351	Arabic - Listening and Speaking 4			6					90	30	lecture course,	writing test in 90
	DPH198	Arabic - Grammar 4			3.5					37.5	60	lecture course,	writing test in 90
	DPH192	Arabic - Reading 4			3.5					37.5	60	lecture course,	writing test in 90

<b>M4.2.2</b>		<b>INDIAN STUDIES</b>											
		English - Intercultural Communication			3.5					37.5	60	Lecture, Communication Method, Task-based Learning	Oral Test or 45 minute Written Test
		English - Specialized Writing 2			3.5					37.5	60	Lecture, Direct method, Task	45 minute Writing Test
		Hindi 2			3.5					37.5	60	Lecture,	45 minute Writing
<b>M4.2.3</b>		<b>INDONESIAN STUDIES</b>											
	DPH305	Intermediate Indonesian - Listening 2			3.5					37.5	60	Lecture, practice	listening test in 60 r
	DPH306	Intermediate Indonesian - Speaking 2			3.5					37.5	60	Lecture, practice	Individual Oral
	DPH303	Intermediate Indonesian - Reading 2			3.5					37.5	60	lecture, practice,	75 minute Reading
	DPH304	Intermediate Indonesian - Grammar 2			3.5					37.5	60	Lecture, practice	75- minute
<b>M4.2.4</b>		<b>THAI STUDIES</b>											
	DPH379	Intermediate Thai - Listening and Speaking 2			6					75	30	lecture, practice	listening test and
	DPH325	Intermediate Thai - Writing 2			3.5					37.5	60	lecture, practice	writing test in 75
	DPH326	Intermediate Thai - Reading 2			3.5					37.5	60	lecture, practice	writing test in 75
<b>M4.2.5</b>		<b>AUSTRALIAN STUDIES</b>											
	DPH341.1	Australian Sociocultural Communication 4			6					75	90	Lecture, practice	listening test and
	DPH279	Australian – English Writing 2			3.5					37.5	60	Lecture, practice	Written test
	DPH282	Interpreting - Australian Economy and Society			3.5					37.5	60	Lecture, practice	Oral/written Test
<b>M4.2.6</b>		<b>CHINESE STUDIES</b>											
	DPH230	Chinese - Cultural communication 2								45	15	Lecture , Task-	peaking test in perso
	DPH238	Chinese - Applied Grammar	3.5							45	15	lecture, practice	writing test in 90
	DPH232.1	Historical classic stories 2			6					80	10	Lecture, practice,	90 minute Reading
<b>M5</b>		<b>Semester 5</b>			<b>27</b>								
<b>M 5.1</b>		<b>Specialized subjects</b>											
<b>M5.1.1</b>		<b>ARABIC STUDIES</b>											
	DPH203	Geography of Arab States			3					25	60	lecture course,	multiple-choice
	DPH204.1	History of Arab States			3.5					37.5	60	lecture course,	seminar,
	DPH206.1	Literature of Arab States			3.5					37.5	60	Lecture, Task-	Written

	DPH207	Economy of Arab States				3			25	60	lecture course,	seminar
		Arabic - Listening and Speaking 5				6			90	30	lecture course,	writing test in 90
	DPH199	Arabic - Grammar 5				3.5			37.5	60	lecture course,	writing test in 120
		Arabic - Reading 5				3.5			37.5	60	practice	minutes, individual
	M5.2.2	<b>INDIAN STUDIES</b>									lecture course,	writing test in 120
	DPH010	Geography of India				3			25	60	Lecture, Task-	45 minute Writing
											based learning,	Test or a Written
	DPH027.2	History of India				3.5			37.5	60	Lecture, Task-	Written
											based learning,	Assignment
	DPH169	Literature of India				3.5			37.5	60	Lecture, Task-	Written
											based learning,	Assignment
	DPH019	Economy of India				3			25	60	Lecture, Task-	45 minute written
											based learning,	test or written
		English - Translation and Interpreting Skills				6			75	90	Lecture,	45 minute
											Task-based	Writing
		English - Specialized Writing 3				3.5			37.5	60	Lecture (L), PPP,	90 minute Writing
											Task-based	Test
		Hindi 3				3.5			37.5	60	Lecture,	45 minute Writing
											Communication	Test
	M5.2.3	<b>INDONESIAN STUDIES</b>										
	DPH011	Geography of Southeast Asia				3.5			30	30	Lecture, Task-	Written
											lecture,	essay
	DPH028.1	History of Southeast Asia				3.5						Written
	DPH170	Literature of Southeast Asia				3.5			45	30		Written
	DPH022	Economy of Southeast Asia				3.5						
	DPH309	Advanced Indonesian - Listening				3.5			37.5	60	Lecture, Task	60-minute
	DPH307	Advanced Indonesian - Reading				3.5			37.5	60	lecture, practice,	75 minute Reading
											presentation	Test
	DPH134	Indonesian - Public Speaking				3.5			37.5	60	lecture, case study	give a speech
	M5.2.4	<b>THAI STUDIES</b>										
	DPH011	Geography of Southeast Asia				3.5			30	30	Lecture, Task-	Written
											lecture,	essay
	DPH028.1	History of Southeast Asia				3.5						Written
	DPH170	Literature of Southeast Asia				3.5			45	30	Lecture, Task-	Written
	DPH022	Economy of Southeast Asia				3.5						
	DPH380	Advanced Thai - Listening and Speaking 1				6			75	30	listening Thai	Oral test &
	DPH329	Advanced Thai - Writing 1				3.5			37.5	60	lecture and practice	Writing test in 120

		Thai Studies				3.5			37.5	60	lecture	reading test in 60-
	M5.2.5	<b>AUSTRALIAN STUDIES</b>										
	DPH013	Geography of Australia				3			25	60	Lecture, Task-	Assignment
	DPH030.2	History of Australia				3.5			37.5	60	lecture,	Written test
	DPH171	Literature of Australia				3.5			37.5	60	Lecture, Task-	Written test
	DPH024	Economy of Australia				3			25	60	Lecture, Task-	Assignment
	DPH342	Public Speaking (Australia = Country and People)				3.5			37.5	60	lecture,	presentation
	DPH281					3.5			37.5	60	Lecture, practice	written test
	DPH283	Australian - English Writing 3				3.5			37.5	60	Lecture, practice	written test
	M5.2.6	<b>CHINESE STUDIES</b>										
	DPH012	Geography of China				3.5			30	30	Lecture, Task-	Written
	DPH029	History of China				3.5						
	DPH168	Literature of China				3.5			45	30	Lecture, Task-	90 minute written
	DPH023	Economy of China				3.5						
	DPH235	Chinese - Cultural Communication 3				3.5			45	30	lecture and practice	Oral test
	DPH236	Ancient Chinese				3.5			45	5	lecture, practice	90 mins writing
	DPH233.1	Chinese Customs and Culture 1				6			90	90	lecture, practice	90 minute written
	M6	<b>Semester 6</b>				27						
	M 6.1	Specialized subjects										
	M6.1.1	<b>ARABIC STUDIES</b>										
	DPH205.1	Sociocultural Anthropology of Arab States				3.5			45	15	lecture, task based	writing test in 90
	DPH208	Political system of Arab States				3			25	60	lecture course,	oral test in person
											personal interview,	essay and oral
	DPH041	Field trip/ Internship				3.5			45	45	consulting,	presentation
	DPH359	Introduction to Arab Studies				3.5			45	45	lecture, project-	essay and oral
		Arabic - Basic Translation and Interpreting				6			90	30	lecture, seminar,	writing test in 60 -
											practice, personal	120 minutes, oral
		Arabic - Grammar 6				3.5			37.5	60	lecture course,	writing test in 120
		Arabic - Arts				3.5			37.5	60	lecture course,	writing test in 120
	M6.2.2	<b>INDIAN STUDIES</b>										
	DPH164	Sociocultural Anthropology of India				3.5			37.5	60	Lecture, Task-	Presentation or
											based learning,	Written



	DPH014	Political system of India						3			25	60	Lecture, Task-based learning,	Oral Test
	DPH041	Field trip/ Internship						3.5			37.5	60	Lecture, PPP, Project-based	Writing Report
	DPH358	Introduction to Indian Studies						3.5			37.5	60	Task-based learning,	Writing essay
		English - Specialized Translation and Interpreting						6			75	90	Lecture, PPP, Task-based learning,	60 minute interpreting test
		English - Specialized Writing 4						3.5			37.5	60	Lecture, PPP, Task-based	45 minute Writing test
		Hindi 4						3.5			37.5	60	Lecture, Communication	45 minute writing test
<b>M6.2.3</b>		<b>INDONESIAN STUDIES</b>												
	DPH165	Social Culture of Southeast Asia						3.5						
	DPH015	Political system of Southeast Asia						3.5						
	DPH041	Field trip						3.5						
	DPH360	Introduction to Indonesian Studies						3.5			37.5	60	Lecture,	Essay
		Indonesian - Translation						6			37.5	60	Lecture, Practice	90-minute
	DPH127	Indonesian - Writing						3.5			37.5	60	lecture, case study	writing test in 90
	DPH217	Indonesian for Secretaries						3.5			37.5	60	Lecture, Practice	90-minute Written
<b>M6.2.4</b>		<b>THAI STUDIES</b>									45	60	lecture, PPP	75 minute Reading
	DPH165	Social Culture of Southeast Asia						3.5						
	DPH015	Political system of Southeast Asia						3.5						
	DPH041	Field trip/ Internship						3.5			37.5	60	personal interview, consulting, seminar, blended	report
	DPH362	Introduction to Thai Studies						3.5			37.5	60	Task-based	Writing essay
	DPH381	Advanced Thai - Listening and Speaking 2						6			75	30	listening Thai video, TV programs; lecture; speaking practice	Oral test & listening paper test 60-75 minutes
	DPH329	Advanced Thai - Writing 2						3.5			37.5	60	lecture and practice	Writing test in 120-
	DPH136	Thai for Journalism						3.5			37.5	60	lecture,	Reading test in 60-
<b>M5.2.5</b>		<b>AUSTRALIAN STUDIES</b>												
	DPH167.1	Social culture of Australia						3.5			37.5	60	Lecture	Assignment
	DPH017	Political system of Australia						3			25	60	Lecture,	oral test

	DPH041	Field trip/ Internship						3.5			37.5	60	personal interview, consulting,	report
	DPH361	Introduction to Australian Studies						3.5			37.5	60	Task-based learning, Supervision	Assignment (mini-thesis)
	DPH343	Interpreting – Australian Politics and Translation (Australia = Country and People)						3.5			37.5	60	lecture and practice	oral/ written test
	DPH284	Interpreting – Australian Politics and Translation (Australia = Country and People)						3.5			37.5	60	lecture and practice	written test
	DPH286	Australian – English Writing 4						3.5			37.5	60	lecture and practice	written test
<b>M5.2.6</b>		<b>CHINESE STUDIES</b>												
	DPH166.1	Social Culture of China						3.5			45	30	Lecture, Presentation, Discussion	Writing test in 45 minutes, Written Assignment
	DPH016	Political system of China						3.5						
	DPH041	Fieldtrip						3.5					personal interview	Written
	DPH363	Introduction to Chinese Studies						3.5						
	DPH239	Chinese - Cultural Communication 4						3.5			45	30	lecture and practice	Oral test
	DPH240	History and Culture of Chinese character						3.5			45	5	Lecture,	Writing test in
	DPH237.1	Chinese Customs and Culture 2						6			90	90	lecture, practice	Writing test in
<b>M7</b>		<b>Semester 7</b>						<b>32</b>						
<b>M 7.1</b>		<b>Optional Courses</b>						<b>10</b>			<b>30</b>	<b>30</b>	<b>Lecture, Seminar</b>	<b>written Assignment</b>
	DPH163	Ethnic and religious issues and Conflicts in Asia and in the World						3			30	30	Lecture, Project-	Written
	DPH036	Language Teaching Methodology						3			30	30	Lecture, Project-	Written
	DPH 172	Training in Tourism						3			30	30	Lecture, Project-	Written
	DPH021	International Economics						3			30	30	Lecture, Project-	Written
	DPH003	Regional and international organizations						3			30	30	Lecture, Project-	Written
	DPH018	Graduation Thesis						3			30	30	Lecture, Project-	Written
<b>M 7.2</b>		<b>Specialized subjects</b>												
<b>M6 1.1</b>		<b>ARABIC STUDIES</b>												
	DPH209	Foreign Policies of Arab States						3			25	60	lecture course,	oral test in person
		Arabic - Business correspondence						7			45			
		Arabic for Tourism						6			75	90	lecture course, practice, presentations	presentation in person/group, individual and
<b>M6.2.2</b>		<b>INDIAN STUDIES</b>												

