Decision of the FIBAA Accreditation and Certification Committee

15th Meeting on September 13, 2024

PROGRAMME ACCREDITATION

Project Number:	22/086 Cluster 2
Higher Education Institution:	International University, Vietnam National University, Ho Chi Minh City
Location:	Vietnam
Study Programme:	Bachelor of Arts in English Linguistics and Literature
Type of Accreditation:	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 programme is accredited with one condition.

Period of Accreditation: September 13, 2024 until September 12, 2029

Condition (see chapter 5.1):

a) The HEI monitors and records the students' workload, informs the students about the evaluation results, and involves them in the relevant committees.
b) The HEI anonymises the student evaluation survey.

Proof of meeting these conditions is to be supplied by June 12, 2025.

The FIBAA Quality Seal is awarded.

FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION
FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:
International University, Vietnam National University, Ho Chi Minh City

Bachelor programme:
Bachelor of Arts in English Linguistics and Literature

Qualification awarded on completion:
Bachelor of Arts in English Linguistics and Literature

General information on the study programme

Brief description of the study programme:
The Bachelor of Arts in English Linguistics and Literature at International University, Vietnam National University, Ho Chi in Minh City was launched in 2017. It is a Bachelor programme of eight semesters granting 136 Vietnamese credits (equivalent to 209.44 ECTS). The study programme aims at training professionals in the field of English linguistics, translation and interpretation as well as English language teaching. Upon graduation, students can become linguistics researchers, translator-interpreters, and/or English teachers.

Type of study programme:
Bachelor programme

Projected study time and number of ECTS credits / national credits assigned to the study programme:
4 years, 136 national credits (equivalent to 209.44 ECTS credits)

Mode of study:
Full-time

Didactic approach:
Study programme with obligatory class attendance

Double/Joint Degree programme:
No

Scope (planned number of parallel classes) and enrolment capacity:
97 students per intake

Programme cycle starts in:
October every year (winter semester)

Initial start of the programme:
2017

Type of accreditation:
Initial accreditation

Procedure

A contract for the initial accreditation of the Bachelor of Arts in English Linguistics and Literature at was made between FIBAA and the International University, Vietnam National University on August 4, 2022. On January 18, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Andrea Dlaska (hybrid)
Middlesex University London
Former Vice President and Professor em. of Language Studies
(Foreign and Specialized Language Teaching at Universities, English/American Studies, American Literature, Courses with English as the Language of Instruction, Internationalization, Intercultural Communication)

Prof. Dr. Doris Feldmann (hybrid)
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 (on site)
University of Hannover, Germany
English/American Studies, English Literature, Hispanic Studies

Cuong Nguyen, PhD (on site)
Industrial University of Ho Chi Minh City
Faculty of Commerce and Tourism
Lecturer/Vice Dean of Faculty
(Business Administration, Entrepreneurship, Marketing, International Business, Tourism)

Christoph Sodemann (on site)
Constructify.media e.V., Alumni of University of Bremen e.V., Germany
Managing Director and Co-Founder, Corporate Communication Manager
(Social Sciences, Literature and Cultural Studies, German Studies, History, Moderation, Corporate Communications, Public Relations, Journalism)

FIBAA project manager:
Nina Rotermund

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and a hybrid visit. On part of the team visited IU on site, the other part participated online. The hybrid visit took place on March 21-23, 2024 at the HEI's premises in Ho Chi Minh City, Vietnam.

[1] The panel is presented in alphabetical order.

The assessment report based on this was delivered to the HEI for comment on July 29, 2024. The statement on the report was given up on June 20, 2024. It has been considered in the report at hand.

Summary

The Bachelor of Arts in English Linguistics and Literature offered by International University, Vietnam National University, Ho Chi Minh City, fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on September 13, 2024 and finishing on September 12, 2029, under one 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.

The panel members identified need for improvement regarding the following aspects[2]:
Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.1) due to a missing student workload evaluation and evaluation surveys that are not anonymous.

They recommend the accreditation on condition of meeting the following requirements:

- **Condition** (see chapter 5.1):

a) The HEI monitors and records the students' workload, informs the students about the evaluation results, and involves them in the relevant committees.
b) The HEI anonymises the student evaluation survey.

Proof of meeting these conditions is to be submitted by June 12, 2025.

The panel members identified several areas where the programme could be further developed by:

- Formulating objectives to be acquired in connection with "Literature" (see chapter 1.1 and chapter 3.1)
- Extending the internship offer by a wider range of (international) businesses (see chapter 1.3)
- Reviewing and updating course descriptions, and in particular recommended reading lists with a view to including introductory texts, core textbooks, and texts with different approaches/perspectives (for instance British/American civilisation/ Computer assisted language learning, etc.) (see chapter 3.3)
- Including measurable actions and outcomes in the action plan to attract more international students or more opportunities for student exchange (see chapter 3.4)
- Fostering cooperation with institutions and businesses outside the education sector (offering students opportunities to internship places) (see chapter 4.3)
- Including alumni in their academic activities throughout the year (online/offline) (see chapter 4.5)

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 a number of criteria in which the programme exceeds the quality requirements:

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

- Integration of theory and practice (see chapter 3.1)
- Methods and scientific practice (see chapter 3.1)
- Internationality of faculty (see chapter 3.4)
- Student support by the faculty (see chapter 4.1)

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

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Information

Information on the Institution

International University (henceforth: IU) is one of the seven members of Vietnam National University- Ho Chi Minh (henceforth: VNU-HCMC). It was founded on December 5, 2003 by the decree Decision No. 260/2003/QD-TTg - University establishment signed by the Prime Minister. It shall be a platform to promote the reform of higher education in Vietnam. IU is the first public university in Vietnam using English as the primary language in teaching and researching. IU is a public university following a model of control, which is seen in most state-owned institutions.

IU – VNU has ten schools and two departments.

- School of Business
- School of Economics, Finance and Accounting
- School of Computer Science and Engineering
- School of Electrical Engineering
- School of Biotechnology
- School of Languages
- School of Industrial Engineering and Management
- School of Civil Engineering and Management
- School of Biomedical Engineering
- School of Chemical and Environmental Engineering
- Department of Mathematics
- Department of Physics

For the period 2021-2025, IU strives to achieve the following vision:

International University – Vietnam National University Ho Chi Minh City (IU-VNU) will become one of the leading research universities in Asia, with the aim of nurturing talent and providing high quality labor for both domestic and international workforces.

Based on the vision, it has defined its mission with the aspects below:

- To become an international higher education institution with a Vietnamese cultural identity;
- To pioneer in adopting an advanced and autonomous higher education governance model;
- To offer higher education programs in a wide range of areas, all accredited by regional and international accreditation organizations;
- To enhance internationalization by using English as the medium of instruction. Students are trained to become global citizens with a high self-awareness of their social responsibility for a long-term, sustainable development;
- To pursue excellence in basic and applied research in order to meet the demand for innovative and sustainable development of industries, provinces and regions; to promote connectedness by means of collaboration activities and social services.

Further development of the programme

Before 2017, IU mainly focused on disciplines in engineering, technology, management and economics. However, to enhance the quality of the local workforce, the Vietnam Ministry of Education (MOET) has emphasized the task of improving English language proficiency among university graduates. Therefore, since 2017, the public demand and the desire to expand training to social sciences majors have initiated IU to launch the Bachelor of Arts in English Linguistics and Literature (ELL) programme. In 2022, the Department of English was upgraded to the School of Languages (SoL).

The statistics about Bachelor of Arts in English Linguistics and Literature reveal that the interest in and registration to the programme is constantly increasing from 815 applicants (in 2017) to 2780 applicants (in 2022), whereas the recruitment quota remains limited with 50 students (in 2017) and 90 students (in 2022). During the hybrid visit, the representatives explained that the limited admission quota follows the move from VNU HCM to control the quality of new programmes which are going through the process of receiving international accreditation.

The ELL programme has a higher proportion of females than males. They accepted one international student from the Philippines in 2019. Regarding the dropout rate, the study programme explained the following aspects: In the batch of 2017, 31 students completed their studies. Out of these, 23 students received a graduate degree, while the remaining eight students were unable to obtain the degree due to their lack of second foreign language certification. In the batch of 2018, 33 students completed their studies. Out of these, 25 students received a graduate degree, while the remaining eight students were unable to obtain the degree due to their lack of second foreign language certification. In the batch of 2019, currently, students are in the final stage of the thesis procedure. The thesis defense will take place at the end of the second semester of the academic year 2022-2023. Hence, they conclude from the statistics that the dropout rate of students is declining. From a dropout of 15.38 percent (Batch 2017), the dropout lies on a downward trend with 7.04 percent (Batch 2018), 2.78 percent (Batch 2019) and 0 percent for the recent Batch 2020.

Table 1 Statistical data of the Bachelor of Arts in English Linguistics and Literature

Statistical Data							
Study Programme: BA in English Linguistics and Literature							
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
# Study Places		50	60	66	65	70	90
# Applicants	∑	815	2382	2493	1788	1618	2780
	f						
	m						
Application rate		1630,00%	3970,00%	3777,27%	2750,77%	2311,43%	3088,89%
# First-Year	∑	39	71	108	67	76	91
Students *(accepted applicants)*	f	27	46	82	53	57	72
	m	12	25	26	14	19	19
Rate of female		69%	65%	76%	79%	75%	79%
# Foreign Students	∑	0	0	1	0	0	1
	f	0	0	1	0	0	0
	m	0	0	0	0	0	1
Rate of foreign		0%	0%	1%	0%	0%	1%
Percentage of occupied study places		78,00%	118,33%	163,64%	103,08%	108,57%	101,11%
# Graduates	∑	23	25				
	f	21	16				
	m	2	9				
Success rate		79,49%	46,48%				
Dropout rate		*20,51%*	*53,52%*				
Average duration of		4,16	4				
Average grade of		78,39	81,59				

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The programme intends to train students in developing in-depth knowledge in the field of English linguistics and literature with the three specializations of Linguistics, English Teaching, and Translation-Interpreting. They want to attract learners from families with average-to-high income with an interest in English language who want to become linguistics researchers, translator-interpreters, and/or English teachers upon graduation.

Following the requirements of the Vietnamese Qualification Framework to define its objective, the Bachelor of Arts in English Linguistics and Literature links practical and theoretical knowledge, cognitive skills, professional practice skills and communication and behavioral skills as well as aspects teaching students autonomy and personal responsibility in applying knowledge and skills to perform professional tasks. They have the following four programme learning outcomes which contain sub-objectives as well.

The programme objectives and curriculum are periodically reviewed and revamped in alignment with the latest developments of the field and increasing graduates' employability. The first major revision was conducted in 2021 after the first cohort of students graduated. Through the students' survey, the lecturers' survey, and industries' feedback, they detected problems in the Internship 2 Evaluation.