	DPH037	International relations and foreign policy of India							3	25	60	Lecture, Project-based-learning	Written Assignment
		English - Advanced Translation and Interpreting							6	75	90	Lecture, PPP, Project-based learning	Project Translation
		English - Business correspondence							3.5	37.5	60	Lecture, Communication	45 minute writing test on Business
		Hindi 5							3.5	37.5	60	Lecture, Communication	45 minute Writing Test
<b>M6.2.3</b>		<b>INDONESIAN STUDIES</b>											
	DPH038	International relations and foreign policy of Southeast Asia							3	37.5	60	lecture,	essay
		Indonesian - Interpreting 1							3.5	37.5	60	Lecture,	Individual Oral test
	DPH214	Indonesian for Tourism							3.5	37.5	60	Lecture,	Role play/ Report/
<b>M6.2.4</b>		<b>THAI STUDIES</b>											
	DPH038	International relations and foreign policy of Southeast Asia							3			lecture,	essay
	DPH335	Thai - Translation							3.5	37.5	60	lecture,	writing test in 60 - 120 minutes
	DPH336	Thai - Interpreting							3.5	37.5	60	lecture, presentation	oral test in person
	DPH136	Thai for Tourism							3.5	37.5	60	lecture, presentation	presentation in person/group
	DPH138	Business Thai							3.5	37.5	60	internship	report
<b>M5.2.5</b>		<b>AUSTRALIAN STUDIES</b>											
	DPH039	International relations and Australian foreign policy							3	25	60	lecture,	oral test
	DPH344	Interpreting - Australian history, translation (Australia - Country and People)							3.5	37.5	60	Lecture, practice	oral test/ written
	DPH287	Australian Business Culture 1							3.5	37.5	60	lecture,	Written test
	DPH289	Australian Business Culture 1							3.5	37.5	60	lecture,	Written test
		Australian - English Writing 5							3.5	37.5	60	Lecture, practice	Written test
<b>M5.2.6</b>		<b>CHINESE STUDIES</b>											
	DPH173	International relations and foreign policy of China							3				
	DPH242	Outline of Modern Chinese history and culture of Chinese							3.5	45	15	lecture,	presentation in
	DPH244	Chinese							3.5	45	5	Lecture,	Writing test in
	DPH389	Translating social and cultural issues							6				
<b>M8</b>		<b>Semester 8</b>							<b>25</b>				

<b>M 8.1</b>		<b>Optional Courses</b>								30	30	30	Lecture, Seminar	Written Assignment
	DPH036	Language Teaching Methodology							3	30	30	Lecture, Project-	Written	
	DPH172	Training in Tourism							3	30	30	Lecture, Project-	Written	
	DPH021	International Economics							3	30	30	Lecture, Project-	Written	
	DPH163	Economic and religious issues and Regional and international							3	30	30	Lecture, Project-	Written	
	DPH003	Regional and international organizations							3	30	30	Lecture, Project-	Written	
	DPH018	Bachelor's Thesis							3	30	30	Lecture, Project-	Written	
	DPH018	<i>(Qualified students opting for Bachelor's Thesis are granted an exemption of 10 Credits in the Optional Module)*</i>												
<b>M 8.2</b>		<b>Specialized subjects</b>												
<b>M</b>		<b>ARABIC STUDIES</b>												
		Arabic - Commercial Communication							3.5	45	15	blended learning, practice, seminar	writing test in 60 - 1	
		Arabic - News and Media							3.5	45	15	lecture, task based	writing test in 90	
<b>M</b>		<b>INDIAN STUDIES</b>												
		Methodology							6	75	90	Lecture, Task-based learning	Teaching Demo	
	DPH065	English for Office							3.5	37.5	60	Lecture, Communication	45 minute Writing test	
<b>M</b>		<b>INDONESIAN STUDIES</b>												
		Indonesian - Interpreting 2							3.5	37.5	60	Lecture,	Individual Oral	
	DPH126	Business Indonesian							3.5	37.5	60	Lecture,	75-minute written	
<b>M</b>		<b>THAI STUDIES</b>												
	DPH160	Thai for Office							6	75	30	Internship	attendance,	
<b>M</b>		<b>AUSTRALIAN STUDIES</b>												
	DPH032	Methodology							3.5	37.5	60	Lecture, Task-	Teaching Demo	
	DPH288.1	Australian Business Culture 2							6	75	90	Lecture, presentation	Written test	
<b>M</b>		<b>CHINESE STUDIES</b>												
	DPH245	Chinese - Translation and Interpreting (Economic and political issues)							3.5					
	DPH390	Geography of China							3.5					



total		30	32.5	32.5	30	27	27	32	25			
L:	Lecture											
S:	Seminar											
T:	Tutorial, Task-based learning											
C:	Communication method											
PPP	Presentation, Practice and production											
P:	Project-based learning											
A-V:	Audio-visual method											

## Rationale of the degree and the programme name

### For all three study programmes

The names of the study programmes and the awarded degrees, “Bachelor of Arts in English Linguistics and Literature”, “Bachelor of Arts in German Linguistics and Literature”, and “Bachelor of Arts in Oriental Studies” are based on the relevant MOET’s decree<sup>14</sup> and identified by a code. They are made compatible by dividing the study time into three to four blocks that increase the level of knowledge from general and fundamental knowledge to expertise within the respective specialisation.

### Integration of theory and practice

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The basic and common courses in the first two semesters convey the theoretical knowledge that is transferred to practical activities in the later stages of the specialisations. For instance, students are introduced to the Interpreting Practicing Room where they get familiar with translation and interpreting aiding facilities and practice mock interpreting with some invited guests. Besides that, presentations, micro-teaching activities, and group projects offer opportunities to practice the theoretical contents. An internship is an integral part for all students in the fourth semester. In the seventh semester, students are taken to field trips.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

According to the FGLL’s list of learning outcomes, practical skills are a component of the programme. PLO 6 intends to enable students to engage in life-long learning and according to PLO 11, students are meant to possess the professional skills necessary for working in a field of their specialisation. The three specialisations offered by the FGLL contain practical blocks in the form of projects in which students transfer their theoretical knowledge to real-life situations. Elective courses connect theory and practice, such as “Translation and Interpreting”, “Linguistics”, and “Economic German”. To ensure that the students achieve the required proficiency level of German, students practice their language ability through different methods like dialogues, interviews, role plays, problem-solving assignments.

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<sup>14</sup> Cf. Level-four classification of education at bachelor’s degree level promulgated together with Circular No. 24/2017/TT-BGDĐT of the Minister of Education and Training, October 10, 2017.

### For the Bachelor of Arts in Oriental Studies (BAOS)

At the FOS, in the courses, each lesson is designed with a theory session preceding a practice session including assignments and activities. In addition, as mentioned above, the students at the FOS have an internship or field trip in the sixth semester which intends to give them the opportunity to connect theory with practice by transferring their knowledge and skills into an environment outside the classroom. Students can go on a field trip to study a form of community life in Vietnam which is relevant for their specialisation or they can work for a domestic or foreign enterprise.

### Interdisciplinary thinking

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The BAELL offers a variety of compulsory and elective courses that have an interdisciplinary and transdisciplinary outreach - to name a few of them: “Intercultural Communication”, “Business English”, “English for Tourism”, “English for Business Correspondence”, “English for Banking and Finance”, “Introduction to Public Relations”, skills for event organisation, international relations and administrative skills. All of these courses are meant to convey an integrative set of competences.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

In the block concerned with general knowledge, students are taught courses in political science, natural and social-humanity sciences such as “History of World Civilisation”, “Environment and Development”, “Comparative Cultural Studies”, “General Psychology”. The students’ interdisciplinary thinking skills are also trained in the specialisations with courses on country studies, tourism geography, office administration, teaching methodology.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The BAOS is designed as an interdisciplinary and cross-disciplinary programme. It integrates the learning of a foreign language with the respective culture, society, politics, history and economy of the region. In addition, courses like “Oriental Language Typology”, “Economy of Asia – Pacific”, “International Relations and International Relations in the Orient” offer cross-disciplinary contents. For example, in the course “Socioculture of Southeast Asia”, students of Indonesian Studies also acquire knowledge about the Indian and Arabic culture as Southeast Asian culture that interacts with and absorbs these two cultures. Extra-curricular activities, like the Oriental culture festival and the Songkran festival, give students the chance to be in exchange with other disciplines as well.

### Ethical aspects

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

At the EF, ethical issues are introduced in the course “Introduction to research methods”. Moreover, ethical aspects for their employments are taught in the courses of the respective specialisations as well. In the fourth and seventh semester, students leave for internships in which

they can practice these ethical values on-site. After their return, they must write a report and reflect upon their gain of knowledge and skills.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

PLO 7 takes ethical aspects into account stating that values such as responsibility, honesty, compliance and other ethical dimensions should be transferred to the students' every-day situations. These values are an integral part of courses such as "Methodology in Teaching German as a Foreign Language" or "Office Administration" or "Vocation in Tourism". Furthermore, they can apply their knowledge during an internship in the seventh semester which they finish with a report.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

Professional ethics are a part in courses such as "Language Teaching Methodology", "Training in Tourism", "Training in Diplomacy", and scientific practices are taught in "Research Methodology", and "Introduction to Country Studies". As mentioned above, after the students return from their internship or field trip in the sixth semester, they must write a report and reflect upon their new knowledge and skills. The final reports must be presented in students' conferences and seminars at various levels.

### Methods and scientific practice

#### For all three study programmes

Plagiarism is viewed as a wrongdoing that will be punished by the USSH. The USSH has clear regulations on how to prevent and detect plagiarism, for instance by using software like *Turnitin*. In case a student copies intellectual property in an unlawful way, they will be suspended or expelled.

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

Related to the section concerning the integration of theory and practice and the prevention of plagiarism, the EF provides courses for all specialisations in which students get familiar with the relevant scientific practices, such as "Introduction to Research Methods", "Teaching Methodology", "Using Technology in Language Teaching", "Interpreting 1 to 3".

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

With regard to the students' general knowledge, „Scientific Research Methodology“ is a compulsory subject taught in the second year at the FGLL. In this course, students prepare a research project. Besides that, in the course "Statistics for the Social Sciences", students learn how to conduct statistical surveys.

With respect to the professional education, skills of searching, synthesising, analysing, quoting and presenting in German are taught in the "Intermediate German course B1+.2", as preparation for intensive research activities starting from the third year.

### For the Bachelor of Arts in Oriental Studies (BAOS)

In the fourth semester, students take the course “Research Methodology” which gives instructions concerning the planning, writing, and formatting of research projects or presentations. Students practice the theoretical input by preparing a research project of their own.

### Examination and final thesis

### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The learning outcomes of each course are assessed during mid-term and end-term exams and through presentations, homework, assignments and quizzes. At the beginning of each course, the assessment methods are communicated to the students. After they have taken the exam, students get a feedback about their performance.

**Table 13 Assessment methods of the BAELL**

No	Descriptions	CLO1	CLO2	CLO3	CLO4	Total	Assessment weight	
	<b>CLO weight</b>	<b>35%</b>	<b>20%</b>	<b>35%</b>	<b>10%</b>	<b>100%</b>		
1	Group project		50%			10%	<b>Mid-term</b>	<b>30%</b>
2	Mid-term test		50%			10%		
3	Quizzes	50%				17%	<b>Final</b>	<b>70%</b>
4	Exercises				20%	2%		
5	Presentation			60%		21%		
6	Talk show	50%				17%		
7	Role play			40%		15%		
8	Final test				80%	8%		
	<b>Total</b>	100%	100%	100%	100%	100%		

The final result of a course is based on the grades displayed in the mid-term (30%) and the final (70%) exam and is made known to all students beforehand via both the syllabi and the Student Handbook.

In general, a final thesis is not mandatory at the EF. Those students whose Grade Point Average (GPA) of the first six semesters is at least 8,0/10, as prescribed in the academic requirements of the MOET and USSH, can opt for either thesis writing or taking the last four graduation courses which receive equal credit points.

Those students who decide to write a thesis can choose the topic of their interest and receive a supervisor. They have six months to complete the thesis which they will defend and, if necessary, revise according to the supervisor’s advice. Moreover, all students are required to write a reflection report on the internship which will be assessed by the assigned teacher and the employer.

### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

At the FGLL, the language courses contain two tests that make up the midterm and final scores including five sections of equal weight (grammar, reading, listening, writing and vocabulary). The types of questions and exercises for the exams and tests are designed according to the sample exam framework of the Goethe-Institute, ÖSD, TestDaF-Institute and CEFR organisations for the respective level.