Table 2 Programme learning outcomes

Program Objectives The ELL Program aims to:	Program Learning Outcomes Upon completion of the ELL Program, students will be able to:
PO1. provide students with the foundation and in-depth knowledge, professional skills and qualities to work efficiently in the fields of linguistics research, translation & interpreting, and English language teaching in order to support the economy and to serve the society.	PLO1. demonstrate an active command of linguistic theory and linguistic investigation in at least one area of linguistics. (Knowledge)
	PLO2. select appropriate theories and tools of translation and interpreting in their translation-interpreting practice, with regard to the aesthetic values of English literary works. (Knowledge, Skills)
	PLO3. perform English teaching lessons and assessment by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology, with respect to individual differences. (Knowledge, Skills)
	PLO4. develop communication strategies in an international working environment by recognizing the relationship between language and culture and analyzing the cultural factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)
PO2. train students' communication skills at a proficient level for social, academic, and professional situations.	PLO5. display the competence in using languages (English and a second foreign language) flexibly and successfully for social, academic, and professional purposes. (Skills)
PO3. equip students with effective study skills and knowledge of technology so that they can take the initiative to continuously improve professionally in the era of internationalization.	PLO6. demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. (Skills, Attitudes)
PO4. develop students' creativity, responsibility, ethical practices, and readiness for working in international and multicultural settings, both individually and in groups.	PLO7. adhere to discipline, responsibilities, and ethical practices as an individual and a team member, in both professional and social settings. (Attitudes)

Table 3 Matching of the Programme Objectives with the Vietnamese Qualification Framework and VNU

	VQF *A graduate in the field of study must possess:*	VNUHCM's GAC *A graduate from VNUHCM must possess:*	English Linguistics and Literature Program Objectives (POs) *The programme aims to:*
Knowledge	a thorough grasp of advanced theoretical and factual knowledge in the field of study. relevant knowledge in information technology and multidisciplinary field of study to the requirements of work general knowledge about planning, administration and management and control of professional activities	○ *Intellectual Attribute*: foundation and specialized knowledge, positive experience, life-long learning, putting theories into practice to solve problems in personal and professional life effectively	PO1. provide students with the foundation and in-depth knowledge, professional skills and qualities to work efficiently in the fields of linguistics research, translation & interpreting, and English language teaching in order to support the economy and to serve the society.
Skills	○ skills required including problem-solving skills, critical thinking, providing alternative and proactive solutions to complex problems in unpredictable contexts ○ leadership skills to pioneer, create, organize, administrate, and manage jobs ○ skills to evaluate work efficiency and performance of a team members ○ skills to transfer knowledge and skills in complicated tasks. ○ foreign language proficiency at level 4/6 referencing Vietnam's Framework of Foreign Language Proficiency.	○ *Self-study Competence*: the ability to take the initiative in identifying learning goals, implementing study and evaluation plans, adjusting towards life-long learning target, and to investigate and form arguments to thoroughly understand issues, solving problems, or constructing new knowledge ○ *Digital competence*: the ability to recognize, employ, and control digital technology to solve practical problems in a safe, effective, responsible, and creative way. ○ *Interpersonal communication competence*: the ability to understand, empathize, and collaborate with multidisciplinary individuals and teams in multicultural contexts. ○ *Leadership and administration competence*: the ability to inspire and motivate others to self-monitor and others to realize the set goals.	PO2. train students' communication skills at a proficient level for social, academic, and professional situations. PO3. equip students with effective study skills and knowledge of technology so that they can take the initiative to continuously improve professionally in the era of internationalization.

	VQF *A graduate in the field of study must possess:*	VNUHCM's GAC *A graduate from VNUHCM must possess:*	English Linguistics and Literature Program Objectives (POs) *The programme aims to:*
Attitudes	○ attitude to work responsibly as an individual or in groups in changeable contexts ○ willingness to guide and supervise others toward the fulfillment of the duty. ○ readiness of self-orientation and defense of professional findings and viewpoints ○ attitude to plan, coordinate, manage resources and evaluate, improve work performance	○ *Adaptability*: readiness for context changes with timely and consistent modifications in order to ensure and enhance work and life performance in a multidisciplinary, multicultural, and constantly-changing world. ○ *Creativity*: sharp awareness of work and life changing trends to form new ideas, constructively propose, and implement innovative thinking to serve life. ○ *Responsibility*: active contribution to the sustainable development of self, family, and community with respect to ethical and cultural values.	PO4. develop students' creativity, responsibility, ethical practices, and readiness for working in international and multicultural settings, both individually and in groups.

Appraisal:

The panel appreciates the systematic approach of the School of Languages to identify and update the programme learning outcomes. The qualification objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The qualification objectives are documented in detail. The objectives are reviewed for their adequacy and up-to-dateness and are adapted accordingly and also consider the requirements of the national qualification framework. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation.

However, the panel concluded that the focus of the objectives lies on English linguistics. To ensure that the qualification objectives regarding the field of literature are not undermined, they **recommend** the SoL to formulate objectives to be acquired in connection with "Literature".

In the statement on the report, SoL explained that they adjusted the PO 4 which now states:
PLO4. develop communication strategies in an international working environment by recognizing the relationship between language, culture, and literature and analyzing the cultural and literary factors in intercultural communications in order to work effectively in multidisciplinary teams. (Knowledge, Skills)[3]
Hence, as of 2025, the SOL intends to offer three additional electives to address PLO4, namely Literature and Communication, Media Literacy and Contemporary Global Issues.

The panel appreciates this measure but expects that the course contents are adjusted and implemented accordingly.

[3] See https://el.hcmiu.edu.vn/en/programs/b-a-in-english-linguistics/overview/ (last accessed July 13, 2024).

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

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

For IU, inbound and outgoing mobility opportunities for students and faculty members as well as international cooperation with foreign renowned academic partners belongs to its overall internationalisation strategy. Besides that, it also pays attention to regularly updating standards in teaching, learning, and researching against international benchmarks.

The Bachelor of English Linguistics and Literature has been in collaboration with the University of the West of England, the UK, (UWE) since 2020. They offer twinning programs (2+2, 3+1, and 4+0), which have already recruited three batches of students. The programme has also launched the twinning programming collaboration with Macquarie University, Australia, in September 2023. In addition, the cooperation also offers students the chance to participate in an internship placement in England or another country outside of Vietnam to immerse in an international working environment.

The SoL follows these approaches with the Bachelor of Arts in English Linguistics and Literature. The design and the course contents follow international examples. Besides the fact that the programme is entirely delivered in English, the programme offers a number of subjects with an international outlook such as American Civilization, British Civilization, Cross-Cultural Communication, Language and Culture, and Global Englishes. The SoL has a regular visiting lecturer from the United States.

Appraisal:

The programme design appropriately considers the relevant international aspects also with respect to its graduates' employability.

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

1.3 Positioning of the study programme

The School of Languages benefits from IUs' standing on the educational market in Vietnam and beyond. IU is one of the seven member universities of Vietnam National University HCMC, which is ranked 167th and in the top 22 percent of the best universities in Asia according to QS

World University Rankings for the Asian region. Hence, its reputation is associated with the prestige of VNUHCM. As an interdisciplinary university, IU is the first public university in Vietnam that uses English as the primary language in teaching and researching.

Ho Chi Minh City Greater Area has over 80 universities and colleges. More than 15 different universities offer similar training programmes for English Linguistics and Literature. Moreover, IU compared and contrasted its Bachelor of English Linguistics and Literature programme with similar training programs of other universities in Vietnam (one in the South and one in the North of Vietnam) and foreign universities (in America, Australia, and the UK).

Graduates are expected to be able to perform well in jobs related to the three specializations, namely Linguistics, English Teaching, and Translation & Interpretation. Besides a solid knowledge foundation, students are also equipped with key professional skills.

Regarding the positioning of the study programme within IU's overall strategy, the School of Languages and the Bachelor of Arts in English Linguistics and Literature consider the mission of International University, which is to become one of the leading research universities in Asia, with the aim of nurturing talent and providing high quality labor for both domestic and international workforces. Table 5 illustrates the matching.

Table 4 Position of the Bachelor of Arts in English Linguistics and Literature in the overall strategy of IU

IU missions & vision	IU strategies	School's missions & vision	School strategies	Specific Program's Objectives
Vision: International University – Viet Nam National University Ho Chi Minh City (IU-VNU) will become one of the leading research universities in Asia, with the aim of **nurturing talent** and **providing high quality labor for both domestic and international workforces.**	**Strategy 2: Elevate training activities to international standards** - Improve training quality and develop **internationally recognized programs** that meet the demands of both learners and society. - Promote **articulation programs**, **joint training** to meet **international standards** - Improve student quality and students services - Train the future workforce for the	Vision: School of Languages – IU VNUHCM will become a leading research and training institution in applied linguistics, EFL/ESL education, translating & interpreting, and international/intercultural communication in Vietnam and the Southeast Asia region.	In the next five years, the School of Languages will: - launch the specialization of international/intercultural communication - be accredited by FIBAA - continue and expand its collaboration with prestigious universities in the world. - maintain its current rate of student recruitment - maintain its high teaching quality - recruit more lecturers with PhDs - promote academic research	PO1. provide students with the foundation and in-depth knowledge, professional skills and qualities to work efficiently in the fields of linguistics research, translation & interpreting, and English language teaching in order to support the economy and to serve the society.
Missions: -To enhance **internationalization** by using English as the medium of instruction. Students are trained to become global citizens with a **high self-awareness** of		Missions: - to internationalize the training programs by aligning them with international standards and collaborating with prestigious Western universities in training and research.		PO2. train students' communication skills at a proficient level for social, academic, and professional situations. PO3. equip students with effective study skills and knowledge of

IU missions & vision	IU strategies	School's missions & vision	School strategies	Specific Program's Objectives
their **social responsibility** for a long-term, sustainable development;	following regions: Central highlands, Mekong delta, the Southern key economic region	- to provide high-quality training programs in the areas of applied linguistics, EFL/ESL education, translating & interpreting, and international/intercultural communication. - to produce important research findings in the areas of applied linguistics, EFL/ESL education, translating & interpreting, and international/intercultural communication.	among faculty members and students - launch a Master's program in applied linguistics	technology so that they can take the initiative to continuously improve professionally in the era of internationalization. PO4. develop students' creativity, responsibility, ethical practices, and readiness for working in international and multicultural settings, both individually and in groups.

Appraisal:

The panel likes the reasons the School of Languages has provided for the positioning in the educational market of this study programme and considers that the membership in the VNU-HCMC is an asset for the future development of the study programme because of the network and the cooperation of VNC-HCMC.

The experts also find the considerations of the SoL regarding the domestic job market and graduate employability in the qualification objectives to be adequate. However, they see room for more practical opportunities to foster the students' employability domestically and internationally. Hence, the panel **recommends** the SoL to extend its internship offer by a wider range of (international) businesses.