With regard to the three specialisations, the nature of the exams depends on the content of the respective courses. For example, for courses in the specialisation “Vocation in Tourism“, students are expected to take a written exam to test their theoretical knowledge, take an oral exam to test their communication skills and the ability to present knowledge about country studies as well as problem-solving skills and to complete an assigned project to test the competence of applying specialised knowledge and skills to specific tour guiding cases.

Moreover, in the elective courses there are also different formats, like oral tests for German-Vietnamese Interpreting and Comparative Cultural Studies, essay writing tests for literature subjects, multiple-choice tests for country studies subjects and written tests for courses related to linguistics.

A final thesis is not mandatory at the FGLL. Students with a good GPA can register for a thesis instead of attending three final elective courses. Theses at the FGLL must be written in German to demonstrate the students’ ability to study documents in German at an advanced level, as well as the ability to analyse and synthesise, show their scientific thinking about their subjects of interest and their ability to present views, arguments and analysis in a scientific style. Those students who decide to write a thesis are supported by a supervisor holding a PhD or Master’s degree from a German university. The criteria of the thesis, writing guidance and grading scales are published on the FGLL’s website.

### For the Bachelor of Arts in Oriental Studies (BAOS)

Assessment methods are determined for each course and communicated to the students at the beginning of a course. Common assessment forms are closed-book exams, multiple choice tests, oral exams, presentations, essays, and reports. Each course has a mid-term exam and a final exam. Formative assessment takes place in form of teacher’s observation of students’ performance and attendance, participation in class, and presentations that will account for 30 percent of the mid-term exam.

The FOS encourages qualified students to conduct a Bachelor’s thesis on a topic of their choice under the guidance of a suitable supervisor. It is optional, just as in the other two study programmes. The students need to apply learnt research methods. Each thesis should be a scientific report of 70 pages in length and contain all necessary sections such as hypotheses and questions as well as methodology. Two lecturers will review the thesis and grade it.

## Appraisal

### For all three study programmes concerning the logic and conceptual coherence

The panel finds that each of the curricula adequately reflects the qualification objectives of the study programmes. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation enable students to deepen their knowledge and to acquire additional competences and skills.

### For the Bachelor of Arts in Oriental Studies (BAOS)

The panel does not find the responses about the definition of “the Orient” satisfactory. They consider the term “Orient” to remain vague. Therefore, the panel **recommends** that the HEI defines its understanding of “the Orient” in its profile explicitly and clearly.

### For all three study programmes concerning the rationale for degree and programme name

Since the MOET determines the name and degree of all study programmes, the panel finds them corresponding to the contents of the curriculum and the programme objectives.

### For all three study programmes concerning integration of theory and practice

The panel considers that the courses of each study programme combine theoretical questions with practical examples. The internships also enable students to apply their theoretical knowledge actively.

### For all three study programmes concerning interdisciplinary thinking

The panel sees the aspects where students must apply interdisciplinary thinking to be well-balanced.

### For all three study programmes concerning ethical aspects

The panel agrees that ethical implications for professional and scientific aspects are appropriately communicated to the students and prepare them for their future employment.

### For all three study programmes concerning methods and scientific practice

The panel finds that students acquire sufficient methodological competences and scientific skills, but they think that methods especially applied in cultural studies, like interpretation skills and hermeneutics, and the academic writing skills are insufficient. These skills could be further developed in all three programmes. Therefore, the panel **recommends**:

- a) to apply cultural studies approaches in the courses to enable students to handle interdisciplinary and transcultural knowledge and to deal with trans- and multicultural texts and situations.
- b) to put more emphasis on training scientific work, in particular academic writing skills, and to build skills for conducting autonomous research.

### For all three study programmes concerning examination and thesis

The panel finds that the formats of the final exams in the courses mostly only test the acquired knowledge in terms of course content but do not include any transferable scientific abilities or promote learner autonomy, like “learning to learn” skills. Since a final thesis is not mandatory, they consider the current assessment of students to be mainly summative with only few formative components. A highly effective formative assessment tool is a formal written assignment. It should take the form of a paper or an essay with a topic chosen and independently compiled by the student to improve research abilities like crafting research questions, finding research designs and choosing research methods, and reviewing and using secondary sources. The written assignment, to which the lecturer should give a detailed feedback, also aims at building stronger autonomous research and academic writing skills. Therefore, the panel recommended the condition that the HEI should diversify the examination formats by including written assignments like critical essays, a paper on a research project, take-home assignments or term papers.

In its statement on the report, the HEI gave feedback on both the recommendation with regard to methods and scientific practice and the condition for the examination and final thesis. It states that the Faculty of English Linguistics and Literature uses presentations, homework, written assignments, quizzes, projects, and portfolios as assessment methods. As an example, they refer to the Business Culture course that includes a project report as an examination format. Students are encouraged to write a “start-up project” which they are working on throughout the course. The project is to be submitted and presented near the end of the course. The score of this evaluation format is counted into the final score which is a combination of different exam components. As evidence, the Faculty enclosed different examples of examination formats.

For the Faculty of German Linguistics and Literature, the HEI explains that in the academic year 2021-2022 students had to write six written assignments as final exams for six Vietnamese courses, such as Environment and Development, Scientific Socialism, Research Methodology, Introduction to Sociology, Fundamentals of Vietnamese Culture, Marxist-Leninist Political Economy. With regard to courses taught in German, students that have achieved the proficiency level of B2 (CERF) read materials and write assignments in German. In the third year, the courses Methodology in GFL 2 (written assignment as part of final score), History of German Literature 1 have written assignments. The Faculty expresses its awareness to implement more written assignments and announces to revise the programme to introduce new measures. They also submitted examples to show the implementation of different formats.

In the statement on the report, the Faculty of Oriental Studies points out that the formats are mostly focused on testing the acquired knowledge, but they emphasize that the final exam papers include transferable scientific abilities. Students’ assignments such as presentation or writing scientific research projects convey different skills, like communication, planning and analysis of research. The Faculty also indicates that they offer different examination formats, such as written assignments like critical essays, paper on a research project, take-home assignments or term papers. They added examples of examination and papers to show the implementation of different formats.

With regard to the statement on the report, the panel appreciates the diversity of formats that the HEI submitted together with the statement. However, the panel still considers that the examples of examination forms do not give evidence of autonomous scientific work which a Bachelor programme should put (more) emphasis on. The panel thinks that the introduction of additional exams with the characteristics mentioned above (or simply the modification of the existing forms) would be beneficial for students and better prepare them for scientific work. That is why, the panel adjusted the **condition** as follows:

The HEI uses special examination forms that aim at conducting autonomous research promoting students' abilities like crafting research questions, finding research designs, choosing research methods, and reviewing secondary sources.

		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)			BAELL/ BAGLL/ BAOS		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.4	Interdisciplinary thinking			BAELL/ BAGLL/ BAOS		
3.1.5	Ethical aspects			BAELL/ BAGLL/ BAOS		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.7*	Examination and final thesis (Asterisk Criterion)				BAELL/ BAGLL/ BAOS: <b>condition</b>	



### 3.1. Structure

#### Modular Structure

##### For all three study programmes concerning the conversion of national credit points into ECTS credit points

In 2021, the VNUHCM has issued guidelines explaining the conversion of national credits into ECTS credits.<sup>15</sup>

One Vietnamese theory credit equals 1.5 ECTS credits. It consists of 15 class periods x 50 minutes plus 30 hours self-study which equals (12.5 hours + 30 hours) 42.5 hours.

One Vietnamese practice credit equals 2 ECTS credits. It consists of 30 class periods x 50 minutes plus 30 hours self-study which equals (25 hours + 30 hours) 55 hours.

USSH has chosen an average of 27.5 hours per ECTS credit as the basis for equivalent conversion at the University.

Different results in the ECTS credits' conversion of the total number of credits derive from the different weighing of theoretical and practical national credit points in the study programmes. In general, 121 national credits are allocated to study programmes at USSH.

Compulsory courses that all students at the VNUHCM must attend are the courses Foreign Language, National Defense, Physical Education, and Computing. They are credited but not included in the calculation of the grade point average.

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

Projected study time	3.5 years
Number of Credit Points (CP)	121 national credits relevant for GPA (in total 211.5 ECTS credits)
Workload per CP	1 national credit = on average 42.5 hours
Number of modules/courses	47 courses
Time required for processing the final thesis and awarded CP	6 months
Number of contact hours	2,158 hours

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<sup>15</sup> Cf. Guidelines on Conversion of Credits to the European Credit Transfer and Accumulation System, Vietnam National University, University of Social Sciences and Humanities, No. 35, August 30, 2021.

### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

Projected study time	4 years
Number of Credit Points (CP)	152 national credits (including 30 national credits not relevant for GPA) (in total 237.5 ECTS credits)
Workload per CP	1 national credit = on average 42.5 hours
Number of modules/courses	5 modules
Time required for processing the final thesis and awarded CP	6 months, approx. 292,5 hours
Number of contact hours	2,550 hours

### For the Bachelor of Arts in Oriental Studies (BAOS)

Projected study time	4 years
Number of Credit Points (CP)	121 national credits relevant for GPA (in total 236 ECTS credits)
Workload per CP	1 national credit = on average 42.5 hours
Number of modules/courses	58 courses
Time required for processing the final thesis and awarded CP	4 months (from January to end of April)
Number of contact hours	2,400 hours

## Study and exam regulations

### For all three study programmes

The main semester has 15 weeks of lectures and additionally, one more week to study and two more weeks for the final exams. The mid-term exams usually take place in the seventh or eighth week, the final exam in week 17 or 18 of the semester. During the summer, in July and August, students who did not perform so well can catch up with lessons and re-take exams to relieve their burden during the regular semester.

Exams should not be too concentrated to a certain period of time to give students the possibility to study. Two exams that take less than 60 minutes can be set in one day (morning and afternoon), in case of longer exams, there should be only one per day. When there are more than 50 students taking an exam, there should be three proctors in the exam hall responsible for invigilation.

The national scoring system in Vietnam can be transferred into the ECTS system as illustrated in the following table:

**Table 14 Vietnamese scoring system and its equivalents in the ECTS**

Band Descriptors	Scoring ladder (1-10)	Scoring ladder (1-4)	Letter scoring ladder
		Grade	Mark
Excellent	9.0 - 10	4,0	A+
Very good	8.0 - < 9.0	3,5	A
Good	7.0 - < 8.0	3,0	B+
Fair	6.0 - < 7.0	2,5	B
Average	5.0 - < 6.0	2,0	C
Fail	4.0 - < 5.0	1,5	D+
Fail	3.0 - < 4.0	1,0	D
	< 3,0	0,0	E

All mark sheets are sent to the Office of Educational Testing and Quality Assessment. The Office of Undergraduate Affairs publishes the results. If a student is not satisfied with the results of the grading, they can initiate a complaint procedure. The complaint procedure is regulated by the USSH and published on both the USSH's and faculty's website. Students must submit the "Result Review Application Form" which they must send to their faculty for review.

**For the Bachelor of Arts in English Linguistics and Literature (BAELL)**

The study and exam regulations for the BAELL are communicated to the students during the "Major Orientation" course and are published in the Handbook of Programme Specifications and on the university website for ease of reference. At the beginning of each course, the instructors specify details on the examination formats.

**For the Bachelor of Arts in German Linguistics and Literature (BAGLL)**

The formats of the mid-term and final assessments are flexible depending on the nature of the course. They are assessed and approved by the University's Academic Council and specified in the respective syllabus. Students can re-take a course if they failed before. In the summer, students can plan to do an internship or field trip or arrange to study in a German partner HEI. Plans for exams and tests are communicated at the beginning of each course so that students can arrange their study plans and review time in advance.

**For the Bachelor of Arts in Oriental Studies (BAOS)**

All courses specify their assessment methods, including formative assessments, midterm and final exams separately with respect to the USSH's guidelines and the FOS' Academic Council's approval. The assessment methods are clearly communicated to students at the first lesson of each course.

## Feasibility of study workload

### For all three study programmes

Students' actual workload can vary depending on the number of courses they register for. Each semester, students are recommended to take a minimum of 14 national credits (approximately 21-28 ECTS credits). If they do not complete 14 national credits, the students are not considered for scholarships. The students who failed can retake the courses in the summer semester. The duration of each semester with 17 to 18 weeks is considered to be adequate to allow students to prepare for the exams in the last two weeks of the semester.

During the online conference, the panel got the impression that the study programmes demand a lot of effort and ambition from their students. During the interview with the students their impression was confirmed that the workload is manageable when students are ambitious enough to constantly study and rehearse.

## Equality of opportunity

### For all three study programmes

At USSH, all students have equal rights and obligations. Students with special physical needs, students whose parents have made significant contributions to the nation, and/or students with special economic background, students from an ethnic minority are supported financially or through a scholarship according to national policies. The Office of Students Affairs offers counselling and support.

According to the University's guidelines, disabled students can choose between written or oral exams in all courses. For students with problems concerning writing and spelling, a text-to-speech software is available. Information about the student support services, working hours, office rooms, telephone numbers, and emails of the support staff are provided in the Student Handbook.

For example, more than 73 percent of students are female at the EF. Moreover, in the cohort of 2021-25, one student with an impairment enrolled to study the BAELL. At the FGLL, so far there was no student with any impairment.

## Appraisal

### For all three study programmes

All three study programmes have a structure that supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of blocks and courses that take the necessary student workload into account. Practical components, like the internship or field trip, are integrated in the curriculum and rewarded with credits. The individual courses provide detailed descriptions of intended learning outcomes and the relevant information as defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and national requirements. The study programmes are designed in a way so that students can do internships or go abroad without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final grade is supplied with either a relative grade or an ECTS grading table.

The feasibility of the study workload is uniform in all three programmes and ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations. For students who are struggling with the workload they can relieve their burden by taking the extra lessons in the summer semester. In general, the panel formed the view that the workload will be manageable for those students who work ambitiously throughout their study time.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning formal requirements throughout the programme and examinations. Students in special circumstances, such as from an ethnic minority or with parents who served the country, 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)			BAELL/ BAGLL/ BAOS		
3.2.2*	Study and exam regulations (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.2.4	Equality of opportunity			BAELL/ BAGLL/ BAOS		

### 3.3 Didactical concept

#### Logic and plausibility of the didactical concept

##### For all three study programmes

The three study programmes uniformly follow a student-centered and problem-based learning approach. Common teaching methods applied in the courses are lectures and discussions, group work and presentations, projects, quizzes and games, like role-plays. For instance, presentations shall encourage students to actively practice the languages they are studying and to be more assertive in communication. Role plays also foster communicative skills. The practical component in form of the internship or the field trip is mandatory in all three programmes.

The lecturers can participate in workshops or training courses on teaching methodology to improve their didactical skills.

During the online conference, the panel learned from the employers that the students seemed reserved when they start working. They remarked that they would wish that students are encouraged to act in a more autonomous and proactive way, which could be taught to them during their study time.

#### Course materials

##### For all three study programmes

During the conference, the panel learned that the USSH has access to the databases of the VNUHCMC. The students can access the databases anywhere and on any device.

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The head of each department at the EF prepares the course syllabus each semester, which will be provided to the students at the beginning of each course. The syllabus includes the course description, the learning outcomes and the schedule. In addition, course rules, teaching and learning methods, assignments and assessment plans as well as the main course books and supplementary materials are listed as well. The course materials are selected and submitted by the lecturers beforehand.

During the online conference, the panel recognised that in some courses the course materials, like newspaper articles from the 1990s, are outdated.

##### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The textbooks chosen for the language practice modules are imported from Germany and also available online and in the library. There are special German textbooks for each of the specialisations, like *Büro 2.1* for the Office Administration specialisation or *Deutschlehren lernen* for the Teaching Methodology specialisation. For the Tourism specialisation, the lecturers choose a variety of texts dealing with the German and Vietnamese culture, history and geography.

### For the Bachelor of Arts in Oriental Studies (BAOS)

The FOS' library offers necessary materials as hardcover or online. The lecturers choose the relevant course materials when they prepare the course. The materials are mostly in foreign languages, compiled in the course syllabi and annually updated.

### Guest lecturers

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The EF invites guest lecturers and speakers from professional and academic fields. They can give single lectures, workshops or seminars. For instance, in 2021, they invited representatives from enterprises, like Green Voices Media or Golden Communication Group, to hold workshops about voice quality and communication methods. In 2022, the EF organised an international forum for students and lecturers that dealt with "Different trends in ELT (English Language Teaching)" where speakers from other universities and institutions gave presentations. Other workshops held by external lecturers dealt with presentation skills or proposal writing. These events were announced on the EF Facebook webpage.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The FGLL considers guest lectures as a good opportunity for students to learn about practical aspects and the work context of each of the specialisations. Diplomats, recruiters and other professionals of the relevant fields are invited to give talks as well.

For instance, in 2019 and 2020, the deputy consul of the German Consulate in Ho Chi Minh City visited the Faculty and gave a speech in front of the faculty and students. Furthermore, in 2021, the Faculty held a workshop illustrating the organisation of a travel company. The German Chamber of Commerce was invited to give a presentation about the "AHK Vietnam and their functions". In 2022, workshops with regard to research methods for students writing a final thesis or teaching methods and teachers' ethics were organised in cooperation with the Technical University of Dortmund, the German Academic Exchange Service and the Goethe Institute. The activities are included in the course syllabus.

**Table 15 List of guest speakers at the FGLL**

Time	Institution	Topic	Related specialisation	Duration
04.2019	Goethe Institute Ho Chi Minh City	Job opportunities as a German teacher at the Goethe-Institut Ho Chi Minh City	Teaching Methodology	60 mins
05.2019	Vietnamese German University	Teaching German at the Vietnamese-German University	Teaching Methodology	90 mins
10.2019	Café Deutsch	Vietnamese culture from a German perspective	German Culture and Civilisation	90 mins
01.2020	Asian Trail	Challenges for the tour guide profession	Tourism Skills	60 mins
04.2021	Asian Trail	Tourism industry during the Covid pandemic	Tourism Skills	90 mins
10.2021	Café Deutsch	Office administration at a German language centre	Office Administration	90 mins
11.2021	AHK Vietnam	Portrayal of an office specialist at AHK	Office Administration	60 mins

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The FOS invites experts and scholars from Vietnamese or foreign partner institutions to give lectures or workshops for four to five periods of the courses. Moreover, entrepreneurs are also asked to share their experience on business, recruitment, and soft skills with the students.

The entire faculty invites students to participate in the annual Oriental Festival where speeches on cultural topics are given to the students. Furthermore, each department organised individual events for the students. For example, in 2021 and 2022, many events were organised in cooperation with the Royal Thai Consulate including a ceremony for planting trees at the Thai-Vietnam Friendship Garden, or Thai dance classes or a Thai speaking contest for students majoring in Thai Studies. For students of Australian Studies, the Faculty participated at a ceremony for the Australian National Day at the Australian Consulate. They also had a workshop called “Australia Today” with the Deakin University, Australia in Ho Chi Minh City. At the Department of Indonesian Studies, for example, they organised several events with regard to agricultural development for food security in Vietnam in 2017. At the Department of Indian Studies, they hold a feast for the Indian National Day and for a Hindi holiday annually together with the General Consulate of India. At the Department of Chinese Studies, they invited guest lecturers from Taiwan to give seminars on teaching methods and to learn Vietnamese (PRC). The students are invited to the General Consulate of the People’s Republic of China as well where they listen to speeches of the diplomats or celebrate the National Day of the PRC.



## Lecturing tutors

### For all three study programmes

There are no student tutors at the USSH. At the EF, lecturers are employed who work fixed hours on a weekly basis. They support students and give advice. At the FGLL, the tutors are called teaching assistants. They correct the mid-term and final exams, comment on the weekly written assignments, teach lessons that students need to catch up on, organise backup exams, and give advice to students on how to improve their performance. The FOS' lecturers give guidance to students and support weak students to keep up with the rest of their classes.

## Appraisal

### For all three study programmes concerning the logic and plausibility of the didactical concept

The didactical concepts of all three study programmes are plausibly described and oriented towards the programmes' objectives, namely the employability of their students. They allow for the application of different teaching and learning methods. As mentioned by the employers, students could be encouraged to take a more active role in creating the learning process.

### For all three study programmes concerning the course materials

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are user-friendly and encourage students to engage in further independent studies. However, the panel formed the view that some course descriptions in all three study programmes are outdated because they refer to materials that were published two or more decades ago. For instance, at the English Faculty (EF) the course British Politics lists materials from the 1990s. Considering that factors such as globalisation, digitalisation and the *Brexit* have changed politics nationally and internationally, the EF should take this into account when selecting the course materials. At the Faculty of German Linguistics and Literature (FGLL), the panel also discovered some course materials that are from the 1990s and early 2000s, like in the course German Studies. At the Faculty of Oriental Studies, the general course Asian Pacific Economy, for example, has also rather outdated literature. Similar to the course British Politics, recent developments, like globalisation, digitalisation or the Covid-19 pandemic situation, impact the Asian Pacific Economy as well. That is why it is important to keep the course materials up-to-date. Therefore, the panel **recommends** that the HEI updates all the course descriptions with the recent literature to teach current contents in the respective courses.

In the statement on the report, the HEI states that the Faculty of English Linguistics and Literature has replaced outdated materials in their reviewing process in July 2022. Which they enclosed for reference to the report. The updated curriculum will be put into use in the academic year 2023-2024.

### For all three study programmes concerning guest lecturers

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work.

		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)			BAELL/ BAGLL/ BAOS		
3.3.2*	Course materials (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.3.3	Guest lecturers			BAELL/ BAGLL/ BAOS		
3.3.4	Lecturing tutors					X

## 3.4 Internationality

### International contents and intercultural aspects

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

In each of the specialisation at the EF, there are mandatory and elective courses that deal with international and intercultural contents, among them are “Introduction to British-American Culture and Society”, “British and American History”, “Cross-Cultural Communication in Language Teaching”, “Foreign Relation Skills” and “Business Culture”.

In addition, every year, students are nominated to participate in the “International Week” that already took place in Spain, Japan, the Netherlands, Sweden, Germany, Poland, and Turkey. Moreover, the EF organises international conferences to give students the chance to meet international scholars and to practice their intercultural skills.

**Table 16 International conferences organised by the EF**

<i>Date</i>	<i>Conference Details</i>
<i>30 November - 01 December, 2012</i>	International Conference on English Language Teaching in Asian University
<i>24- 25 October, 2014</i>	The 2014 International Conference on English Language Teaching
<i>21 – 22 October, 2016</i>	The International Conference on English Language Teaching ICELT 2016 “Exploring New Paths to a Better Future of ELT in a Globalised World”
<i>23 – 24 November, 2018</i>	The International Conference on English Language Teaching ICELT 2018 “ELT for Innovation and Integration”
<i>17-18 December, 2020</i>	The 5th International Conference on English Language Teaching ICELT 2020 “ELT for Lifelong Learning in the New Decade”

**For the Bachelor of Arts in German Linguistics and Literature (BAGLL)**

At the FGLL, international contents can be found in courses like “History of World Civilization”, “Contrastive Linguistics”, and “Comparative Cultural Studies”. In addition, the language teaching textbooks are in German that also teach intercultural communication skills. Students practice intercultural communication skills in a course of the same name. Students can participate in academic exchanges with international students through the Southeast Asian - German summer semester and the Southeast Asian - German language summer camp.

**For the Bachelor of Arts in Oriental Studies (BAOS)**

At the FOS, internationality and intercultural sensibility play a central role since more than 66.9 percent of the offered courses center around knowledge of regional studies and country studies.<sup>16</sup> These courses equip students with knowledge of regional and international relevance such as “Introduction to Oriental Studies”, “Oriental Language Typology”, “Introduction to International Relations and International Relations in the Orient”, and “Economy of Asia - Pacific”. More than 40 percent of the courses are dedicated to language teaching in each specialisation. The aim is to enable student to fluently communicate in the chosen foreign language.

Through international exchange programmes students get the opportunities to engage in interactions with students from Indonesia, Malaysia, Thailand, and China. Students can also be nominated for a scholarship to study abroad. Destinations are among others China, Thailand, Australia, Indonesia, Kuwait, Egypt, Oman, and Qatar. Moreover, students can do an internship at foreign institutions and enterprises as well.

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<sup>16</sup> See BAOS self-evaluation report p. 31.

During the interview with the employers, the panel learned that the employers are very satisfied with the students' intercultural communication skills which they study at FOS. These skills facilitate to find jobs in an international environment.

### Internationality of student body

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

At the EF, international students were admitted in the cohorts 2016-17, 2017-18 and 2018-19. For example, in the cohort 2016-17, four students from Korea, Japan, Turkey, and Turkmenistan applied to study at the EF. In 2017-18, there were three students from Turkmenistan and in 2018-19, four German students were admitted.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The target group of students who want to learn German are of Vietnamese origins. Nevertheless, through exchange programmes, students from Germany and Thailand are invited to study at the FGLL as well.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The FOS' objective is to train Vietnamese students in regional studies. There used to be students from Korea, Taiwan, or Italy but they did not account for a significant proportion.