In the statement on the report, the SoL describes how they are planning to cooperate with international partners in Thailand and possibly in the UK for internship placements. For Thailand, the SoL is going to have a meeting with a delegation from NIDA Graduate School of Language and Communication, where they will discuss, among other aspects, internship opportunities for IU students. For the UK, the SoL is running an articulation programme with the University of the West of England. In the past year, they have discussed the possibility of sending our students to UWE for summer internships.

The panel appreciates the plan and still wants to encourage the study programme to pursue the discussion with UWE, for instance, about summer internships for all students.

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

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

2. Admission

In Vietnam, the Ministry of Education and Training (MOET) oversees the admission process by allocating student quotas to universities, which then distribute these quotas among their disciplines. Before 2015, the National Entrance Examination determined university admissions. From 2015 onward, the High School Graduation Examination became the basis for admissions.[4]

IU has several methods to select outstanding students and enhance their admission chances. Since the academic year 2017-2018, IU admissions have been based on candidates' performance through one of six schemes:

1. National High School Graduation Exam is based on the total score of three subjects chosen by the students.
2. Admission Priority of VNU-HCMC is meant for excellent students from designated high schools and is based on the average score of three subjects over the 10th, 11th, and 12th grade. This pathway was introduced in 2021.
3. Enrollment Without Entrance Exam applies for top students as per MOET regulations or from designated high schools. Since 2018, it has been possible to enter universities via this pathway.
4. Results from the Scholastic Aptitude Exam that has been held by VNU-HCMC since 2019, also is an entrance way.
5. International Baccalaureate Candidates must apply with their GPA and international certificates like SAT, ACT, IB, A-Level, ATAR. This has been possible since 2022.
6. High School Academic Records are applicable for twinning programs and are based on the average score of three subjects over the 10th, 11th, and 12th grades.

Selection is based on the highest scores until the quota is filled, and this quota varies yearly according to IU's recruitment strategy. Admission information is updated annually in the IU brochure and website. To align with the programme's internationalization objective, the process prioritizes students with International English Certifications such as IELTS or TOEFL iBT over the National High School Exam's English score.

Admission for national students, which follows the National University Entrance Exam, includes the following aspects:

- Scores from this MOET-organized exam are valid for admission to all universities.
- MOET sets a minimum score for university admission.
- The IU Recruitment Committee sets admission scores for IU programs based on MOET's quotas for VNU-HCM, which must be above MOET's minimum.
- Exam subjects include:
    - A00: Mathematics, Physics, Chemistry
    - A01: Mathematics, Physics, English
    - D01: Literature, Mathematics, English
    - D07: Mathematics, Chemistry, English

[4] See https://efa.hcmiu.edu.vn/admission/, last accessed July 4, 2024.

For international students, IU offers the following admission schemes:

- For students not following the Vietnamese MOET curriculum, details are available on the IU website.
- International applicants must interview with the Admission Committee and achieve SAT scores equivalent to the entrance exam.
- Successful candidates receive an admission decision from IU.

After submitting a full application package, including proof of a high school diploma, official transcripts, and/or international certificates, international students must attend an interview session with the Admission Committee to officially become IU students.

For transfer Students, IU has the following admission steps:

- Students from overseas universities or other IU departments/programs can transfer to IU-VNU programs.
- Transfers require programme slots and must not exceed 10% of the quota.
- The Departmental Committee review applications and potential transferred credits, with final approval by the OAA and the Board of Rectors.

IU offers counseling for prospective students, which the University Admission Counseling team and the SoL staff provide year-round via office visits, phone, email, IU website, and Facebook. Topics include admission procedures, entrance exams, English tests, curriculum, tuition, scholarships, financial aid, and career opportunities. Counseling tours to high schools take place from February to May. They also prepare regular livestream counseling sessions on the IU website and local media. Moreover, IU organises an annual University Counseling Fair in March and besides that, they have IU tours/camps for high school students.

The selection decision for the ELL programme and other programmes is announced publicly on the University's web portal and sent to the applicant's home via regular mail. The entire process is supervised and inspected by a special task force formed by the President, following MOET regulations. The scoreboard with all candidates' results and the list of admitted students are permanently archived by the Office of Undergraduate Academic Affairs (OUAA).

To ensure that prospective students receive comprehensive guidance and support throughout the admission process, IU provides booklets and the School of Languages brochures that they update annually and distribute widely.

To officially start the Bachelor of English Linguistics and Literature program (IU programme), students need to submit an international IELTS certificate with a band score of 5.5 (or other equivalent certificates). If students are already admitted into the programme but do not meet the English standards, students can register for the Intensive English (IE) programme at the International University and must achieve a band score of 5.5 on the UWE Test to officially enrol. These students still must submit an international IELTS certificate with a band score of 5.5 (or other equivalent certificates) before graduating. Students who have submitted an international IELTS certificate with a band score of 5.5 (or other equivalent certificates) from the beginning will not have to submit the certificate again.

In addition, the SoL offers the Bachelor of Arts (Hons.) in English Language and Linguistics in the IU-UWE joint programme. Students need to submit an international IELTS certificate with a band score of 6.0 (or other equivalent certificates). If students are already admitted into the

programme but do not meet the English standards, students can register for the Intensive English (IE) programme at the International University and must achieve a band score of 6.0 on the UWE Test to officially enrol. These students still must submit an international IELTS certificate with a band score of 6.0 (or other equivalent certificates) before transitioning to Stage 2. Students who have submitted an international IELTS certificate with a band score of 6.0 (or other equivalent certificates) from the beginning will not have to submit the certificate again.

In addition to these requirements, upon graduation from the ELL programme, ELL students are expected to hold a B1 level certificate for their second foreign language (Russian, French, German, Chinese, Japanese).

Table 5 English language requirements

Certificate	Requirement
IELTS Academic	5.5
TOEFL iBT	61
TOEIC	600 (Listening + Reading)
	270 (Speaking + Writing)
Cambridge Exam	First FCE
BEC	Business Vantage
BULATS	60

In the statement on the report, IU points out that they updated the website on which they define the English language requirements in a clear manner. For instance, to officially start the Bachelor of English Linguistics and Literature program (IU programme), students need to submit an international IELTS certificate with a band score of 5.5 (or other equivalent certificates). If students are already admitted into the program but do not meet the English standards, students can register for the Intensive English (IE) programme at the International University and must achieve a band score of 5.5 on the UWE Test to officially enrol. These students still must submit an international IELTS certificate with a band score of 5.5 (or other equivalent certificates) before graduating. Students who have submitted an international IELTS certificate with a band score of 5.5 (or other equivalent certificates) from the beginning will not have to submit the certificate again. They have similar explanations for the IU-UWE programme.

Appraisal:

IU and the Bachelor of English Linguistics and Literature follow the national requirements and entrance methods to admit students. The selection procedure is transparent and ensures that

qualified students are admitted. All pathways are reviewed every year to remain clear and comprehensive. Potential students can directly contact the Admission Counseling Team at the SoL for clarification of specific questions, of personal aptitude, of career perspectives etc. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

Requirements regarding language proficiency or certain required results in English language tests are transparent for student and shall ensure that students are able to successfully complete the study programme. The entire admission procedure is described, documented, and accessible on the website and on information booklets. The admission decision is based on transparent criteria and is communicated in writing.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The Bachelor of Arts in English Linguisitics and Literature is a four-years programme with 136 credit hours that are equivalent to 209 ETCS. The ELL programme features seven Programme Learning Outcomes (PLOs), as detailed in section 1.1.

The Bachelor of Arts in English Linguistics and Literature aims at preparing students for diverse positions such as English teachers, interpreters or translators. These profiles are reflected in PLO 1 (concerning the command of linguistic theory and linguistic investigation), PLO2 (regarding the command of theories and tools of translation and interpreting with regard to the aesthetic values of English literary works), and PLO 3 (regarding the command of teaching methodologies and approaches, incorporating Global Englishes perspective, and utilizing relevant techniques and innovative technology).

The study programmes comprises 58 courses. Each course has course learning outcomes (CLOs) that outline the expected student competencies by the course's end and how they relate to the PLOs. Delivery methods and assessment strategies for each learning outcome are also included in the syllabi.

Table 6 Distribution of courses

Module	Denomination	Number of courses	Number of Credits and Courses		
			Credit (IU/ECTS)	Percentage	Courses/ Area of knowledge or skills
Module I	College Foundation courses	10 courses	20/ 30.8	14.7%	Political economics of Marxism and Leninism, History of Vietnamese Communist Party/ Critical Thinking, Statistics for Social Sciences
Module II	Discipline-related Foundation courses or skill courses	12 courses	33/ 50.82	24.3%	Courses cover 4 main skill courses: Advanced grammar, Presentation skills, Research Writing and Research Methodology
Module III	General discipline-related courses	9 courses	25/ 38.5	18.4%	Introduction courses, Language and Culture, Cross-Cultural Communication, Civilization courses and Global Englishes
Module IV	Compulsory discipline-related courses	6 courses	18/ 27.72	13.2%	Phonetics and Phonology, Morphology, Syntax, etc.
Module V	Optional courses	18 courses	24/ 36.96	17.6%	Specialized knowledge in three disciplines: English Linguistics, English Teaching, and Translation and Interpreting
Module VI	Internships and Thesis	3 courses	16/ 24.64	11.8%	Internship 1 (Observation); Internship 2 (Practicum); Thesis

The programme offers students some flexibility. In general, students are required to accumulate 24 credits, equivalent to eight elective courses from the list of 18 courses. However, students can take more than the required elective courses.

Table 7 Curriculum Overview for the Bachelor of Arts in English Linguistics and Literature

Curriculum Overview Bachelor's Programme of English Linguistics and Literature, 8 Semesters														
Modul No.	Title of Module / Course Unit + Compulsory or elecitive?	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 Self-Study	i.e. lecture course, seminar		
	1st Semester													
M1	Module 1 Reading 1 (B2-C1) Compulsory	4,62								37,5	90		Exam Paper (60-90 Min)	4.62/209.44
M2	Module 2 Writing 1 (B2-C1) Compulsory	4,62								37,5	90		Exam Paper (60-90 Min)	4.62/209.44
M3	Module 3 Listening 1 (B2-C1) Compulsory	4,62								37,5	90		Exam Paper (45 Min)	4.62/209.44
M4	Module 4 Speaking 1 (B2-C1) Compulsory	4,62								37,5	90		Oral Examination	4.62/209.44
M5	Module 5 Advanced Grammar Compulsory	3,08								25	60		Exam Paper (60-90 Min)	3.08 /209.44
M5	Module 6 Physical Training 1 Compulsory									37,5	90			0/209.44
	2nd Semester													
M7	Module 7 Presentation Skills Compulsory		3,08							25	60		Presentation	3.08 /209.44
M8	Module 8 Reading 2 (C1-C2) Compulsory		4,62							37,5	90		Exam Paper (60-90 Min)	4.62/209.44
M9	Module 9 Writing 2 (C1-C2) Compulsory		4,62							37,5	90		Exam Paper (60-90 Min)	4.62/209.44
M10	Module 10 Listening 2 (C1-C2) Compulsory		4,62							37,5	90		Exam Paper (45 Min)	4.62/209.44
M11	Module 11 Speaking 2 (C1-C2) Compulsory		4,62							37,5	90		Oral Examination	4.62/209.44
M12	Module 12 Principles of Marxism & Leninism + Political Economics of Marxism and Leninism	7,7								75	150		Exam Paper (60-90 Min)	7.7/209.44
	Summer Semester													
M13	Module 13 Ho Chi Minh's Thoughts Compulsory		3,08							25	60		Exam Paper (60-90 Min)	3.08/ 209.44
M14	Module 14 Critical Thinking Compulsory		4,62							37,5	90		Exam Paper (60-90 Min)	4.62/209.44
M15	Module 15 Physical Training 2 Compulsory		0							37,5	90			0 / 209.44

	3rd Semester													
M16	**Module 16 Research Writing Compulsory**			**3,08**					**25**	**60**		Exam Paper (60-90 Min)	**3.08/209.44**
M17	**Module 17 Introduction to Linguistics Compulsory**			**4,62**					**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M18	**Module 18 Introduction to English Teaching Methodology Compulsory**			**4,62**					**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M19	**Module 19 Introduction to Translation Compulsory**			**4,62**					**37,5**	**90**		Exam Paper (90 Min)	**4.62/209.44**
M20	**Module 20 Language and Culture Compulsory**			**4,62**					**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M21	**Module 21 Scientific Socialism + History of Vietnamese Communist Party Compulsory**		**3,08**	**3,08**					**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
	4th Semester													
M22	**Module 22 Introduction to Literature Compulsory**				**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M23	**Module 23 Cross-cultural Communication Compulsory**				**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M24	**Module 24 Phonetics and Phonology Compulsory**				**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M25	**Module 25 Translation 1 Compulsory**				**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M26	**Module 26 Vietnam History and Culture Compulsory**				**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M27	**Module 27 Statistics for Social Sciences Compulsory**				**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M28	**Module 28 Internship 1 Compulsory**				**3,08**				**25**	**60**		Written Report	**3.08 / 209.44**
M 28.1	Internships can be with a variety of host organizations, including foreign companies, schools and universities, foreign language centers, travel companies, translating offices etc. Students will have to work with professors in their concentration and the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 15 working days is required (5 days of site visiting, 5 days to write the final report, and 5 days to get approval from Supervisor). Specific deliverables include daily journal entries based on the observation of everyday activities on the job, evaluation forms completed by students' Supervisor and Advisor, and a completed final report											Written Report	

	Summer Semester													
M29	**Module 29 Military Education Compulsory**													**0 / 135**
	5th Semester													
M30	**Module 30 Morphology Compulsory**					**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M31	**Module 31 Syntax Compulsory**					**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M32	**Module 32 Translation 2 Compulsory**					**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M33	**Module 33 British Civilization Compulsory**					**3,08**				**25**	**60**		Exam Paper (60-90 Min)	**3.08 /209.44**
M34	**Module 34 Elective 1**					**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M 34.1	(See the Elective Courses List below)												Exam Paper (60-90 Min)	
M 34.2	(See the Elective Courses List below)													
M35	**Module 35 Elective 2**					**4,62**				**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M 35.1	(See the Elective Courses List below)												Exam Paper (60-90 Min)	
M 35.2	(See the Elective Courses List below)													
	6th Semester													
M36	**Module 36 American Civilization Compulsory**						**3,08**			**25**	**60**		Exam Paper (60-90 Min)	**3.08 /209.44**
M 36.15	Group presentations									1,6	4	P		
M37	**Module 37 Global Englishes Compulsory**						**4,62**			**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M38	**Module 38 Semantics Compulsory**						**4,62**			**37,5**	**90**		Exam Paper (60-90 Min)	**4.62/209.44**
M39	**Module 39 Research Methodology Compulsory**						**4,62**			**37,5**	**90**		Project	**4.62/209.44**
M40	**Module 40 Elective 3**						**4,62**			**37,5**	**90**			**4.62/209.44**
M41	**Module 41 Elective 4**						**4,62**			**37,5**	**90**			**4.62/209.44**
M 41.1	(See the Elective Courses List below)													
M 41.2	(See the Elective Courses List below)													
	7th Semester													
M42	**Module 42 Internship 2 Compulsory**							**6,16**		**50**	**120**		Final Report	**6.16 /209.44**
	Internships can be with a variety of host organizations, including foreign companies, high schools, foreign language centers, travel companies, translating offices etc. Students will have to work with professors in their concentration and the Internship Director to establish plans and learning objectives specific to their internships. A minimum of 40 working days or 320 working hours is required. Students will have a chance to tackle professional tasks assigned by their Supervisors. No more than twenty percent of a student's daily work should be composed of tasks such as making copies, answering phones, etc. Specific deliverables include weekly journal entries reflecting the week's activities on the job, evaluation forms completed by students' Supervisor and Advisor, and a completed final report.												Final Report	
M43	**Module 43 Elective 5**							**4,62**		**37,5**	**90**			**4.62/209.44**
M 43.1	(See the Elective Courses List below)													
M44	**Module 44 Elective 6**							**4,62**		**37,5**	**90**			**4.62/209.44**
M 44.1	(See the Elective Courses List below)													
M45	**Module 45 Elective 7**							**4,62**		**37,5**	**90**			**4.62/209.44**

	8th Semester													
M46	Module 46 Thesis Compulsory							15,4	125	300				15.4 /209.44
M47	Module 47 Elective 8							4,62	37,5	90				4.62/209.44
	Elective courses													
EM1	Elective Module 1 ELT methods and techniques - Teaching Listening and Speaking							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM2	Elective Module 2 ELT methods and techniques - Teaching Reading and Writing							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM3	Elective Module 3 ELT methods and techniques - Teaching Vocabulary and Grammar							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM4	Elective Module 4 Language Assessment and Testing							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM5	Elective Module 5 Technology Enhanced Language Learning							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM6	Elective Module 6 Teaching English to Young Learners							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM7	Elective Module 7 Interpreting 1							4,62	37,5	90			Oral Exam (60-90 Min)	4.62/209.44
EM8	Elective Module 8 Interpreting 2							4,62	37,5	90			Oral Exam (60-90 Min)	4.62/209.44
EM9	Elective Module 9 Advanced Translation							4,62	37,5	90			Exam Paper (60-90 Min) and translation project	4.62/209.44
EM10	Elective Module 10 Translation in Business							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM11	Elective Module 11 Translation in Journalism							4,62	37,5	90			Exam Paper (60-90 Min) and translation project	4.62/209.44
EM12	Elective Module 12 FUNCTIONAL GRAMMAR							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM13	Elective Module 13 PRAGMATICS							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM14	Elective Module 14 DISCOURSE ANALYSIS							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM15	Elective Module 15 SOCIOLINGUISTICS							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM16	Elective Module 16 COMPARATIVE LINGUISTICS							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM17	Elective Module 17 INTRODUCTION TO BUSINESS ADMINISTRATION							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
EM18	Elective Module 18 INTRODUCTION TO HOSPITALITY INDUSTRY							4,62	37,5	90			Exam Paper (60-90 Min)	4.62/209.44
C	Colloquium													
BA	Bachelor's Thesis							15,4						15.4/ 209.44
total		29,26	32,34	24,64	30,80	26,18	26,18	20,02	20,02	1775	4230			209,44
L:	*Lecture*													
S:	*Seminar*													135,85714
T:	*Tutorial*													
...	*...*													

(*) native credit hours transfered to the European System (ECTS)

The name of the final award for this program is “Bachelor of Arts in English Linguistics and Literature”. The original name of the programme was English Linguistics. This focus is still reflected in the percentage of courses in the field of English Linguistics with ten out of 56 courses specialising in linguistics such as Introduction to Linguistics, Phonetics and Phonology, Morphology, Syntax, Semantics, Functional English, Sociolinguistics, Pragmatics, Discourse Analysis, etc.

The English Linguistics ID (52220201) on the opening followed strictly the Circular 14/2010/TT-BGDĐT promulgated by the Ministry of Education and Training (MOET). By the end of 2017, MOET issued the Circular 24/2017/TT-BGDĐT regarding education and training list at university level. Via this circular, the English Linguistics programme ID was changed to 7220201. To ensure that the name of the programme with the same programme ID by MOET remains uniform, the president of VNU HCM released the Decision 88/QĐ-ĐHQG regarding the list of names of programmes in English to be used within VNU HCM member units. As mentioned in the Decision, the original name of the programme English Linguistics needed to be changed to English Linguistics and Literature.

Theory and practice are interlinked in all specialisations offered by the ELL programme. The syllabi are designed to help students have a firm grasp of the theoretical knowledge via vivid examples and class discussions. In the meantime, students have the chance to act out the theories learnt and turn them into effective skills and techniques. For instance, students are trained in teaching English and learn about language assessment (Listening, Speaking, Reading, and Writing) by evaluating various teaching methodologies and approaches, incorporating Global Englishes perspectives, and utilizing relevant techniques and technology. The course Introduction to English Teaching Methodology aims to provide students with foundation knowledge on various teaching methodologies. The course Global Englishes puts students in various contexts in relation with linguistics perspectives and other languages. The courses like ELT Methods and Techniques – Teaching Listening & Speaking, ELT Methods and Techniques – Teaching Reading & Writing, ELT Methods and Techniques – Teaching Vocabulary & Grammar and Teaching English to Young Learners give students practical techniques and opportunities to practice teaching lessons on specific English skills. Students acquire the relevant teaching skills to work in language centres and training institutions. The course Technology-enhanced Language Learning (TELL) provides students with the technological tools and apps to effectively facilitate the teaching and learning process.

Students are required to complete two internships, Internship 1 (Observation) and Internship 2 (Practicum). The internships bridge academic learning and professional practice, enhancing students' skills and motivation while helping with career orientation. During internships, students engage in various activities within their host organizations, guided by academic advisors and supervisors who support and evaluate their performance.

The ELL programme includes interdisciplinary aspects as well. For example, the courses Critical Thinking, Advanced Translation, Statistics for Social Sciences, Introduction to Hospitality Industry, introduce concepts from other disciplines such as in areas of logic, research and communication. Hence, students are enabled to work in various settings including English teacher, translator, interpreter, academic manager, master of ceremony, ESP trainer, or programme planner etc.

Ethical standards are reflected in programme objective no. 4 that aims at developing students' creativity, responsibility, and ethical practices. In addition, IU and the study programme demand students to follow academic integrity. PLO 6 states that students shall demonstrate the ability to conduct scientific research effectively and ethically applying appropriate research methods, technology, and critical thinking. The Orientation week for first-year students is intended to make them familiar with academic integrity and academic rules for scientific work. In the course Critical Thinking, students learn to recognise the barriers to logical thinking and to conduct a persuasive argument with fair judgment. In the courses Language and Culture, Cross-cultural communication, Research Methodology, students explore further the aspects of logic, self-respect, originality and authorship. Morality is constantly reinforced in all the midterm and final exam instructions, which rule all the acts of exam violations including plagiarism, exchanging notes, etc.