### Internationality of faculty

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

Among the full-time lecturers, many graduated from international universities, like La Trobe University, Australia, University of Leeds, and University of Nottingham. They regularly participate in international conferences as well.

Furthermore, internationally recognised lecturers from America, Canada, and Australia have already given workshops and seminars at the EF. They came from partner HEIs such as Liberty University, US; Georgetown University, US; Macquarie University, Sydney, Australia, and Monash University, Australia.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The full-time lecturers at the FGLL have a degree from a German university which the following table illustrates:

**Table 17 University degrees of the FGLL's lecturers**

Title	Duties and Responsibilities	Degree (year)	Education	
			Major	University (Country)
Dean	Büromanagement, German Linguistics, Advanced German courses	Ph.D. (2014)	Phonetics	Jena (Germany)
		MA (2008)	GFL	Jena (Germany)
Vice Dean	German Culture, Didactics, Touristic German	Ph.D. (2019) MA (2002)	Vietnamese Studies GFL	USSH (Vietnam) Kassel (Germany)
Lecturer	Didactics, Economic German	MA (2013)	GFL	Kassel (Germany)
Lecturer	Austrian Culture, Swiss Culture	MA (2014)	GFL	Bangkok (Thailand)
Lecturer	Basic German courses	MA (2021)	GFL	Jena (Germany)
Lecturer	Basic German courses	MA (2022)	GFL	Jena (Germany)
Lecturer	Linguistics	MA (2021)	GFL	Jena (Germany)

In addition to them, German native speakers support the faculty and are completed by other foreign lecturers, for example from the USA or Hungary. They usually teach students from the second year onward.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The FOS employs foreign lecturers and Vietnamese lecturers earning a degree abroad in each of the departments. In addition, there are visiting lecturers from overseas. The teaching staff gained international experience through research stays in India, Indonesia, Thailand, China, Taiwan, USA, or Russia or through cooperation with international colleagues in research projects.

#### Foreign language contents

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

As mentioned in the section about international contents above, English is the language of instruction in the lectures at the EF. Only in the block about general knowledge, students are taught in Vietnamese as well. Students are also required to learn a second foreign language, such as Chinese, Japanese, French, Italian, or Spanish.

##### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

Except for the course “Translation and Interpreting”, all courses, in total 37, are taught in German or are based on German textbooks and materials. From the second year onward, students are taught by German native teachers.

##### For the Bachelor of Arts in Oriental Studies (BAOS)

In each of the specialisations, there are courses that are partly or entirely taught in the respective foreign language, such as “Business Indonesian”, “Introduction to Australian Social Culture” and

“Social Culture of China”. They use primary sources in the foreign language and the language learning textbooks are in the foreign language.

## Appraisal

### For the Bachelor of Arts in English Linguistics and Literature (BAELL) and the Bachelor of Arts in German Linguistics and Literature (BAGLL) concerning international contents and intercultural aspects

At the EF and the FGLL, international contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment. The courses contain practical examples so that students are enabled to act in an intercultural environment.

### For the Bachelor of Arts in Oriental Studies (BAOS) concerning international contents and intercultural aspects

The panel is particularly impressed with the intercultural competences that are taught at the FOS. These skills are at the core of the programme’s learning objectives and prepare students to work in an intercultural environment.

### For all three study programmes concerning the international student body

All three study programmes are directed at Vietnamese students in the first place. Therefore, generally, international students do not apply for enrolment. But international applications are welcome. Overall, the concepts of all three study programmes correspond with their objectives and target groups.

### For all three study programmes concerning the internationality of faculty

The three faculties include teachers from different countries, teachers with international academic and professional experience. They support the students in acquiring international competences and skills.

### For all three study programmes concerning foreign language contents

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

		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)		BAOS	BAELL/ BAGLL		
3.4.2	Internationality of the student body			BAELL/ BAGLL/ BAOS		
3.4.3	Internationality of faculty			BAELL/ BAGLL/ BAOS		
3.4.4	Foreign language contents			BAELL/ BAGLL/ BAOS		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

#### For all three study programmes

Problem-solving skills, critical thinking and communication and team work skills belong to the key competencies taught at all three faculties. The students can practice presentation skills and conflict handling, leadership skills in group projects or alongside the regular courses.

For example, at the EF and FGLL, students regularly present the results of their group works in front of the class. To enhance it further, the FGLL intends to offer the elective course “Presentation Skill” starting in the academic year 2022-23. At the FOS, students can choose courses like “Public Speaking” to focus on their speaking skills.

#### **Appraisal:**

#### For all three study programmes

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the learning outcomes defined in the course descriptions. This is supported by means of suitable didactical and methodological measures.

The faculties ensure the acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge as well.

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

### 3.6 Skills for employment / Employability (Asterisk Criterion)

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

Each of the three specialisations is meant to provide students with the necessary skills to enhance their job opportunities. For example, the teaching skills are practiced in “Teaching Practice 1 + 2”.

As mentioned in chapter 1.3, the panel learned that third-year students easily found jobs as teaching assistants and were able to work part-time due to rising demands on the job market.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The employability of the students is a central objective of the FGLL. That is why students are required to achieve the C1-level of German proficiency. They should be able to transfer theoretical knowledge to practical situations and to improve their professional skills throughout all courses.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

Students at the FOS learn several soft skills such as organisation skills and planning skills that are taught in workshops and extracurricular activities held at the FOS level and department level and through international exchange programmes.

The internship in the sixth semester serves as a first contact to possible future employers. During the online conference, the panel learned that many students find a job right after graduation because they performed well during the internship.

### Appraisal:

#### For all three study programmes

The promotion of employability runs as a common thread of the study programmes through all their courses. Employability is fostered through the promotion of multidisciplinary competences and skills.



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

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The EF employs more than 40 full-time lecturers holding different levels of degrees. There are also more than 20 part-time lecturers, as the following table illustrates:

**Table 18 Academic staff at the EF**

<i>Academic staff</i>		<b>Number</b>	<b>Percentage</b>
Full-time PhD holders		9	14%
Full-time MA lecturers		23	36%
Full-time lecturers studying abroad	Doctoral students	6	9.4%
	MA students	2	3.1%
Full-time lecturers studying in home country	Doctoral students	3	
	MA students		
Part-time lecturers	Ph.D. holders	23	36%
	MA		
Visiting professors/ lecturers		1	1.5%
<b>Total</b>		<b>64</b>	<b>100%</b>

**Table 19 Full-time academic staff by EF's departments**

<b>Department</b>	<b>Number of MA holders</b>	<b>Number of Ph holders</b>	<b>Number of Ph learners</b>	<b>Total</b>	<b>Percentage</b>
English language skills	10	0	2	12	28%
Translation & Interpreting	5	2	1	8	18%
English Linguistics	2	3	1	6	14%
English Language Teaching	2	3	1	6	13%
American-British Culture Literature	4	1	3	8	18%

The allocation of lecturers depends on the number of students choosing the specialisation. Besides teaching, the academic staff is in charge of planning the syllabus, offering academic advice and supervising student research and theses. The current student-teacher ratio is 24 students per teacher. Most of the lecturers have at least five years of teaching experience and are able to teach two to three different subjects so that the EF can be flexible in planning the teaching schemes for all the semesters in an academic year.

The USSH determines the employment regulations. They must be active in doing research by publishing one academic paper a year. A full-time lecturer is required to fulfil on average a teaching load of 270 periods (50 minutes/period) for courses in the BA programme. That means they are in charge of four to five courses of 45-60 periods within two semesters in an academic year of in total 36 weeks. This is equivalent to 6.25 hours per week.

**Table 20 Types and numbers of publications of full-time lecturers at the EF**

Academic Year	The EF's full-time lecturers			Lectures of foundational courses (taught in Vietnamese)		
	National	International	Total	National	International	Total
2016-2017	10	17	27	39	10	49
2017-2018	7	9	16	18	2	20
2018-2019	4	21	25	22	7	29
2019-2020	6	5	11	33	14	47
2020-2021	13	16	29	28	11	39

**For the Bachelor of Arts in German Linguistics and Literature (BAGLL)**

At the FGLL, the full-time teaching staff consists of 16 persons including two teachers holding a doctoral degree, five with Master's degree, five Master candidates serving as teaching assistants, two teaching assistants at the B.A. level, and two secretaries.

The full-time lecturers are supported by visiting lecturers, such as foreign experts and teachers. Many of them have been working at the FGLL for more than ten years. One teacher from Germany joined in 1997, one in 2008. There is also a lecturer sent from the German Academic Exchange Service who joined the Faculty in 2016.

The ratio between lecturers and students is summarised in the table below.

**Table 21 Ratio between teaching staff and students at the FGLL**

No.	Semester, year	Number of lecturers	Number of students	Lectures/ students ratio	Number of classes	Number of Courses	Average amount of students per class
1	1, 2019-2020	14	245	~ 1 / 18	19	14	~ 22
2	2, 2019-2020	15	221	~ 1 / 15	19	15	~ 21
3	1, 2020-2021	15	271	~ 1 / 18	23	17	~ 22
4	2, 2020-2021	13	272	~ 1 / 21	19	13	~ 22

#### For the Bachelor of Arts in Oriental Studies (BAOS)

At the FOS, there are 31 full-time lecturers including one associate professor, nine lecturers holding a PhD degree, 21 lecturers with a Masters' degree and five students at the B.A. level. They are supported by 22 visiting lecturers and a group of experts which consists of two associate professors and three lecturers with a PhD degree. In addition, a varying number of volunteer lecturers support the FOS as well. The student/lecturer quota is about 13 to one. The FOS plans to expand the faculty staff in the coming years to meet the increasing enrolment demands.

#### Academic qualification of faculty

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

To become a lecturer at the EF, the staff must be qualified with a B.A. degree in English language and a Master's degree or PhD in specialisations in Teaching English as a second or foreign language (TESOL), English Linguistics, English Applied Linguistics, British or American Cultural Studies, Comparative and Contrastive Linguistics, Business Administration, or equivalents. Master graduates can have double degrees, one major in English and a second in related fields, like Business Administration, International Relations, and Comparative Linguistics. The EF encourages the graduates to continue their own research in form of a doctoral thesis.

In general, the EF informs the staff about scholarships and grants for participating in international conferences. Besides that, the department of English Language Teaching biannually hosts an international conference to offer their staff the opportunity for research communication with international colleagues.

##### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

At the USSH level, teachers are employed after they passed the recruitment process. Retired teachers are also allowed to continue with their lectures when they are still in a fit state. The young lecturers and teaching assistants at FGLL are supported through class observation by more experienced lecturers who give professional feedback. The teaching assistants also attend the classes of senior lecturers to learn from them. By supervising students with their final thesis, senior lecturers also practice their expertise.

Lecturers are encouraged to improve their academic qualifications by continuing with Masters' or doctoral courses, by participating in international conferences or doing research and publishing

their findings in academic journals. For that matter, FGLL has hosted several activities such as the “Hochschulkompass” organised by the German Academic Exchange Service, or several workshops in cooperation with the Goethe Institute and the German Academic Exchange Service.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

Lecturers at the FOS graduated with Masters’ and PhD degrees from foreign universities in Indonesia, India, China, Taiwan, Russia, the USA and Singapore. They are recruited from the USSH recruitment process and have academic qualifications in the fields of Oriental Studies. Moreover, they are welcome to engage in further research. That is why, from the academic year 2016-2017 to the academic year 2020 - 2021, there were 156 articles published by the FOS’s lecturers.

#### Pedagogical/didactical qualification of faculty

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The EF’s lecturers teach the courses that correspond with their qualifications, experience and aptitude. AT USSH level, teachers are trained to use the latest technical teaching aids like smart boards, online tools for translation and learning. Every year, the department heads revise and update the syllabi and integrate new materials and innovative teaching and learning methods. The USSH allowed the EF to build an online learning management system, called EF-Learning. The staff can develop computer-based activities for their courses on this platform.

The teachers’ performance is evaluated in a students’ survey every two years. With the evaluation results, the departments can see whether and how part-time and full-time lecturers should improve their didactical skills.

##### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

Lecturers at the FGLL must take part in workshops which are awarded with teaching certificates and are organized annually by German partners, like the Goethe Institute or the German Academic Exchange Service. The training courses are meant to improve teaching skills and methods or IT applications in foreign language teaching.

##### For the Bachelor of Arts in Oriental Studies (BAOS)

To be allowed to teach at the FOS, lecturers first participate in certified pedagogical training. Teacher must be adept in designing the syllabus, applying relevant teaching methods and IT skills during lectures. They shall also accept class observation by other lecturers to give feedback.