To help students achieve the ability to conduct scientific research effectively and ethically, applying appropriate research methods, technology, and critical thinking, they attend courses such as Critical Thinking, Research Methodology, Research Writing and Thesis. Students shall acquire necessary competencies for the planning, data gathering and dissemination stages of research, including Research Design, Methods of Data Collection, Approaches to Analyzing Data and Writing a Research Proposal, and Writing a Thesis. The course Research Writing aims to help students to refine their academic research writing style. Students practice and demonstrate necessary skills for doing research, such as categorising, paraphrasing, summarising, writing an abstract, quoting and citing. In the course Thesis, students synthesize all the knowledge, skills and attitudes related to scientific research into a big project called 'Graduation Thesis'. The process of writing and submitting a thesis is described in the table below.

Table 8 Thesis development at ELL programme

Stages of thesis development		Assessment
1.	Contact supervisor, Identify topic and Submit a registration form	Requirement
2.	Submit a thesis proposal	Requirement
3.	Conduct the thesis project	Requirement
4.	Report thesis progress	Requirement
5.	Submit complete manuscript	Assessed by supervisor and reviewer
6.	Conduct thesis defense	Assessed by thesis committee (3 members)
7.	Revise and resubmit final manuscripts (if any)	Requirement Checked by supervisor

The graduation thesis is evaluated based on published criteria, rules, and procedures. Students must follow international publication standards. After completing at least 114 credits, students can begin their thesis on a topic of interest in the field of linguistics, translation or teaching. They will work with an assigned supervisor.

In the first month, a proposal committee, including all supervisors, evaluates the students' research proposals and provides recommendations. Students then work closely with their supervisors to collect and analyse data, apply various methods, and complete their thesis. The

completed thesis is submitted to the School of Languages for evaluation by supervisors and assigned evaluators.

A final defense committee evaluates the student's presentation and assigns marks. The final grade is the average of all marks, including those from the supervisor, evaluator, and committee members.

IU wants to enable students also by teaching them skills of self-study and lifelong learning perspectives. The ELL programme follows an outcomes-based learning framework where learning outcomes dictate the curriculum content, teaching methods, and assessment processes. Each course syllabus clearly states the expected learning outcomes and teaching methods, which are communicated to students at the semester's start. Besides that, the programme employs diverse teaching methods, including lectures, discussions, case studies, group work, presentations, and fieldwork. These methods are adaptable to accommodate different learning outcomes, promoting a student-centered approach. Students engage in various activities like reading, research, note-taking, internet-based assignments, quizzes, and group presentations. The English Linguistics and Literature programme offers a wide range of assessment methods appropriate to the nature of each course. Assessment methods include formal midterm and final exams, assignments, projects, quizzes and reflections. These assessment methods are described in detail in the course syllabus and are introduced to students right in the Orientation session, which is in the first meeting of the course.

Appraisal:

The panel acknowledges the derivation of the programme’s names and considers that the degree and the programme name are appropriate. However, to align the contents of the curriculum and the programme objectives more clearly to the name which includes both Linguistics and Literature, as already mentioned in chapter 1.1, the panel **recommends** the SoL to formulate the objectives to be acquired in connection with "Literature".

The panel appreciates the way the study programme consistently reflects the strategic orientation in the contents of the courses. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The study programme offers flexibility and additional electives to enhance the graduates’ employability.

The panel is impressed by how coherently the study programme integrates practical examples to support theoretical questions in the course contents. The two internships, distinguished between an observation and a practicum, are beneficial for students’ practical skills. The panel thinks that the way interdisciplinary thinking is adapted in the study programmes meets the standards. Ethical implications are also appropriately communicated to students.

At the ELL study programme, students acquire strong methodological competences and are enabled to do scientific work. For that matter, the study programme has integrated a variety of courses such as Critical Thinking, Research Methodology, Research Writing and Thesis. The panel was delighted to see the commitment of the study programme in this regard.

At the School of Languages, all exams, as they are defined for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Projected study time	4 years
Number of credits (national credits and ECTS credits)	136 national credits = 209,44 ECTS credits
Workload per credit	12,5 hours in class and 30 hours self-study
Number of courses	58 courses
Time required for processing the final thesis/project and awarded credits	12 national credits = 18,84 ECTS credits 510 hours of self-study and working with instructors

To ensure systematic student learning, the ELL programme is structured over four years. The total number of 136credits or 209.44 ECTS is accumulated from 46 courses, the rest being elective courses. The workload accumulated in each main semester ranges from 13 CP/20.02 ECTS to 23 CP/35.42 ECTS, which complies with the MOET policy regarding a CP range of 12-24 per semester. Students have the right to increase or decrease a few courses to assure the best learning results. For those students who need to attend the Intensive English programme (IE), including 4 levels, the credits attributed to the IE programme are treated as requirements and are not accumulated to the overall CP requirement of the English Linguistics and Literature programme. Students taking part in the IE classes may have their schedules fluctuating according to the nature of each IE course. Each IE course lasts for 7 weeks, so students can be scheduled to take two IE courses per semester.

The distribution of workload is illustrated in the table below.

Table 9 Workload and credits per semester

Starting major courses		Starting IE2, IE3		Starting IE0, IE1	
Sem.1 (Y1) (5)	*17 CP/26.18 ECTS*	Sem.1 (Y1) (2)	*23 CP/35.42 ECTS*	Sem.1 (Y1) (2)	*34 CP/52.36 ECTS*
Sem.2 (Y1) (7)	*19 CP/29.26 ECTS*	Sem.2 (Y1) (7)	*19 CP/29.26 ECTS*	Sem.2 (Y1) (4)	*23 CP/35.42 ECTS*
Summer (2)	*8 CP/12.32 ECTS*	Summer (2)	*8 CP/12.32 ECTS*	Summer (1)	*5 CP/7.7 ECTS*
Sem.3 (Y2) (7)	*18 CP/27.72 ECTS*	Sem.3 (Y2) (8)	*23 CP/35.42 ECTS*	Sem.3 (Y2) (7)	*20 CP/30.8 ECTS*
Sem.4 (Y2) (7)	*20 CP/30.8 ECTS*	Sem.4 (Y2) (7)	*20 CP/30.8 ECTS*	Sem.4 (Y2) (6)	*18 CP/27.72 ECTS*
Summer		Summer		Summer	
Sem.5 (Y3) (6)	*17 CP/26.18 ECTS*	Sem.5 (Y3) (9)	*23 CP/35.42 ECTS*	Sem.5 (Y3) (8)	*22 CP/33.88 ECTS*
Sem.6 (Y3) (6)	*17 CP/26.18 ECTS*	Sem.6 (Y3) (6)	*20 CP/30.8 ECTS*	Sem.6 (Y3) (6)	*20 CP/30.8 ECTS*
Summer		Summer		Summer (3)	*6 CP/9.24 ECTS*
Sem.7 (Y4) (4)	*13 CP/20.02 ECTS*	Sem.7 (Y4) (4)	*13 CP/20.02 ECTS*	Sem.7 (Y4) (6)	*17 CP/26.18 ECTS*
Sem.8 (Y4) (2)	*13 CP/20.02 ECTS*	Sem.8 (Y4) (2)	*13 CP/20.02 ECTS*	Sem.8 (Y4) (4)	*13 CP/20.02 ECTS*
* (Y): Year	*(5): 5 courses			Sem.9 (Y5) (2)	*13 CP/20.02 ECTS*

The ELL programme follows the rules of IU regarding the study and examination regulations. Study and exam regulations are outlined in official policy documents such as student handbooks or academic regulations. These documents can be found on the University's website or obtained from the administrative office.

According to the regulations of IU, the weightings for calculating course grades are distinguished:

- Midterm exam: 20%–40%
- Final exam: 30%–50%
- Others (quizzes, homework assignments, projects, etc.): 20%–40%

Mid-term and final exams are scheduled during exam weeks with no teaching activities and are tailored to the course content. The Office of Undergraduate Academic Affairs (OUAA) notifies students of exam schedules and locations via Edusoft Web, at least one week in advance for midterms and two weeks for finals.

Table 10 Grading table

Ranking	Scale of 100	Scale of 10	Scale of 4	Letter grade	German grade
Excellent	90 ≤ GPA ≤ 100	9,0 ≤ GPA ≤ 10	4.0	A^+	1.0 - 1.5
Very good	80 ≤ GPA < 90	8,0 ≤ GPA < 9,0	3.5	A	1.6 - 2.5
Good	70 ≤ GPA < 80	7,0 ≤ GPA < 8,0	3.0	B^+	2.6 - 3.5
Rather good	60 ≤ GPA < 70	6,0 ≤ GPA < 7,0	2,5	B	
Fair	50 ≤ GPA < 60	5,0 ≤ GPA < 6,0	2.0	C	3.6 - 4.9
Weak	40 ≤ GPA < 50	4,0 ≤ GPA < 5,0	1.5	D^+	5.0 - 6.0
Poor	30 ≤ GPA < 40	3,0 ≤ GPA < 4,0	1.0	D	
	Under 30	Under 3,0	0.0	F	#N/A

If a student is not satisfied with the scores, they can ask for a re-assessment. The grades that the students obtain from each course are accumulated to form the student's Grade Point Average (GPA) for each semester (Semester GPA) and for the whole period of study (Cumulative GPA).

If a student misses an exam due to illness, accident, or legal reasons, they may request to retake the exam by submitting relevant documentation and a permission request letter within five days of the exam date. Approval from the OUAA and Board of Presidents is required. If approved, the lecturer will reorganize the exam. In special cases where a retake is not possible, the student will receive an incomplete score (I) and retake the exam in the next semester.

In cases of natural disasters, epidemics, or other emergencies, online exams or alternative methods may be considered with Board of Presidents' approval. For large exam rooms, students may be divided into smaller groups, each supervised by different proctors. During online exams, students must keep their cameras on at all times. Lecturers must submit grades to the Department within two weeks of the exam date. Students can request re-marking for written exams by filling out a request form.

Students must attend all experiments, practices, tests, and final exams. Absences exceeding 20% of required class attendance result in prohibition from the final exam and a score of zero.

Student progress and academic performance are monitored via the Edusoft-web system and academic advisors, who track GPA and registered credits. Advisors provide guidance and support to help students stay on track. During the onsite visit, the students participating in the interview reported that they found the workload manageable.

IU embraces diversity and does not discriminate based on gender, marital status, economic class, religious affiliation, or disability. It welcomes students from various backgrounds across Vietnam and globally. While the ELL programme typically has more female students due to its appeal to social science interests, IU and the department ensure inclusivity for all genders.

Appraisal:

The Bachelor of English Linguistics and Literature is structured in a way that supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credits per course on the basis of the necessary student workload. Practical components, like internships, are designed and integrated in such a way that credits can be acquired.

There are legally binding study and exam regulations which contain all necessary rules and procedures and consider national requirements. The recognition of periods of practical work is also clearly defined.

As the interviews revealed, the study programme is feasible within the estimated time and allows even flexible arrangements based on the students' performance. The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

IU ensures gender equality and non-discrimination. Students in special circumstances, such as single parents, foreign students, students with a migration background or from so-called non-academic backgrounds receive support and assistance when asked for.

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

3.3 Didactical concept

IU's educational philosophy is "Comprehensive - Liberal - Pioneering – Global". The goal is to integrate this philosophy into the study programme, reflecting it in POs, PLOs, and the programme design. Graduates are expected to gain general skills like critical thinking, communication, teamwork, self-development, and perspective, alongside specialised knowledge in English linguistics, translation and interpretation skills or teaching and assessment methods. The School employs a student-centered approach, encouraging active participation through group projects, presentations, teamwork, and discussions.

IU supports blended and distance learning with tools like Blackboard, Microsoft Teams, Zoom, e-books, and online databases. The recent addition of the Thomson Reuters EIKON database provides valuable data access for student projects and theses.

Course materials are designed according to the expected learning outcomes and required qualifications. They are shared with lecturers and students, including international students, both online and offline. Primarily provided on IU's LMS BlackBoard, these materials are accessible anytime and anywhere. Lecturers develop materials using various academic sources, including the Library's resources. Key materials are regularly updated to meet programme needs, with both printed and digital resources available for borrowing and online access.

Guest lecturers are invited to a class meeting to share their experience, practical knowledge or simply their professional perspective in the field. Conversations and discussions with these experts offer an opportunity for students to widen their perspectives and foresee their target workplace in the future. For instance, an associate professor from Georgetown University (USA) gave students a deeper understanding of X-bar syntax, a model of phrase-structure grammar and a theory of syntactic category formation. Also, students could better see the requirements needed to prosper in the field of syntax and linguistics. In the future, the SoL and the ELL programme intend to extend the integration of guest lecturers in the teaching.

To support learning, teaching assistants (TAs) are integrated into teaching activities. The academic requirements for a TA include the obtained score of the TA course of at least 80 (ECTS grade A or B) and a GPA of at least 70 (ECTS grade B). The TA takes responsibility in assisting the course instructor to give the best performances and in helping weak students to fully understand the lessons. In addition, the Writing Center (WRIC), a body directly administered by the School of Languages, offers students free group or one-on-one sessions with lecturers on any issues related to essay writing, research or any academic challenges arising in the course of learning in the programme.

Appraisal:

The didactical concept of the Bachelor of Arts in English Linguistics and Literature plausibly reflects the programme objectives. The focus is on the students, and they are motivated to participate actively in the courses through the application of different teaching and learning methods, such as, for instance, case studies or practical projects.

The course materials consider the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. During the interview, students pointed out that they would like to see more technologies in the teaching methodology course.

The panel found that some courses listed materials that were outdated. Therefore, they **recommend** reviewing and updating course descriptions, and in particular recommended reading lists with a view to including introductory texts, core textbooks, and texts with different approaches/perspectives (for instance British/American civilisation/ Computer assisted language learning, etc.).

In the statement on the report, SOL indicates that they have been reviewing all the course descriptions, introductory texts, core textbooks, plus recommended reading lists, including texts with different approaches/perspectives on its website. The updated reading lists include

required and/or recommended materials that should be published within seven years from 2017 to 2024.

Most of the module descriptions the panel has looked at require further work. In many cases, one or two recent texts have been added but outdated literature remains on the list. Some reading lists are still not acceptable (e.g. Cross-cultural Communication, Language and Culture, British Civilisation, American Civilisation, etc.). The panel wants to encourage the University to engage with all aspects of this recommendation.

The School of Languages invites guest lecturers to contribute to the students' qualification process with their special experience. The panel appreciates the efforts and encourages the SoL to continue their commitment to increase the international exposure for the students.

Lecturing tutors are senior students with good performance. They support the students in the learning process and help them develop competences and skills.

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

3.4 International outlook

The programme's internationality is expressed through its design and learning outcomes, in particular PLO 4, which refers to the development of communication strategies in an international working environment by recognizing the relationship between language and culture. The programme managers benchmarked the ELL with international linguistics programmes, such as California State University (Dominguez Hills), Monash University (Australia), Bangor University (The UK). As a result of this benchmarking, they integrated international and intercultural contents, such as Cross-Cultural Communication, Language and Culture, British Civilisation, American Civilisation.

The programme equips students with knowledge and skills for an international working environment, using practical examples to train students' adaptability to multicultural settings. The classes are taught entirely in English. Exercises and assignments incorporate international and intercultural aspects. To enhance international communication skills, the School of Languages organizes activities like the following:

- The Buddy club: One Vietnamese student is paired with one foreign student, assisting the latter in getting familiar to, then exploring various aspects of Vietnamese culture.
- The Japanese/ Korean/ French clubs: Students get together to learn the language, meet foreigners, and explore the respective cultures.

- Culture exploration contest (e.g. Culture Varsity): Students play in groups to answer questions, listen to comments, or get themselves engulfed in discussions to find out a solution to a cultural issue.
- ELL coronation of culture contest: Students explore various cultures of English-speaking countries like the UK, the USA, Canada, Australia, etc.
- Thailand – Vietnam exchange program: Students organise an online meeting with Thai students to share and explore various cultural aspects.

The number of international students who study at the ELL programme is very limited. So far, there is one student from the Philippines and another from the US. The ELL programme intends to attract more students from overseas in the future. For instance, IU and the ELL programme collaborate with the University of the West of English (UWE, Bristol, the UK). IU has established a twinning programme in Linguistics with UWE with three modes, namely 2 years + 2 years, 3 years +1 year, and 4 years +0.

The majority of the ELL's lecturers received training from prestigious universities abroad, such as Master's degree from University of Southampton or Nottingham Trent University, UK, or a PhD from Michigan State University or Iowa State University, USA. They are committed to creating and sharing knowledge and preparing and inspiring students for their chosen professions. Moreover, many lecturers have taken part in international activities, such as the scholar exchange programme and scientific collaboration. The faculty's internationality is further enhanced by lecturers from various nationalities, such as the US, and most academic staff have international practical experience and regularly participate in international conferences and workshops.

Regarding foreign language contents, the ELL programme is taught completely in English. At the beginning of the studies, students must have at least IELTS 5.5 or equivalent. In the course of learning, students are required to train to reach the proficiency of C1-C2 level on the CEFR. Upon graduation, students must show a B1 level certificate of another foreign language other than English, such as French, German, Chinese, Russian, or Japanese. Furthermore, students must write their Graduation Thesis in English and present their research to a defense committee. Graduates are expected to have a strong command of English vocabulary, idioms, and grammar, and be able to present academic and daily issues fluently.

Appraisal:

International contents are an integral part of the curriculum. Through practical examples, students are enabled to act in an intercultural environment. They are prepared for the challenges in an international working environment.

The panel acknowledges that a plan of action to attract international students to come to IU and to offer outgoing programmes for the residential students is in progress. To encourage the study programme to strive for long-term goals, they **recommend** including measurable actions and outcomes in the action plan to attract more international students or more opportunities for student exchange.

The SOL comments on the recommendations pointing out that they drafted a “Plan of action to attract international students for School of Languages” that shall effectively support their long-term goals for international engagement. They refine their action plan to include specific, measurable objectives for attracting international students and increasing student exchange opportunities. This will involve setting clear numerical targets for the number of international students we aim to attract each year and the number of outgoing exchange programmes they intend to facilitate. Among these measures are, for instance, enhanced marketing strategies for implementing targeted marketing campaigns or improved services for inbound and outgoing students.

Ther panel appreciates these initiatives and would like to encourage the University to take the time to implement some of these measures and report on the progress.

The panel was pleased to see the diverse and professional international composition of the teaching staff, particularly having teachers with international academic and professional experience. This is a strong asset of the study programme. Such experienced teaching staff is important to promote the acquisition of international competences and skills.

The panel appreciates that the Bachelor of Arts in English Linguistics and Literature regards internationality as a key element of the study programme’s profile. Lectures and course materials are entirely provided in English. The proportion of foreign language courses and the required second foreign language corresponds with the qualification objectives of the study programme.

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

The programme integrates multidisciplinary skills such as communication, cooperation, conflict resolution, and leadership. For instance, the Presentation Skills course trains students in preparing formal presentations and enhances students’ presentation quality via non-verbal communication and proper use of visual aids. The course Speaking 2, with frequent pair work and discussion, boosts students’ debating skills via giving opinions, making a summary and providing evidence for support. The course Critical Thinking familiarises students with questions of logic and reasoning.

The School of Languages regularly holds academic activities such as English Singing Contest, IU Public Speakers, Sunday Outing, Internships which students can also join on an extracurricular basis. These activities also further develop soft skills and leadership abilities.

Communication, public speaking, and conflict resolution are emphasized to enhance career prospects by showcasing professionalism, leadership, critical thinking, and creativity.

The School of Languages uses a Behaviour Point system to evaluate students' political, moral, and lifestyle qualities on a 100-point scale each semester. These points reflect the soft skills developed and are considered for the "Student of Five Merits" title, a valuable certification for job applications.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

To enhance student employability, the programme offers courses that blend theory and practice while developing multidisciplinary skills. Practical courses such as Introduction to Translation, Translation 1, Translation 2 shall prepare students for the dynamic job market. The programme is designed to meet labour market demands and uses graduate survey results to improve training quality.

The School of Languages supports students with CV writing workshops, interview preparation guides, IU Job Fair, and IU Job Hub. During the two internships that are integrated into the Bachelor of Arts in English Linguistics and Literature, students can meet their potential employers directly.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses.

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

4. Academic environment and framework conditions

4.1 Faculty

The SoL has 22 full-time, and five visiting faculty members. The profile of faculty members can be seen in Table below. The ratio of faculty member-students is 1: 14.6.

Table 11 ELL faculty members' profile

Academic title	Number of teaching faculty	Percentage
Associate Professor	1 (visiting lecturer)	3.7%
Associate Professor	1 (full time)	3.7%
Lecturer	25 (21 full time, 4 visiting lecturers)	92.6%
Total	27	100%

As can be seen, 93 percent of the faculty staff are lecturers, three of which hold a Doctorate degree, two are PhD candidates, and 21 with a Master degree.

The competence and qualification of the lecturer candidates are measured based on seven criteria: (1) academic qualification, (2) place of training, (3) teaching experience, (4) teaching methodology, (5) English ability, (6) research ability, and (7) professional experiences. The faculty members' main responsibilities are teaching, conducting scientific research, and providing services.

The recruitment process starts with job announcements posted on the University's website, and/or trustworthy employment websites. To be considered, an applicant must have at least a master's degree in a relevant field obtained from a well-known university, preferably from overseas.