#### Practical business experience of faculty

##### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

Teachers bring working experience from previous employments, for example as a translator, tour guide, academic advisor, journal reviewer, and language trainer. They know about recent trends and developments, which is beneficial to keep the courses up to date. Besides that, their contacts are helpful to start collaborations with businesses and academic institutions. Thus students can find an internship more easily.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

All lecturers at FGLL engage in practical projects or work part-time as translators, interpreters, administrative staff or travel agents.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

Similarly to the BAGLL, the lecturers at the FOS collaborate in research or practical projects and work as trainers in companies, as travel agents and interpreters. Since the FOS promotes the students' field trips, lecturers supervise them outside the university so that they also gain insights in practical matters. Many visiting lecturers are businessmen, tour guides, secretaries, diplomats or directors at partner institutions.

### Internal cooperation

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

Although all teachers are assigned to one of the five departments, they can also teach for another department at the EF with regard to the course contents. Therefore, the teaching staff is in constant exchange with one another. Moreover, they meet during staff meetings, department meetings or academic council meetings. In a semester of four months they meet at least three times, for instance to discuss teaching and class issues, to compile the assessments and tests, and to evaluate the exams and the students' feedback. The teaching staff can also exchange their research findings with each other. For that matter, the EF organises the EF Research Camp, which is also a good platform for new ideas for teaching and research projects.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

Every Tuesday afternoon, the full-time lecturers meet up to discuss all issues related to teaching, the students and the Faculty. Teachers also set up communication channels in form of an email distribution lists or messenger groups on Zalo. The departments at the FGLL also hold monthly meetings to exchange and discuss students' performance or feedback. As mentioned above, co-teaching is an often-used method to have teachers share their experiences. Besides that, teachers also collaborate in research projects and co-author articles.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

Co-teaching between lecturers is promoted at the FOS as well. Junior and senior lecturers of similar courses are brought together so that the junior lecturers can learn from their senior colleagues, receive help with administrative affairs and student management. Junior lecturers' courses are visited by senior lecturers to give them advice for improvement. They also cooperate in research projects. Every department holds regular meetings to share experience in teaching activities.

### Student support by the faculty

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

To provide an appropriate service to students, the EF teaching staff is available for private or group consultation when necessary. The EF organises the so-called "Talk to Students" for each cohort every year where students can ask questions about the study programmes and other students' affairs. Besides that, the assistants for academic affairs, research, and student affairs and the

librarians at the English Resource Centre (library of the EF) also support students and help them. Moreover, teachers and assistants are available via email and phone during office hours. The EF Facebook or other messengers provide further channels to publish news and to consult with students.

**Table 22 Staff at the EF**

Support staff	Number	Qualifications	Duties
Academic-affair assistants	6	04 BAs 02 MAs	Giving consultation about matters related to their learning and academic affairs.
Academic advisors	13	02 PhD + 9 MA + 02 BAs	Giving advice and helping students to deal with difficulties in their self-learning, course choice, research activities, and other relevant issues; Establishing an on-going and long-term collaboration among the students in a cohort using agreed-upon routines to ensure mutual understanding and support during the semester.
Student affairs assistant	4	03 BAs + 01 MA	Supporting students to joint extracurricular activities, student events, and community services, and supporting those facing troubles with student life.

**For the Bachelor of Arts in German Linguistics and Literature (BAGLL)**

At the FGLL; students can have a personal meeting with their lecturers after class or with an appointment during office hours. They can also contact them via a counselling hotline, student reception hours or email. Extracurricular activities, such as city tours, German Karaoke competition, German language festival, meetings with German music bands, German summer camp, are meant to bring students of different cohorts together.

**For the Bachelor of Arts in Oriental Studies (BAOS)**

To improve educational counselling, the FOS has created a Zalo group chat to facilitate regular contacts or information exchanges between lecturers and students. Lecturers are available via email and during office hours as well. Lecturers are also nominated as homeroom lecturers who assist with the learning process and career perspectives.

The FOS' Board of Faculty Deans and the FOS Team of Student Affairs coordinate with the Ho Chi Minh Communist Youth Union, Vietnamese Students' Association and a number of students' clubs different competitions and extracurricular activities to bring students from different specialisations and cohorts together. Among these events are competitions like Chinese Proficiency

Competition, Discovery of the Oriental World, Thai Eloquence, sport competitions, campus tours or museum trips.

## Appraisal

### For all three study programmes

The panel holds the view that the structure and number of the staff at the three faculties correspond to the programmes' requirements and ensure that the students reach the intended qualification objectives. The faculties' composition, consisting of full-time, part-time and visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied. However, the panel formed the view that for the size of the three faculties, the current number of lecturers with doctoral degrees should be increased. Therefore, they **recommend** that the HEI considers hiring more qualified lecturers with a doctoral degree.

The pedagogical and didactical qualifications of the lecturers are defined and 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 junior lecturers receive support by senior lecturers in developing their own skills in this field. Specific measures for further qualification of the faculty members are implemented through workshops and training.

All lecturers have practical experience either by working part-time in a non-academic field or by engaging in projects for a certain period of time during the year. In doing so they ensure an integration of theory and practice in each of the study programmes.

Internal cooperation is facilitated by regular meetings of the faculty members. They cooperate with each other, for instance through co-teaching, for the purpose of tuning the courses towards the overall qualification objectives.

Student support is an integral part of the services provided by each of the faculties. 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)			BAELL/ BAGLL/ BAOS		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.4	Practical business experience of faculty			BAELL/ BAGLL/ BAOS		
4.1.5*	Internal cooperation (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.6*	Student support by the faculty (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
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

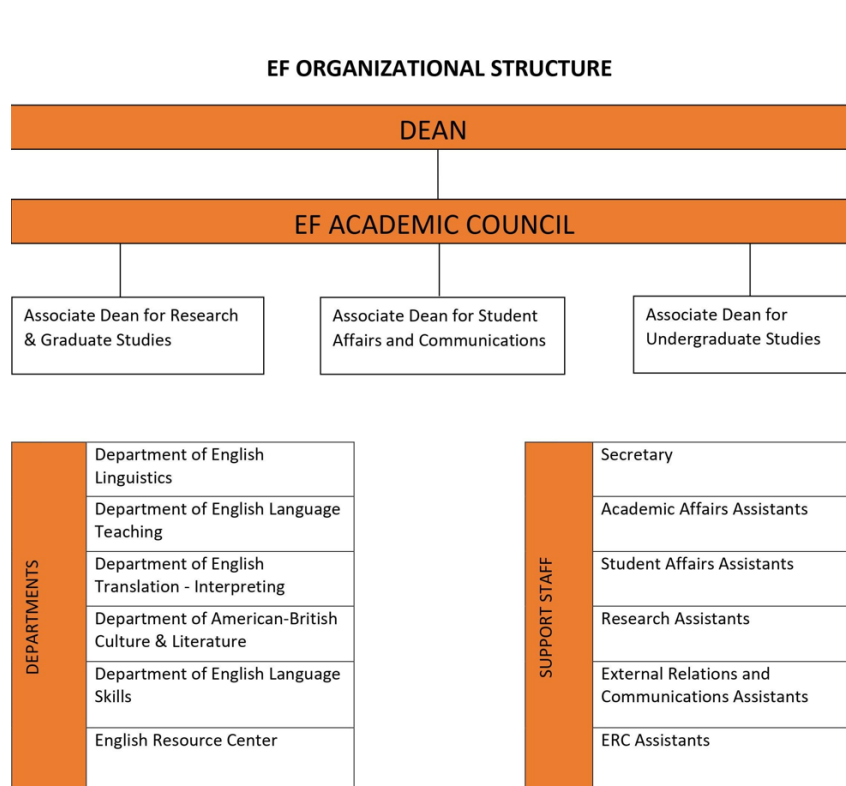
### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The EF is led by the Dean who functions as the programme director. The Dean is responsible for the organisation of the curriculum, the faculty's activities, and he is the chair of the EF's Academic Council. Three Assistant Deans, five Department Chairs and administrative and support units assist the Dean. The three Assistant Deans are responsible for the general management of academic affairs, public relations and scientific research, while the five Department Chairs deal with the management of teaching and learning in the respective departments. They all report to the Dean. The structure of the EF is illustrated in Figure 4 below.

The students and lecturers can receive all the necessary information at the EF's Office of Academic Affairs and Student Affairs. The academic assistants act as intermediaries and are available via

different channels like email and Facebook. The Dean also encourages faculty members to approach them in case they would like to discuss course- or activities-related issues.

**Figure 4 Structure of the EF**



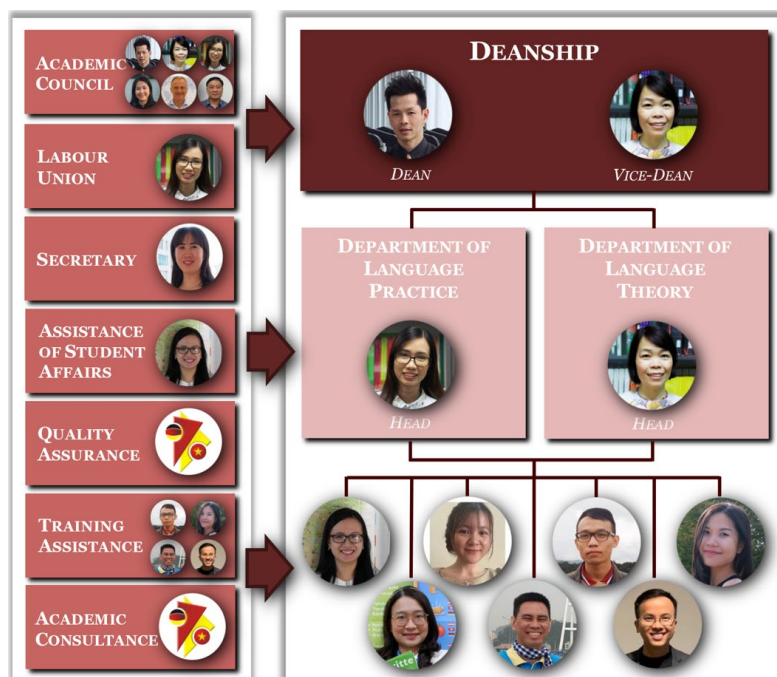
**For the Bachelor of Arts in German Linguistics and Literature (BAGLL)**

At the FGLL, the Dean is in charge of personnel recruitment, curriculum development and the training quality of lecturers and students. He plans and coordinates the FGLL’s annual activities, the teaching plans and the exams, and receives management training in cooperation with the German Academic Exchange Service. He directly interacts with the staff and students. He is also the chair of the FGLL’s Academic Council that reviews and updates the training programmes according to the University’s guidelines. The FGLL’s Academic Council reports to the USSH’s Academic Council.

The Dean is supported by the Associate Dean and the secretary who simultaneously supports the academic staff. The Associate Dean is responsible for international relations and student affairs, including the affairs of foreign students and of the foreign lecturers at the FGLL.

The academic staff-secretary supports the faculty members and students in matters related to administrative procedures and training. Their role is to act as a bridge with the University's functional offices, conveying information from these offices to the faculty members and students. The secretary coordinates make-up classes, registers rooms, and provides the timetables and class lists. The secretary is available during office hours from Monday to Friday from 8 am to 5 pm. The FGLL plans to hire another secretary to support the current one.