To officially being a lecturer at the school, each applicant is required to pass three rounds of selection:

- In the first round, all applications are assessed based on the following qualifications: academic qualifications, teaching experiences, research interests and performances, and English proficiency.
- In the second round, the applicant is invited to attend a face-to-face interview with the selection committee whereby the applicant's qualifications, commitment to the school/ the academic career, and working experiences are evaluated.
- In the last round, short-listed applicants are required to organize a "Teaching Demonstration" seminar in which his/her teaching competence, mastery of the subject, English proficiency are examined.

During the visit, the SoL clarified that from 2023 on, the SoL would only hire lecturers with PhDs. For existing lecturers with MA degrees, they are encouraged to pursue doctoral degrees. As of 2024, four lecturers of are doing PhDs (one in Vietnam, two in Thailand, one in the US). Two are planning to do PhDs in the near future.

All lecturers are required to complete the pedagogy courses. Besides that, all master-degree-holders are required to participate in the pre-service period when they, as teaching assistants to senior lecturers, could audit classes and prepare course materials for coming semesters. The training is designed to help new faculties master the teaching methodologies and technique before progressing to permanent lecturers. IU hosts a number of in-service training workshops and courses annually to improve the didactic skills among lecturers. So-called Brown Bag seminars are organized by the Dean of SoL for ELL lecturers to share experience and teaching techniques in a friendly atmosphere.

Faculty qualification is maintained through a three-pillar assessment system for performance review, consisting of (i) teaching performance, (ii) research performance, and (iii) service provision. The SoL encourages faculty members to pursue a PhD at a university overseas.

At the School of Languages, all faculty members have professional practical experience in the field of English language teaching before and during the time working at IU. They are all teachers of English to various levels with an average of seven years of experience. Some of them own a private language center operating outside the school hours with the experience of not only teaching but also supervising and managing. Some lecturers are invited to be visiting lecturers in other HEIs. One lecturer was invited to be in the culture exchange group with a trip to the USA. She also has expertise in working with publishing houses in writing and translating books. One lecturer is in charge of the language testing system of VNU called EPT.

On the school level, the teaching staff meets for workshops and student contests, Thesis Proposal Review and Evaluation Committee meetings. In addition, they have informal meetings almost every month for internal information announcements. They regularly co-author research papers and co-present at international conferences. At the beginning of the school year and at the beginning of each semester, there are also meetings to clarify jobs duties and updated information about the program and the courses.

The School of Languages appoints academic advisors to monitor student progress via the Edusoft Web system and assist with problems during their studies. Advisors meet students at least once per semester to guide course registration and address issues affecting academic performance. They also analyse student records and contact students via email or phone to discuss and resolve any challenges affecting their progress. The Writing Centre is a service provided by ELL to help its students and other IU students in sharpening their writing skills needed for their assignments and research thesis. Furthermore, since 2020, each freshman of ELL programme will be paired with a mentor who is a volunteer sophomore or junior of ELL to receive guidance and assistance throughout their first year in university.

Appraisal:

The panel considers the structure and number of the faculty to be adequate for the programme requirements. The faculty's composition, consisting of full-time and part-time (visiting) lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty consists of three pillars which correspond to the national requirements. IU has established a transparent nomination procedure and verifies the qualifications of the faculty members. Specific measures for the further qualification of the faculty members are implemented. The panel sees that there is a plan and a policy in place. To encourage more improvement regarding the academic qualification of the teaching staff, which can bring more perspectives and research opportunities to the study programme, they **suggest** the SoL to hire more lecturers with a PhD degrees.

The SOL accepts this suggestions and declares that from 2023 on, the SoL only hires lecturers with PhDs.

The panel appreciates the pedagogical and didactical qualification of the faculty. It corresponds to the requirements and objectives of the study programme. In addition, they are pleased to see that IU offers incentives for the teaching staff to participate in further qualification. IU also verifies the qualifications of the faculty members by means of an established procedure. All lecturers at IU are familiar with existing testing and examination methods and receive support in developing their own skills in this field.

The teaching staff brings enough experience from outside to integrate theory and practice. In addition, the faculty members cooperate regularly with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Moreover, the panel observed that the lecturers are very committed to their students. They were delighted to see that student well-being is highly supported. Support is offered on a regular basis and even beyond during extracurricular activities. This serves to help students study successfully.

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

4.2 Programme management

The School of Languages is headed by a Dean who is appointed by the University and assisted by two Vice Deans and six administrative staff members. The ELL programme is prepared by the Dean together with all the lecturers and is managed by the School of Languages.

The School of Languages has an Academic and Scientific Committee (ASC) whose members are suggested by the Dean of the School and approved by the President of IU and a Quality Assurance Teams (QATs) whose members are also assigned by the Dean of School and approved by president of IU. The Academic Committee of the School of Languages exercises power in decision-making, examination, evaluation and consultation of all academic affairs of the school.

Appraisal:

The panel was impressed with the performance of the Programme Director of the Bachelor of Arts in English Linguistics and Literature. He coordinates the activities of everyone involved in the programme. He was well informed about the programme, its contents, the teachings and the students.

Moreover, the panel appreciated the commitment of the supporting staff. Faculty members and students receive comprehensive support in the organisation of the study programme. Decision-making processes, authority, and responsibilities are clearly defined.

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

4.3 Cooperation and partnerships

IU has collaborated with the University of the West of England (UWE-UK, 2020) and Macquarie University (Australia, 2022) in offering joint programs for ELL students with 53 students admitted in 2020, 124 in 2021, and 118 in 2022, and the first cohort will be graduating from UWE in 2024.

Among the business partners of the School of Languages and the study programme are schools and language training institutions that are run, for instance, by alumni of the study programme. During the visit, SoL explained that they were working on an action plan in establishing closer relationships with local and international industries, professional organizations, local authorities, and business organizations.

Appraisal:

The panel acknowledges the scope and nature of cooperation with other academic institutions and networks. The activities offered by these partnerships contribute to the development of the students' qualification and skills. The partnerships are relevant for the programme. The agreements forming the basis of the cooperation are documented.

Regarding business partners, the panel appreciates the SoL's plan of action to find collaboration with partners in the private or public sector. To further encourage their commitment and to ensure that a wide variety of partnerships are founded, they **recommend** the SoL foster cooperation with institutions and businesses outside the education sector. In doing so, they can offer students more opportunities for internship places. Such activities would contribute to the development of the students' qualification and skills.

In the statement on the report, the SoL accepts the recommendation stating that they will foster cooperation with institutions and businesses outside the education sector. With the new policies on institutional collaboration of IU, the SoL will be more proactive in reaching out for more collaboration with institutions inside and outside the education sector in the near future. Specifically, the SoL will then be allowed to directly sign the MOA and MOU with their new partners.

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

4.4 Facilities and equipment

The panel had the chance to visit the premises of International University in Ho Chi Minh City. They were able to see classrooms and auditoriums. These facilities are equipped with air conditioners, network connected computers, projectors and surrounding sound systems. The sound systems are used for teaching and students' self-learning areas and activities. The Office of Facility Development and the Office of Finance and Planning are responsible for planning and maintaining the University's facilities.

Table 12 List of different types of rooms at IU

No.	Types of Room	Quantity	Area (m^2)
1	Conference room, lecture hall, multi-function hall, office for professors, associate professors, lecturers	**142**	**9775.54**

1.1	Lecture halls with 100-200 seats	9	1987.6
1.2	Classrooms with 50-100 seats	56	4136.38
1.3	Classrooms with less than 50 seats	33	1622
1.4	Office for professors, associate professors, full-time lecturers	44	2029.56
2	Libraries	**3**	**1435**
3	Research Center, Laboratories	**66**	**4732**

The School of Languages has two offices located on the fifth floor of the main campus. Each staff member has his or her own desk equipped with an updated computer set linked to a printer in the room. The staff and lecturer work are also supported by photocopy machines and a scanning device. Wi-Fi connections are fully available in the area.

The Library at the main campus opens six days per week from 8:00 am until 5:30 pm during weekdays and 8:00 am – 4:00 pm on Saturday. During the onsite visit, IU's representatives explained that the current opening hours of the library meet the needs of library users because most IU staff and students leave campus at 4:00 pm to get back to the city center if necessary. At the heart of the systems is a Single Sign-On mechanism which facilitates access to services and resources, including digital ones. Each user is provided with a library account to check out physical items, access digital repositories and e-Textbooks, and use VNU-HCM shared online databases.

As IU is a member of the VNU-HCM consortium, IU's library users can borrow printed items from libraries of other universities. IU's digital subscriptions to commercial sources include among other Taylor & Francis, Academic OneFile, LuatVietnam, Eikon Thomson Reuters, VitalSource, Odilo, and Cengage Digital Interactive eBooks.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme and consider the resource needs of the study programme. The rooms are properly equipped and give them barrier-free access (elevators and ramps) as well. Access to the internet via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured.

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

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

At IU, the Office of Student Services, Office of Undergraduate Academic Affairs, Office of International Academic Collaboration, Office of Youth Union offer services to students. For example, the Office of Student Services and the Youth Union develop a Career talk show offered every semester and organise the Job Fair and Career Fair at the end of academic year. Moreover, to assist students in making and implementing informed educational and occupational choices based on their competencies in self-knowledge, educational and occupational exploration, and career planning, the University provides IU Job hub, including the job database and related online services to support students in searching for employment. Students can also ask for career advice and support from the Office of Undergraduate Academic Affairs, the Office of International Academic Collaboration (for oversea higher education), and their own assigned advisors, who are also the faculty members or lecturers at the School of Languages.

Job announcements related to English teaching, translation/interpreting, or linguistics research are posted on the SoL fanpage or sent directly to students by academic advisors.

Since the School of Languages had only two graduation batches as of 2024, namely the 2017 cohort (2017-2021) and the 2018 cohort (2018 – 2022), there are not many alumni so far. They have designated one lecturer as the ELL Associate of Student Affairs who is in charge of connecting with the alumni and developing an alumni network.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The School of Languages regularly provides job offers and internship offers on their fan page. In addition, there are two job fairs organized by the University (and School) annually.

The panel appreciates that the SoL aims at developing an alumni network. Hence, they would like to encourage the School of Languages by **recommending** that the SoL actively includes alumni in their academic activities throughout the year (online/offline).

The SoL expresses its appreciation in the statement on the report. They will involve alumni more in the academic activities, including inviting them as guest speakers in various ELL classes and workshops, and eliciting their input for curriculum revamp.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					

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

4.6 Financing of the study programme (Asterisk Criterion)

The funding of the IU includes tuition fees; state budget for scientific and technological tasks, national target programmes or other special projects; sponsors and aids from national or international individuals and organizations; other sources such as loans from credit institutions.