**Figure 5 Structure of the FGLL**



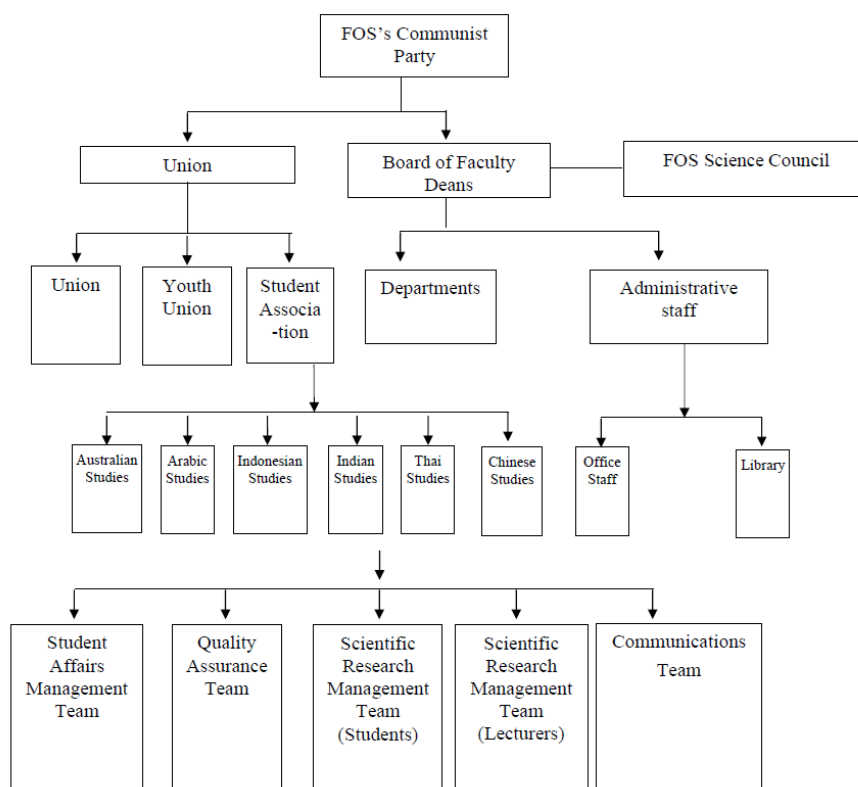
**For the Bachelor of Arts in Oriental Studies (BAOS)**

The structure of the FOS is illustrated in Figure 6 below. The FOS Dean manages the curriculum, which is updated biannually. The Dean is also part of the FOS Science Council, which consists of the vice-dean, the head of the six departments, professors, associate professors, senior lecturers and experienced visiting scholars. The Dean reports to the USSH President and USSH Council.

At the FOS, a body consisting of one of the Vice Deans, one assistant from the Office of Student Affairs, one secretary, one staff of Academic Affairs, one representative from each of the Ho Chi Minh Communist Youth Union and Vietnamese Students' Association are in charge of the administrative student support. This service covers the maintenance of academic records, student admission and confirmation, scholarships and issues concerning the study abroad.

Lecturers are supported on the USSH level, namely by the Office of Human Resources and Organization, the Office of Planning and Finance, and the Office of External Relations and Research Affairs. The FOS Board of Faculty Deans, the secretaries and the staff of the Academic Affairs Office help lecturers with planning their research and relevant research stays abroad and their teaching trainings.

**Figure 6 Structure of the FOS**



## Appraisal

### For all three study programmes

The panel considers the structure to be adequate. The programme directors are Deans at each of the three faculties. They coordinate the activities of everyone involved in the programme and ensure that the programme runs smoothly.

The Deans, the faculty members and students are supported by the administration in the organisation of the study programmes. Besides that, the team of existing administrative staff will be extended by hiring new members in the future, which the panel appreciated. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students can approach the responsible persons and give feedback.

The opportunities of electronic service-support are used and supplemented by personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

		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)			BAELL/ BAGLL/ BAOS		
4.2.2	Process organisation and administrative support for students and faculty			BAELL/ BAGLL/ BAOS		

### 4.3 Cooperation and partnerships

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

At the EF, national and international cooperation with different universities and institutions is an important feature. They set up a team for external relations that manage existing partnerships and establish new ones.

**Table 23 Overview of local partners of the EF**

Local University / Institutions	Cooperation in...	Since...
Nha Trang University	Practicum programmes	2013 – now
Khanh Hoa University	Practicum programmes	2013 – now
Maritime Academy	Practicum programmes	2013 – now
Can Tho University	Practicum programmes	2017 – now
Thai Nguyen University	Exchange programmes	2012 – now
Open University- HCMC	Conferences / Workshops	2016 – now
University of Education-HCMC	Conferences / Workshops	2026 – now
HCMC University of Technology	Conferences / Workshops	2016 – now
Tra Vinh University	Conferences / Workshops	2016 – now

**Table 24 Overview of international partner of the EF**

<b>International Universities/Institutions</b>	<b>Cooperation in...</b>	<b>Since...</b>
De La Salle University- Manila	Exchange programmes	2014 – now
Benedictine University, USA	Master’s programme in TES	
Chulalongkorn universities	Internship	2013 - now
SEAMEO RETRAC	Conferences / Workshops	2016 – now
Vietnam-Germany University	Exchange programmes	2019 – now
Chosun University, Korea	Exchange programmes	2016 – now
Kansai University, Japan	Exchange programmes	2016 – now
Regional English Language Office, US Consulate	Exchange programmes	2016 – now

Cooperation with business enterprises and other organisations is promoted as well. Since 1993, the EF has been working together with the Regional English Language Office (RELO) - United States Consulate General in Ho Chi Minh City organising the English Language Fellow programme and the English Specialist programme.

Faculty members who wish to study or do research abroad can apply at the American association United Board for Christian Higher Education in Asia for a scholarship. The EF lists the Vietnam Consulting Group, SEAMEO RETRAC and Vietnam USA Society as strategic business partners which assist in the development of the faculty’s academic network and with recruiting graduates for work. The EF has relations to the Youth Publishing House, one of the largest book publishers in Vietnam, which regularly send guest lecturers to give talks to students.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The FGLL has started partnerships with three German universities, namely the Bielefeld University, Konstanz University of Applied Sciences and Dortmund University of Technology.

In 2014, the USSH entered into a Memorandum of Understanding with the Bielefeld University with regard to a cooperative student exchange programme with the Faculty of Languages and Literature. Student exchange is possible in the summer semester (April to September) or the winter semester (October to March). For the Vietnamese students, the required German language proficiency level is B2 (CERF). Students who wish to study in Bielefeld receive consultation to choose those courses that can be converted into national CPs. Students who decide to write a final thesis can benefit from the stay in Bielefeld to prepare their research. Until 2022, seven students from the FGLL went to Bielefeld and five German students came to study at the FGLL. The programme was renewed for five years in 2017.

There is a double degree programme with the University for Applied Sciences Konstanz (HTWG) that started in 2016. The 3+2 programme is addressed to students from the specialisation in Tourism. The first three years, students spend at the FGLL whose courses are recognised by Konstanz. After passing an entrance test and an oral test, students can go to Konstanz to continue

their studies in Economics and Tourism Management. Until 2022, nine students of the FGLL have studied at Konstanz University. The programme was renewed for three years in 2019.

In 2017, the USSH signed the Memorandum of Understanding with the Dortmund University of Technology. The objectives of this cooperation are similar to the cooperation with Bielefeld. Students shall be enabled to study abroad, attend courses that are recognised by the FGLL and prepare their final thesis. They also successfully registered for the Erasmus+ programme that supported a two-year cooperative exchange between the two universities in 2020.

Besides that, since 2015, they have been cooperating with the Faculty of German Languages of the Khon Kaen University in Thailand. In a short-term programme of two to three weeks, students can attend classes in German for journalism, Business German in communication, German for hotel and tourism management, German culture, German language projects at Khon Kaen University. Until 2022, 12 students from FGLL participated in the programme and 13 students from Khon Kaen University visited the FGLL.

With regard to the local business network, the FGLL is part of the German language training institution network in Ho Chi Minh City (Netzwerk Deutsch). Further cooperation exist between the FGLL and the German Academic Exchange Service (DAAD, since 1992, training and scholarships for lecturers, cultural activities for students), the Goethe Institute Ho Chi Minh City (training for lecturers in teaching methodology, cultural activities), the Austrian association ÖSD (since 2019) and German Language Teachers Association in Vietnam (VDLV, organisation of the biannual Conference for German Teachers (Deutschlehrertagung), International German Language Camp for students). Besides these partnerships, the FGLL engages in cooperation in local businesses that work in a field where proficiency of the German language is necessary.

During the online conference, the panel talked to the representatives of the Goethe Institute and the German consulate. They learned that there are regular meetings between the FGLL and them. Students are also sent to assist these partners with the organisation of cultural activities and internships.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

The FOS has partnership with different universities in Vietnam, such as University of Social Sciences and Humanities, Vietnam National University, Hanoi; University of Pedagogy, Ho Chi Minh City; Saigon University; Hong Bang International University; Ba Ria -Vung Tau University; and Tra Vinh University. Internationally, the USSH has signed Memorandums of Understanding with Malang University and Jogjakarta University in Indonesia; Gandhi Center for Arts, Gautam Buddha University in India; Kolej Universiti Islam Antarabangsa Selangor in Malaysia; Qatar University, Kuwait University and Cairo University; Chinan University, Chaoyang University, Taiwan Pedagogy University in Taiwan, and Srinakharinwirot University and Budapha University in Thailand.

Moreover, FOS has close relations to institutions such as the Southern Institute of Social Sciences, Vietnam; Institute of Indian and Southwest Asian Studies; Swami Vivekenada Cultural Center, India; Indonesian Academy of Social Sciences, and Ministry of Culture and Education in Indonesia. These partnerships aim at promoting cooperation in research projects, composing textbooks and

learning materials, and at enabling lecturer exchanges, training for teachers, and scholarships for students to study abroad.

With regard to the business networks, the FOS is connected with different national and international companies. In Vietnam, they cooperate among others with Viettravel, Dong Travel, Nha Linh Tourist Company, Bitra Import & Export Trade Ltd, Halal Authority Ltd, Hoang Giang frankincense Ltd, Lien Phat Translation Company, Vietnam-Australia Foreign language Center, Studylink. International partners are, for example, CP Vietnam Joint-stock Company in Thailand, Lautan Luas Company in Indonesia, Daewoo Networks in Australia, PEB Stell in the Arab States and Marico Southeast Asia, Tandoor, Kirloskar in India. These companies offer internship opportunities for students. Some of them even pay for tuition fees and living costs, such as Cathay Life in Taiwan.

The FOS' network also includes Thai Business Association, Embassy of Egypt, Consulate General of India, Consulate General of Indonesia, The Royal Thai Consulate General, and Consulate General of the State of Kuwait, Consulate General of China, Taipei Economic and Cultural Office in Ho Chi Minh City.

During the online conference, the panel learned from the invited employers that their feedback on the curriculum is valued by the FOS. Through regular exchanges, the FOS intends to adapt the contents to the needs of the market.

## Appraisal

The panel comes to the view that all three faculties are highly connected with the local and international academic and business world. The scope and nature of cooperation with other HEIs, 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.

The panel is impressed with the diverse cooperation with non-academic partners of all three programmes. Cooperation with business enterprises and other organisations is actively promoted. There are joint meetings between the business and the faculties' representatives. Such cooperation has a formative impact on the contents of the programme and on the profile of the graduates. By means of specific cooperation in projects and through traineeships, they significantly contribute to the development of qualifications and skills and to the quality of the students' development and employability.



		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)			BAELL/ BAGLL/ BAOS		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)		BAELL/ BAGLL/ BAOS			

## 4.4 Facilities and equipment

### For all three study programmes

The visitation took place online via the video conferencing tool ZOOM so that the panel members were not able to visit the facilities in person. The University provided pictures and videos introducing the campus surroundings and facilities.

The USSH has two campuses, the main campus in Dinh Tien Hoang, District 1 and the second campus in Thu Duc City. In 2021, USSH had 224 large classrooms and lecture halls. The size of the classrooms varies from 20 to 90 seats.

All classrooms, self-study areas, rooms for group study, and lecture halls are fully equipped with blackboards, screens, microphones, chalk, whiteboard markers, fans, air conditioners, Wi-Fi, and a sound system. Besides that, the USSH also provides computer rooms, language laboratories as well as experimental phonetics rooms at both campuses. Facilities are constantly improved to become more accessible, also for students with disabilities.

Moreover, each student is given an email account having the USSH's domain. With this domain, they can enjoy Google G-Suite for education and a free Microsoft Office 365 during their four-year study.

The USSH also has a library on each of the two campuses to provide learning materials. There are spacious, quiet reading rooms equipped with a fan and an air-conditioner. Opening hours of the two libraries are from 8:00 am to 8:00 pm from Monday to Friday, and from 8:00 am to 5:00 pm on Saturday. Students can seek help from librarians there as well. Literature can be accessed online from the USSH Library via link <https://thuvien.hcmussh.edu.vn/>.

The USSH's libraries belong to the library system of the VNUHCM. The Central Library of VNUHCM opens from 8:00 am to 6:00 pm from Monday to Saturday. The Central Library and all its branches all have an Online Public Access Catalogue (OPAC).

#### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The EF is provided with three administrative offices, a language lab with 30 networked computers for interpreting courses, one English language resources center with five computers for students' use.

The EF set up an English Resources Centre (ERC) in 1993 which has more than 7,000 titles and five computers. Its service hours are from Monday to Friday from 7:30 am to 5:00 pm.

#### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

The FGLL has five classrooms with the necessary learning and teaching equipment, three of them are on the campus in Thu Duc City, two on the main campus in Dinh Tien Hoang. The chairs and tables can be arranged to create different shapes and to adjust the seating according to the teaching methods. The FGLL prepared self-study areas for the students in all facilities that are open from Monday to Saturday from 7:00 am to 8:30 pm. On the Dinh Tien Hoang campus, the Faculty Office and study rooms are open from Monday to Friday from 7:00 am to 5:00 pm.

The FGLL has set up a bookcase system in the Faculty Office which includes 2,006 titles, dictionaries, specialised magazines, documents, tapes and CDs on different disciplines related to the German language. There are also more than 1,800 relevant books, textbooks and magazines available in the USSH's libraries for students of the FGLL.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

All the courses offered in the FOS curriculum are allocated in classrooms at Thu Duc campus. The classrooms at the six departments are equipped with multimedia systems. The FOS has its own library that is open during office hours and provides about 2,400 Vietnamese and English book titles about country studies, textbooks specialised in foreign languages, 832 magazines of all kinds, 276 undergraduate theses, and 137 Master theses.

## Appraisal

#### For all three study programmes

Since an online conference was conducted, the panel was not able to visit the University on-site. Therefore, the panel was provided with videos, pictures of the University's and faculties' premises and facilities. Based on these materials, the panel considers the quantity, quality, media and IT facilities of the teaching rooms provided to the faculties to meet the standards required for the 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 in all three faculties.

The opening hours of the libraries take students' needs sufficiently into account. Access to the literature and journals as well as to digital media is ensured. The libraries have relevant literature for the study programmes.

		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)			BAELL/ BAGLL/ BAOS		
4.4.2*	Access to literature (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		

## 4.5 Additional services

### For all three programmes

At the University level, the Office of Academic Affairs, the Office of Student Affairs, and the Office of Testing and Quality Assurance take care of daily student issues.

The USSH organises a job counselling day for all students at the USSH. The USSH's Center for Human Resource Development offers courses and essential employment information for students.

The USSH has established the Alumni Liaison Committee to connect all graduates and to bring them together on the annual meeting or to present their careers to the current students.

### For the Bachelor of Arts in English Linguistics and Literature (BAELL)

The EF has its own career counselling activities, such as talk-shows organised by the EF Youth Union and Students Association where guests share their practical experience with students. Besides that, company visiting tours are offered to give the opportunity for practical onsite experience. At the EFAIR, business representatives are invited to get to know prospective students from the EF.

The EF connects its alumni in the EF Alumni Committee that organises activities, like fund raising events for student scholarships.

### For the Bachelor of Arts in German Linguistics and Literature (BAGLL)

Students at the FGLL can get counselling at the end of their second year when they must choose one of the three specialisations offered in the third year. The Faculty organises a career orientation session in July every year, offers field trips and company visitation trips. Besides that, the FGLL hosts a job fair for the third and fourth year students biannually. In 2019, about 20 partner agencies

and businesses were present at the last job fair. This job fair is regarded as a good opportunity to bring students and potential employers together.

In addition, the FGLL offers a job placement and internship service. There is an Internship - Employment column on the Faculty's official website, a bulletin board, the Facebook website of the alumni liaison committee, and job recommendation via personal emails. Since the FGLL is a member in the network of the German Consulate General and has close relations with business partner in Ho Chi Minh City, it receives relevant information on vacant job and internship positions.

At the FGLL, the Vice Dean is in charge of the Alumni Liaison Committee and functions as an intermediary between the alumni and the Faculty. Alumni are invited to present their career paths and to give insights in the job market.

#### For the Bachelor of Arts in Oriental Studies (BAOS)

Due to its business network, the FOS can invite recruiters and alumni to give presentations about the job market on a regular basis. It also organises meetings between students and businesses to share application experiences, job experiences, and skills needed for jobs in the future. Moreover, each department has a special career counselling service which offer workshops and talks.

Each department has a staff member, usually the head of the department that is in charge of the alumni network. The Alumni Liaison Committee was established in 2018. Alumni are invited as guests, judges for contests for activities such as the annual Orientation day programme (September), the annual Oriental cultural festival (November), the activities of the FOS Youth Union and Students' Association. The alumni network also support current students by financing scholarships.

Besides that, activities such as Career Day held by the USSH, the Oriental cultural festival organized by the FOS, Alumni Talks and Employer Talks organised by the departments support students with advice in resumé writing and the handling of job interviews.

### Appraisal:

#### For all three programmes

The panel regards the career counselling and placement services offered to the students and graduates by each of the faculties to be suitable to promote their employability. The resources and activities for support are sufficient as well.

Alumni activities are organised on the university level and on the faculty level. Alumni organisations have been set up with the aim of developing an alumni network and are integrated in to faculties' activities.

		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			BAELL/ BAGLL/ BAOS		
4.5.2	Alumni Activities			BAELL/ BAGLL/ BAOS		

#### 4.6 Financing of the study programme (Asterisk Criterion)

##### For all three study programmes

Being a part of the VNUHCM, the USSH is provided with guaranteed operating funds from the state budget and other lawful sources of income such as tuition fees, grants, projects, service activities, or technology transfer. Businesses, organisations and other sponsors give funding for scholarships. Students with merits, or students in need can apply for a scholarship. The USSH's scholarship programmes are regularly updated on its website and via email sent to students, helping them quickly access the information.

#### Appraisal

##### For all three study programmes

The income related to each of the programmes ensures that each cohort of students starting within the accreditation period can complete the study programme.

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

## 5. Quality assurance and documentation

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

#### For all three study programmes

The VNUHCM set up the Centre of Quality Assurance and Assessment as the governing body that guides the quality assurance procedure at the lower level. It follows the so-called plan-do-check-act cycle. At the USSH, the Office of Educational Testing and Quality Assurance is in charge of coordination with the faculties and reports to the Board of Presidents. The USSH prints a handbook providing information on internal quality assurance procedures to the Quality Assurance Teams instituted on faculty level. According to MOET regulations, the quality of study programmes must be assessed very two years.

The faculties' Quality Assurance Teams work with their Academic Councils. They make plans to revise and update the training programme, arrange teaching staff and consulting personnel for students, and monitor the drop-out rate, teaching and learning results, and the learning circumstances via the quality assessment surveys or the students' feedbacks. The feedback given by stakeholders like employers or alumni is forwarded to the responsible Academic Council that makes adjustments where necessary and submit the revised curriculum to the USSH's Academic and Training Council for approval.

For instance, at the EF and the FGLL, the Quality Assurance Team holds regular meetings to exchange and report quarterly activities. At the FOS an Employer and Alumni conference is organised very two years to get alumni and employers' opinions on the study programme. The latest two conferences were held in 2019 and 2021.

#### Instruments of quality assurance

The USSH has developed a system of surveys, including course surveys, programme surveys, graduate surveys, employer surveys, and working environment surveys.

#### Evaluation by students

##### For all three study programmes

Every semester students are asked to give their feedback about the courses. Questions concern objectives, learning outcomes, contents and workload of the courses and of the curriculum, students' feedback on the lecturers' teaching practices, students' course satisfaction, and students' suggestions for teaching quality enhancement. Each faculty summarises the survey results on their websites, the corresponding lecturers are also informed. Depending on the survey results, the heads of the departments talk to the lecturers about measures to be taken to improve the teaching.

Students of the fourth year are asked to do a programme survey, and six months after their graduation they are asked to participate in the graduation survey about the training output. The results are forwarded to the Academic Councils to discuss adjustments of the study plan.

Besides the formal surveys, there are also other forms of feedback channels on the faculty level. For instance, the FOS initiated the annual dialogue programme called "Listen to students and talk to students" and they organise a meeting between the FOS Board of Faculty Deans, student representatives and the Executive Committee of the Youth Union and Students' Association.

### Evaluation by faculty

#### For all three study programmes

Faculty members can give their feedback continuously throughout the year during class observations and also during the department meetings. They are also invited to state their opinions during meetings of the Academic Councils. Moreover, they are asked to participate in surveys to evaluate the working environment at the faculties and at the USSH. The so-called Annual Meeting of Officials is held at the faculty and at the USSH's level. This conference is offered as a platform for faculty members to share their views with the deans.

### External evaluation by alumni, employers and third parties

#### For all three study programmes

The opinion of employers and alumni is valued at the USSH and the faculties. They are asked to participate in surveys concerning the learning outcomes and required professional skills of graduates. The employer survey is conducted every two years. Alumni are asked to give feedback six months after their graduation. In addition, the faculties biannually host the Employer and Alumni Conference where former students and current employers can state their opinions about the current training programme.

### Programme documentation

#### For all three study programmes

The study plan, academic calendar and curricula are printed and documented by the faculties or hung out on the bulletin board in front of the faculties. They are also made public on the faculties' websites or on leaflets. The course descriptions are handed out to students at the beginning of each course. Exam regulations and score control regulations are published on the websites as well.

The faculties, the departments, and the Office of Undergraduate Affairs have a website and Facebook accounts on which they make announcements to keep their students informed about internal and extracurricular activities, scholarships, and career opportunities. In their annual reports, the faculties summarise the activities, events and achievements of the past year.

## Appraisal:

The panel regards the quality assurance and development procedure to be adequate. It is set up at all levels and systematically and continuously monitors and develops the quality of all study programmes with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Faculty members and student representatives participate in the respective committees to discuss further development procedures. Responsibilities are clearly defined.

This also corresponds to the evaluation by the students which is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students on the websites and provide input for the quality development process.

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

External evaluations are also 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.

The HEI regularly publishes current news and information 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)			BAELL/ BAGLL/ BAOS		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			BAELL/ BAGLL/ BAOS		
5.2.2	Evaluation by faculty			BAELL/ BAGLL/ BAOS		
5.2.3	External evaluation by alumni, employers and third parties			BAELL/ BAGLL/ BAOS		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
5.3.2	Information on activities during the academic year			BAELL/ BAGLL/ BAOS		



# Quality profile

HEI: University of Social Sciences and Humanities, Vietnam National University, Ho Chi Mini City

**Bachelor / Master programme:** Bachelor of Arts in English Linguistics and Literature  
Bachelor of Arts in German Linguistics and Literature  
Bachelor of Arts in Oriental Studies

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
1.2*	International orientation of the study programme design (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			BAELL/ BAGLL/ BAOS		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)		BAELL	BAGLL/ BAOS		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			BAELL/ BAGLL/ BAOS		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
2.2	Counselling for prospective students			BAELL/ BAGLL/ BAOS		
2.3*	Selection procedure (if relevant)			BAELL/ BAGLL/ BAOS		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.4	Interdisciplinary thinking			BAELL/ BAGLL/ BAOS		
3.1.5	Ethical aspects			BAELL/ BAGLL/ BAOS		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.1.7*	Examination and final thesis (Asterisk Criterion)				BAELL/ BAGLL/ BAOS: <b>condition</b>	
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.2.2*	Study and exam regulations (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.4	Equality of opportunity			BAELL/ BAGLL/ BAOS		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.3.2*	Course materials (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.3.3	Guest lecturers			BAELL/ BAGLL/ BAOS		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		BAOS	BAELL/ BAGLL/ BAOS		
3.4.2	Internationality of the student body			BAELL/ BAGLL/ BAOS		
3.4.3	Internationality of faculty			BAELL/ BAGLL/ BAOS		
3.4.4	Foreign language contents			BAELL/ BAGLL/ BAOS		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
3.6*	Skills for employment / Employability (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.1 *	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.2 *	Academic qualification of faculty (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.3 *	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.4	Practical business experience of faculty			BAELL/ BAGLL/ BAOS		
4.1.5 *	Internal cooperation (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.1.6 *	Student support by the faculty (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
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)			BAELL/ BAGLL/ BAOS		
4.2.2	Process organisation and administrative support for students and faculty			BAELL/ BAGLL/ BAOS		
4.3	Cooperation and partnerships					
4.3.1 (*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			BAELL/ BAGLL/ BAOS		
4.3.2 (*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			BAELL/ BAGLL/ BAOS		

		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)			BAELL/ BAGLL/ BAOS		
4.4.2*	Access to literature (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
4.5	Additional services					
4.5.1	Career counselling and placement service			BAELL/ BAGLL/ BAOS		
4.5.2	Alumni Activities			BAELL/ BAGLL/ BAOS		
4.6*	Financing of the study programme (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			BAELL/ BAGLL/ BAOS		
5.2.2	Evaluation by faculty			BAELL/ BAGLL/ BAOS		
5.2.3	External evaluation by alumni, employers and third parties			BAELL/ BAGLL/ BAOS		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			BAELL/ BAGLL/ BAOS		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.3.2	Information on activities during the academic year			BAELL/ BAGLL/ BAOS		