Appraisal:

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

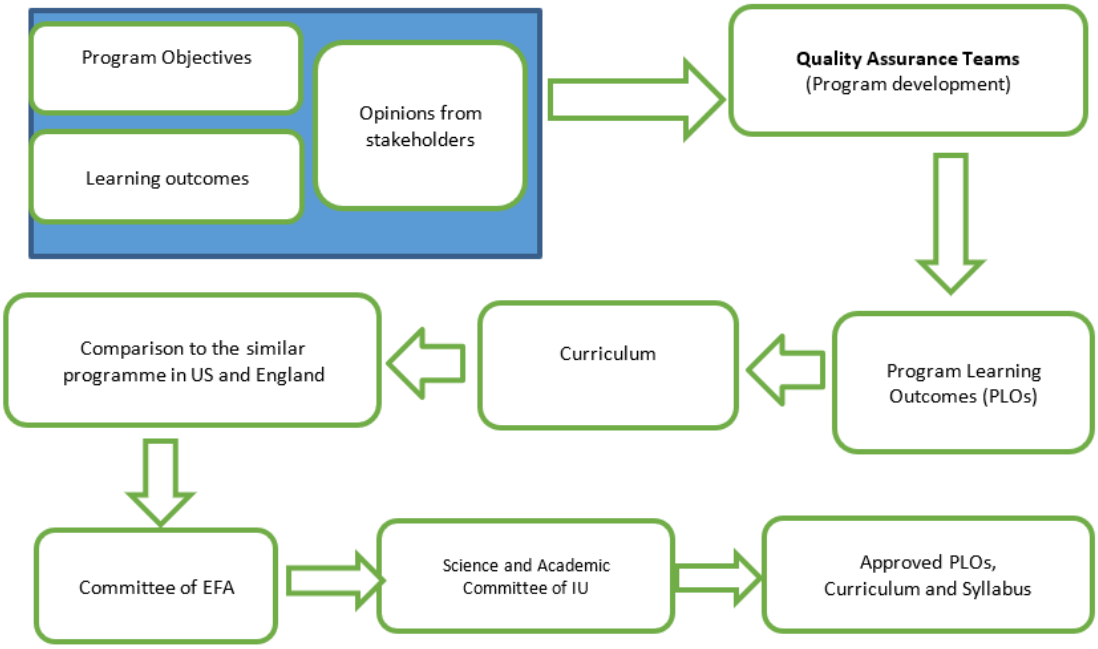
		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

The Office of Quality Assurance and Testing (OQAT) is responsible for implementing the quality assurance processes at university-level. Regarding internal quality assurance of each school and department, a task force including faculty members from different schools and departments is formed by the President to work closely with the OQAT.

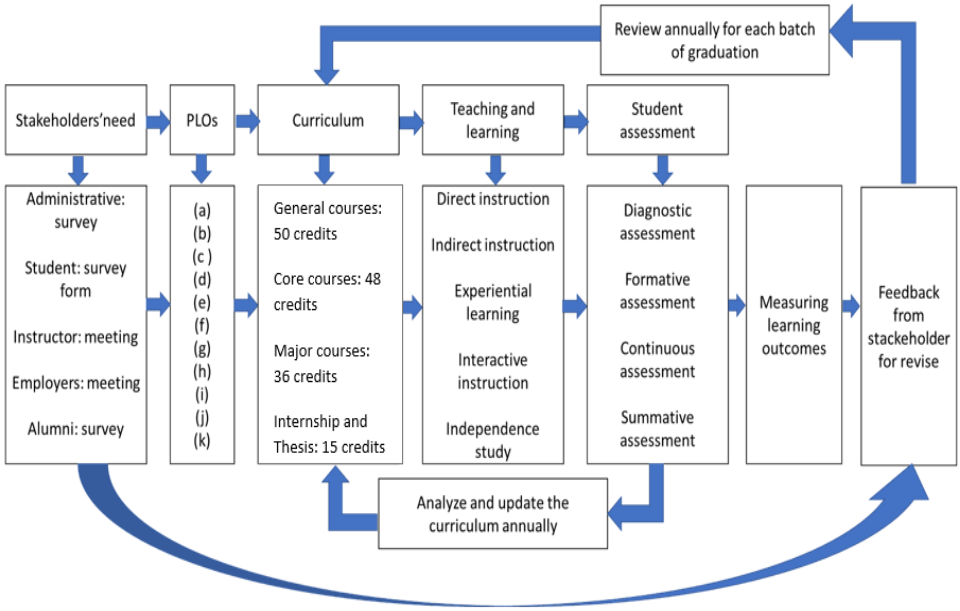
To ensure the quality of the study programme, a quality assurance procedure has been developed by IU on study programme level.

Table 13 Quality assurance of the programme development



Stakeholders are invited to give feedback as well which will be considered by the programme management.

Table 14 Consideration of stakeholder feedback



The procedure starts from the survey from stakeholders, such as students, alumni, lecturers and employers, the mission and vision of IU, and the benchmarking from some well-known universities in US and England. The curriculum design is aligned with PLOs and complies with IU procedures. Firstly, the curriculum is designed according to the programme's expected learning outcomes. The curriculum is then fountained into different groups of courses, such as generic courses, foundation courses, specific courses and elective courses. The approved curriculum and student outcomes are sent to the School of Languages to implement the syllabi. The syllabi are written by the lecturers in charge, endorsed by the Head of Departments and approved by the Dean of the School of Languages.

Quality assurance activities (teaching and learning, student services) are conducted on a regular and independent basis at IU, following the university guidelines on quality assurance.

Student evaluations of courses and teaching methods are conducted regularly, with feedback used to enhance teaching approaches and help achieve PLOs.

Table 15 Feedback survey for students at IU

No.	Name of survey	Means	Frequency	Unit in charge	Contents
1	First year university entrance survey	Online survey	In the first year	QATO	34 questions regarding student orientation as well as potential difficulties

No.	Name of survey	Means	Frequency	Unit in charge	Contents
2	Course evaluation	Survey & Online survey	Every semester	QATO	25 questions covering the expected learning outcome of the course, course content, instructor's knowledge, lesson delivery methods, availability, grading and other support.
3	Student feedback on curriculum and PLOs	Survey	Annually	School/ Department	For initiating the review and update of the programme's curriculum
4	IU services quality survey for students	Survey & Online survey	Annually	QATO	About students' direct use of the services from all Offices and Centers at the International University and corresponding actions
5	Exit survey for students before graduation	Survey & Online survey	Annually (before the graduation ceremony)	QATO	4 parts with General information (name, phone number, email, home address, major, batch, graduation year), Overall evaluation about the services, teaching and curriculum of International University, Career Support and Career information, Company name,

No.	Name of survey	Means	Frequency	Unit in charge	Contents
					address, position and income

The survey for getting faculty feedback regarding lecturers' opinion about teaching workload and teaching facilities, curriculum and syllabus, public activities as well as research is conducted annually. The survey is conducted on the faculties who are teaching and doing research at each School or Department of International University.

Both lecturers and students are asked to evaluate the services of the University. The main purpose of this survey is to find out how the services meet the needs of all students at the International University in order to propose corrective measures and improvement in the drawbacks as this will help to enhance the service quality of the whole university.

The surveys for getting external evaluation by alumni, employers are conducted annually. The alumni survey investigates the students' assessment of ability / capability acquired after graduation. The categories of capability assessment are related to problem solving skills, project planning and management, initiatives taking, teamwork, and communication. Employers' level of satisfaction about the ELL programme is also measured in a survey. The survey is conducted via in-depth interviews and questionnaires.

To receive information about the programme and its specification, the study programme provides a student handbook, and makes announcements on the School's website. These channels list the programme description, career opportunities, facilities and laboratories, accreditation status, expected learning outcomes, curriculum map, admission requirements, sequencing of courses and prerequisites, course descriptions, and programme policies.

The University's Public Relations Department is responsible for conducting press release, updating University activities on the IU website. Each school or department has its own website where their activities are announced as well.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

However, the panel found that the assessment of students' actual workload is a) not systematically analysed and evaluated and b) that student surveys are not anonymous. There is no student survey in the course evaluation forms, which includes a question regarding the workload for each course. A question to quantify the actual workload of students (actual hours students spend on each course for preparation/ self-study time, teaching time and examination) is missing in the course evaluations, which would enable the University to

analyse the workload and take appropriate measures (e.g., redistribution of course contents, in case the workload is too high in one course and too low in another course). The evaluation of the actual student workload should determine the scope and distribution of the student workload and examine whether the empirically determined student workload corresponds to the credit points allocated for the course. Therefore, the panel recommends the following **condition**:

a) The HEI monitors and records the students' workload, informs the students about the evaluation results, and involves them in the relevant committees.
b) The HEI anonymises the student evaluation survey.

In the statement on the report, IU elaborates that student progress and academic performance are monitored by the Edusoft-web system and academic advisors through GPA and the number of registered credits every semester. Based on students' GPA and number of registered credits, academic advisors will notice whether students are progressing appropriately or if there are any problems with their performance. In regard to this, the advisors will provide necessary advice and support to help students complete the programme on time. The workload allocated to students is relatively suitable and most students can follow this standard. Some students have studied harder and registered more than the standard and graduated in less than four years. According to the survey, a majority of students concur that the academic curriculum is appropriate, with scores of roughly 4/5 or greater than 4/5 throughout the years. Additionally, students affirm that the curriculum achieves a balance between general and specialized courses as well as theoretical and practical elements, as evidenced by scores of approximately 4 and greater than 4 out of 5 points for these two criteria.

Furthermore, IU explains that students may find the survey result summaries on the School's website. When a student accesses the online survey page, enters his/her ID, they can access and view the previous course evaluation results. The students' constructive feedback on the lecturing, facility, library, and other services is well received and sent to the corresponding managers in charge to take proper action. Critical concerns related to the teaching quality will be answered officially by the School Dean. Moreover, the Quality Assurance Council of International University already has a member who is a student representative.

In the statement, the International University elaborates that they published Quality Assurance principles, policies and procedures that are essential to the university's strategic management. IU´s Quality Assurance handbook contains detailed information regarding the structures, role allocations, and quality-related procedures. The IU has developed manifold questionnaires evaluating students' satisfaction with the quality of the educational offerings and the student experience. International University has been conducting a plan for collecting feedback of stakeholders through online survey system (surveys anonymously) and treating the survey confidentially by the Office of Quality Assurance and Testing.

The panel appreciates the initiatives IU has taken so far, in particular that they include a student representative the Quality Assurance Council of International University. However, they would still like to see how they integrate a question regarding the workload evaluation in the survey. This ensures that the study programme allocates enough credit points to the courses and can monitor the development of the study programme as well as the wellbeing of students.

Quality control by the faculty and by externals is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.
Overall, the study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plans and exam regulations). Here, the panel refers to their recommendation in chapter 2 regarding the transparency and documentation of the admission process.

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

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

Quality profile

HEI: International University, Vietnam National University, Ho Chi Minh City

Bachelor / Master programme:
Bachelor of Arts in English Linguistics and Literature

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

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

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